

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



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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 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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 2021. 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?	£13,500
Total amount allocated for 2021/22	£16,000
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£29,500

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 2022.</p> <p>Please see note above</p>	<p>6 Y6 pupils left in July 2022, with 2 others remaining to repeat Year 6 in 22/23.</p> <p>Of these,</p> <ul style="list-style-type: none"> • 50% could swim 25 metres; • 50% consistently refused to swim due to extreme negative body-images.
<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>	50%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	50% can probably do this – our

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	evidence base is not robust in this sphere.
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?	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: 2021/22		Total fund allocated:		Date Updated:	
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:
<u>Recreation for Life programme</u> 1. All pupils to engage in the gymnastics programme: pupils fine control of their own bodies; pupil P 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 4. Pupils are given experience of activities available within their local community (e.g. mini golf; pumpkin picking; tennis; fishing) 5. All pupils engage in the activity and have experience of yoga as part of their mindfulness programme	<u>Recreation for Life programme</u> 1. Baskervilles – Terms 1-5 2. Team-building activities with Canal Ministries 3. Dance/drama programme - The Egg theatre group + 4. Physical activity in the community 5. Teen yoga	£2200 £500 £1000 £500 £2000	1. Pupils enjoy Baskervilles and their co-ordination has improved 2. This activity could not take place as the providers were very unwell with Covid during the planned period 3. Pupils are willing to 'have a go' even when they lack confidence or are very negative about it. 4. Pupils will know about positive activities in the community (and reduce negative behaviour in the community) 5. All pupils enhance their mindfulness skills through attempting yoga	The Recreation for Life programme we believe is hugely important for pupils who are disadvantaged by their previous trauma as well as in socio-economic terms. Many activities can be used therapeutically as they grow older, but pupils have to have experienced these in order to know this.	
Identified pupils to engage in bespoke daily fitness interventions.	In-school 1to1 fitness /physical therapy programmes	From centre funding	For those pupils identified, their stamina and body self-image		For the progress made to be sustained the programme needs

			improved – evidenced by a reduction in expressions of negative self-image and self-esteem.	to continue – pupils have limited control over their diets and need guidance as to how to maintain a fitness programme
<p><u>Swimming</u></p> <p>Y6 pupils can swim 25metres unaided</p> <p>Y6 pupils can use a range of strokes</p> <p>Y 6 pupils can perform safe self-rescue</p>	<p>Swimming takes place at Paulton Pool where we can have the pool to ourselves for a group of 12-18 pupils only.</p> <p>This is acknowledge their sensory needs while still being able to address the need to teach them to swim</p>	£2100	Y6 pupils in exit can swim 25metres unaided	<p>6 Y6 pupils left in July 2022, with 2 others remaining to repeat Year 6 in 22/23.</p> <p>Of these,</p> <ul style="list-style-type: none"> • 50% could swim 25 metres; <p>50% consistently refused to swim due to extreme negative body-images.</p>
<p>Numbers participating positively or are active in supporting and encouraging their peers.</p> <p>Happier playtimes - number and severity of incidents reduced</p>	<p>Daily activities</p> <ul style="list-style-type: none"> • Equipment to facilitate collaborative play at playtimes 	£300	Through the year the % of playtime activities requiring active staff engagement and modelling has reduced.	<p>This process has to be repeated annually as pupils new to the school learn to play, first alongside and then with peers.</p> <p>A long-term target would be for older pupils to achieve ‘mastery’ and be able to support younger pupils themselves. This is an ambitious target and will require much planning if an intervention is not to be counter-productive.</p>
<p>To use physical activity to re-set pupils after long taxi journeys and prepare them to focus on formal lessons</p>	<p>The daily mile /run</p>	£100	<p>This activity was very effective at the start of the year and pupils enjoyed testing themselves against their “personal best”. Loosening up tense muscles helped them move into classroom activities.</p> <p>Later in the year when a more intense focus on extending what pupils ‘know and can do’ developed, the morning run dwindled.</p>	<p>A positive initiative which could be considered for re-introduction depending on the needs of pupils new to the school and also on new class groupings.</p>

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:
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	As above:- Through the year the % of playtime activities requiring active staff engagement and modelling has reduced.	As above:- This process has to be repeated annually as pupils new to the school learn to play, first alongside and then with peers. A long-term target would be for older pupils to achieve 'mastery' and be able to support younger pupils themselves. This is an ambitious target and will require much planning if an intervention is not to be counter-productive.
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	£200	Pupils were in 2 different classes this year and so planned different trips with the support of their class teachers. Plans included formal requested to AP for permission and funding allocations	A good activity for our older pupils, beginning programme for Lifeskills development
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	A new programme – trialed in July 2022 for implementation in 2022/23	

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:
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.	To be able to cover this leave with staff who have SEMH experience was judged a preferable option to buying in PE specialists
Pupils learn to use sport and physical activity as a strategy and tool in the management of their own behaviour and strong emotions. Pupils' mental health and well-being positively impacted as evidenced through greater engagement in learning and reduction in challenging behaviours Pupils' serious incidents and exclusion rates reduce as they learn to manage their own feelings more effectively.	Individual sports mentoring interventions – beyond those usually planned and targeted at those pupils who have experienced especially challenging times through the pandemic	£9.500	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	Pupils who have benefited from this intervention are stronger to move on to greater independence in their resilience. New pupils have the opportunity to benefit from the intervention.
<u>Recreation for Life programme</u> 1. Older pupils learn to maintain their own bicycles 2. Younger pupils to learn to ride a bike	<u>Recreation for Life programme</u> 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)	(£1000)	Funding allocated but not able to be actioned in 2021/22	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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 offer archery as a new sport	Purchase equipment (new MOS has the skills and qualifications to deliver this teaching)	£865	A new programme – trialled in July 2022 for implementation in 2022/23	
Forest School equipment is stored is		£1500		

such a way as to be easily accessible for pupils to access with supervision	A new shed is sourced and built on-site		Achieved. Equipment is arranged such that pupils can access independently various items or kit, either for us in FS activities on-site or to prepare for off-site locations.	A one-off purchase which will need basic maintenance only over coming years
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	£6,000	Programme is very new to Aspire. The activities which have happened have been well-received and pupils have begun to develop collaborative skills and group resilience.	Programme as purchased continues into 2022/23.
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?:	Sustainability and suggested next steps:
Pupils will be able to manage minor levels of competition positively.	SEMH-tailored Sports Day equipment. *	£300	All pupils had fun and managed a very small level of competition including those who, in previous years had become very dysregulated Some pupils also assisted in the planning and preparation of the event	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.
<ul style="list-style-type: none"> • 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:	