

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST

It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2022. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

How much (if any) do you intend to carry over from this total fund into 2021/22?	0
Total amount allocated for 2022/23	£16,000
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£16,000

Swimming Data – as at 31 July 2022

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2023.</p> <p>Please see note above</p>	•
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p>	Yes/No

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23		Total fund allocated: £16,000		Date Updated: 11 November 2022	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: %
Intent	Implementation		Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?		Sustainability and suggested next steps:
Additional swimming intervention	Children are given the opportunity to have additional swimming to ensure all can swim 25m and to perform safe-self rescue procedures	£2200	By the end of the year of 10 Y6 pupils, 50% were able to swim 25metres. 50% consistently refused to swim due to either extreme negative body-images, or concerns over the conditions of changing facilities.		For the coming year alternative facilities will need to be sourced
<u>Recreation for Life programme</u> 1. All pupils to engage in the gymnastics programme: pupils fine control of their own bodies; pupils' cross body-midline development is increased; competence in brain-gym at school and the positive impact this has on their other learning is demonstrable 2. Collaboration & team-working improves. All pupils able to engage in each role in order to contribute to the safe 'sailing' of the barge. 3. All pupils engage in dance/drama activity	<u>Recreation for Life programme</u> 1. Baskervilles – Terms 1-2 2. Team-building activities with Canal Ministries 3. Dance/drama programme - The Egg theatre group + 4. Physical activity in the community	£1200 £500 £1000 £100	All pupils enjoyed and engaged fully in the gymnastics programme, such that a second term was used to substitute for the team-building activities scheduled with Canal Ministries which had unfortunately to be cancelled. The drama programme took place this year in school rather than at the theatre itself. This was satisfactory in terms of convenience but was less successful than in previous years when being on a real stage had captivated their imaginations		The R4L programme will need reviewing and revising for the coming year. <ul style="list-style-type: none"> - Baskervilles continues to be successful, - the dance/drama element would be better delivered at the theatre - Canal Ministries will no longer be available to us, and so team-building will require the timetabled use of Commando Joe's programme rather than the way it has been used this year.

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4. Pupils are given experience of activities available within their local community (e.g. mini golf; pumpkin picking; tennis; fishing)			better.	
Identified pupils to engage in bespoke daily fitness interventions.	In-school 1to1 fitness /physical therapy programmes	From Centre budget	For those children identified, the programmes have helped develop a 'fitness habit' and one at least is maintaining a programme independently outside school as well. Their stamina and body self-image has begun to improve – evidenced by a reduction in expressions of negative self-image and self-esteem.	
Numbers participating positively or are active in supporting and encouraging their peers. Happier playtimes - number and severity of incidents reduced	Equipment to facilitate collaborative play at playtimes	£300	A wide range of equipment has facilitated easier sharing and fewer negative incidents occurring	
To use physical activity to re-set pupils after long taxi journeys and prepare them to focus on formal lessons	The daily mile /run	£100	Morning lessons begin in a calmer and more focused fashion	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
To use structured physical activity to promote the development of numeracy skills	Purchase of Active Maths programme to guide class staff in how to use physical activity to promote the development of numeracy skills	(£575)	Active Maths is enjoyed by all groups. Evidence as to the programme's direct impact on attainment is not reliable, but staff anecdotal evidence suggests that children's confidence with	If the programme has been successful in providing ideas, but staff have needed to adapt activities to better suit the needs of our students. Decision not to

			numeracy is growing.	renew next year.
Good quality and condition equipment is available for PE lessons and for collaborative play and play therapy.	To maintain PE equipment provision and re-stock as necessary. NB: as part of their particular needs, replacement costs are higher than might usually be anticipated	£500	The equipment purchased has been focused on facilitating positive play and the use of grant funds has enabled a wider selection to be made available with positive impact on the development of social skills.	
Pupils will learn to negotiate, cost and plan their leavers' trip with a PE/Sport focus (e.g. fishing; High-ropes; rock-climbing etc)	Y6 pupils to negotiate a focus and plan their trip - collaboratively	£300	Successful trips were enjoyed by the students and staff.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
With the growth of numbers within KS1&2 a third trained MOS is needed for all pupils are to have access to Forest School weekly.	Improving staff expertise and confidence:- Third MOS Forest School trained	£1500	The new Forest School leader has been able to incorporate into the curriculum offer his vast experience of outdoor living. Children and staff have been excited to broaden their skills and knowledge to include foraging and wild cooking as well as the more common FS skills.	
Quality of PE provision is maintained during the parental leave of cover-supervisor specialist	Subscription to Complete PE to give ideas and plans for a cohesive programme for delivery by non-specialist staff	£1,500	Staff delivering specialist PE lessons are growing in confidence to deliver a structured PE programme.	

<p>Pupils learn to use sport and physical activity as a strategy and tool in the management of their own behaviour and strong emotions.</p> <p>Pupils' mental health and well-being positively impacted as evidenced through greater engagement in learning and reduction in challenging behaviours</p> <p>Pupils' serious incidents and exclusion rates reduce as they learn to manage their own feelings more effectively.</p>	<p>Individual sports mentoring interventions – beyond those usually planned and targeted at those pupils who have experienced especially challenging times through the pandemic</p>	<p>£6.000</p>	<p>Individual mentoring has had a significant positive impact on individual pupils, growing their emotional resilience such that, although they have loved their time with SFC, they manage positively when it comes to an end, with the learning gained from it being maintained</p>	
<p><u>Recreation for Life programme</u></p> <ol style="list-style-type: none"> 1. Older pupils learn to maintain their own bicycles 2. Younger pupils to learn to ride a bike 	<p><u>Recreation for Life programme</u></p> <ol style="list-style-type: none"> 1. Cycling (this was planned but has not been possible through the last 2 years and we wish to reinstate – likely to be scheduled for Spring 2023) 	<p>£500</p>	<p>Funding allocated but not able to be actioned</p>	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:

Intent	Implementation	Impact		
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>
<p>To offer archery as a new sport</p>	<p>Purchase equipment (new MOS has the skills and qualifications to deliver this teaching)</p>	<p>£200</p>	<p>The introduction of archery (purchase of equipment and the qualifying of a MOS as an archery instructor) has been highly successful, broadening our offer and introducing children to a new sport which they can also access in the community (there is an archery club in Bath)</p>	
<p>To ensure our PE curriculum remains broad and balanced through sourcing the correct resources</p>	<p>Audit PE curriculum and order PE resources</p>	<p>Covered above</p>	<p>Regular monitoring of planning and lesson delivery by SLT has evidenced that a broad and balanced curriculum is supported with adequate resources</p>	

			and ensures that high quality PE lessons are delivered	
To provide a programme to develop team building and character development through	To purchase Commando Joe's programme To access training offered as part of the programme	Subscription started July 2022 so from 21/22 PE&S grant	Having a structured programme for team-building has been hugely beneficial. The activities which have happened have been well-received and pupils have begun to develop collaborative skills and group resilience.	

Key indicator 5: Increased participation in competitive sport Percentage of total allocation:

Intent	Implementation	Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?
Pupils will be able to manage minor levels of competition positively.	SEMH-tailored Sports Day equipment. *	£300	Our own iteration of 'sports' day' continues to be a successful event, with all students engaging in competing in individual events to improve their own performances Matches against our new sister school have been hugely successful in developing a team spirit across the whole primary school – engaging players and supporters in the positive hosting of visitors.
Sustainability and suggested next steps:			
This intervention has taken patience and several years to achieve the objective of 'all' pupils achieving it. Pupils new to the school during the year succeeded in being present, even if some of them just observed. We anticipate that pupils new to the school will similarly take time to observe before actively participating.			

- **Competition is a major challenge for our pupils whose self-image tends to be poor and self-esteem low. The balance between competition and collaboration is extremely hard for our pupils and they either pursue competition too strongly, or their negative self-image of themselves increases. This is not a helpful KI for our pupils in this setting.**
- **Competition against themselves to improve their personal performance in the morning run or at swimming is positive. The use of this grant to ease access to these targets has been positive in previous years in enabling all our pupils to participate in these challenges.**

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	