

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](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£16,000 plus £10 per child = £2,060 Total: £18,060
How much (if any) do you intend to carry over from this total fund into 2021/22?	
Total amount allocated for 2021/22	
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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. 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	N/A
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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 2020. Please see note above	N/A
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	N/A
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A

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

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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: 2020/21		Total fund allocated:		Date Updated:	
<p>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</p>					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?:	
<p>To further embed the skills development of fundamental skills making links to games and tactics within games.</p> <p>To embed the link between healthy body, healthy minds by raising the profile of physical activity within the whole school community.</p>	<p>Weekly sports coaching sessions for every class. KS1 class teachers delivering P.E sessions weekly following planning and schemes from P.E providers. To purchase new P.E equipment to support delivery of new curriculum in response to summer audit.</p> <p>Well-being week activities strongly linked with healthy body/healthy mind. Sports coaches to lead an assembly during well-being week to promote importance of physical activity and keeping our minds healthy. Sports coaches and class teachers delivering a clear link between physical activity and healthy minds every session.</p> <p>Develop the roles of the coaches to</p>		£8992 (Sports coaches charge for year)		

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<p>To develop the playground space into zones, linking to specific physical activity and play opportunities.</p>	<p>improve engagement and participation of all children in small groups</p> <p>Scrap store loose parts to be zoned on the artificial grass, develop swinging opportunities to aid regulation.</p> <p>Zoned football pitch allocated on the hundreds square for daily use, sports coaches to implement and support with new football rules and introduce timer system.</p> <p>Play lead employed to support with physical activity at playtime, increasing participation and engagement in physical activities at lunchtime with zoned areas.</p> <p>Balls, hoops, bean bags to be used to encourage children to develop fundamental skills.</p>	<p>Scrap store £950</p> <p>£2,411.25 (Play lead costs)</p>		
<p>To develop a full programme of clubs starting from T1 to include a range of activities to inspire and promote a love for sport raising the profile across the school community.</p>	<p>P.E co-ordinator and school finance officer to co-ordinate range of after-school clubs including sports club delivered by sports coaches.</p> <p>Sports coaches running a lunchtime club with a focus termly about improving participation in games and developing fundamental skills including the idea of competition.</p>			
<p>To introduce, implement and embed a new scheme and sports coaching provider that has been identified to better support the needs of our pupils.</p>	<p>Inspired Somerset to deliver a staff INSET in September about delivering the scheme including using the virtual platform.</p>			

<p>To improve consistency of regular movement breaks with the new P.E provider, ensuring that children continue to have more purposeful movement breaks throughout the lesson, both building on fundamental skills and making the link between healthy body and healthy minds.</p>	<p>Staff to become familiar with the platform and materials it provides. Staff are confident to use the resources to implement movement breaks within their classrooms to aid learning and physical activity throughout the day.</p>			
<p>To promote the holistic development of fundamental skills, fostering resilient, confident, independent and creative learners.</p>	<p>Children will have opportunities for forest school termly for 6 week blocks 3 times per year.</p>	<p>Forest school leader £4,958.00 (7.5 hours per week)</p>		

<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation:</p>
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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>To establish and embed the new P.E provider, developing the children's fundamental skills alongside their understanding of games allowing them to build resilience to competition and develop tactics.</p> <p>Staff to work alongside sports</p>	<p>Weekly sports coaching sessions for every class. KS1 class teachers delivering P.E sessions weekly following planning and schemes from P.E providers.</p> <p>Staff work alongside coaches to</p>	<p>£8992 (Sports coaches charge for year)</p>	<p>Sustainability and suggested next steps:</p>

<p>coaches weekly, delivering lessons focussing on the same skill in a different game.</p> <p>Subject leader to monitor impact of delivery in sessions, ensuring consistency and skills are delivered across EYFS and KS1.</p> <p>To continue to develop curriculum mapping for P.E with support of new P.E provider.</p> <p>To deliver a curriculum with a range of activities, tactical games and opportunities for skill development to inspire and promote a love for sport raising the profile of sport across the school community.</p>	<p>deliver sessions, developing their skills and modelling to the children. Develop staff confidence through sports coaches modelling and supporting the delivery of skills. Scheme to provide opportunity for children to transfer skills and begin to see the purpose for learning the fundamental skills.</p> <p>P.E lead to observe lessons in EYFS and KS1 taught by all teachers and coaches.</p> <p>New curriculum mapping to displayed on the website.</p> <p>Staff to have weekly opportunities to work alongside coaches to develop knowledge, practical skills for organising P.E lessons and build confidence in delivering sessions. Pupil voice collected about how they view P.E at the start of the year (start of term 2) and the end of the year (end of term 6) Sport coaches to lead sports day including elements of competition and a sports festival to further build the profile of P.E within our school.</p>	<p>Subject leader release £1,200 per year (8 days over the year)</p> <p>£8992 (Sports coaches charge for year)</p>		
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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:
<p>To further develop the curriculum to include tactical games so the children understand the purpose of learning and developing fundamental skills.</p> <p>To embed curriculum with new P.E provider.</p> <p>To continue to raise the profile of P.E across the school including all stake holders.</p> <p>To make a clear link in all lessons to a healthy body and healthy mind, linking recent training of senior</p>	<p>Use Inspired Somerset P.E scheme of work and resources to ensure consistency of teaching with sports coaches and teacher ensuring full coverage of all fundamental skills with EYFS and KS1 curriculum. In addition, support teacher knowledge and model skills accurately.</p> <p>Staff to have weekly opportunities to work alongside coaches to develop knowledge, practical skills for organising P.E lessons and build confidence in delivering sessions.</p> <p>Pupil voice collected about how they view P.E at the start of the year (start of term 2) and the end of the year (end of term 6)</p> <p>Sport coaches to lead sports day including elements of competition and a sports festival to further build the profile of P.E within our school.</p> <p>All P.E lessons to make a clear link with LO with physical activity and</p>	<p>£8992 (Sports coaches charge for year)</p> <p>Subject leader release £1,200 per year (8 days over the year)</p>		

mental health lead in curriculum planning.	mental health. Subject lead to monitor through lesson observations and conduct pupil interviews			
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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?:
To further enhance extra-curricular provision ensuring clubs run throughout the school year and cover a range of sports and activities.	Extra-curricular clubs running from T1 including multi-skills to develop fundamental skills. Music club, gym and yoga are also running from the start of T1. Schools clubs to run every Friday afternoon to develop opportunities. Children to choose which club they would like to attend each week.	£8992 (Sports coaches charge for year) Subject leader release £1,200 per year (8 days over the year)	Sustainability and suggested next steps:
To continue termly swimming lessons for KS1 during the autumn term.	Children to attend swimming lessons for half a term to continue to build confidence and safety within the water.	£3,000 (subsidised swimming sessions)	
To further enhance extra-curricular provision exploring inter-sports competitions with new P.E providers.	P.E lead and sports coaches to build links with other local schools to hold a interschool sports	Subject leader release £1,200	

	competition in T5/6.	per year (8 days over the year)		
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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:
To develop children's resilience and emotional regulation skills to manage competition. To build profile of sports day including elements of competition.	Sports day to be carried out with parental/carer spectators, sports coaches to run a range of events to build children's motivation, competence and confidence are at the centre of the competition. Sports coaches and class teachers to include elements of completion in each lessons to gradually build up resilience and emotional regulation. Sports coaches to deliver a weekly lunch club focussing on building fundamental skills, understanding of competition and emotional resilience.	£8992 (Sports coaches charge for year)		
To develop rules for football in a designated zoned area, establish a group of children to become 'football leaders'.	In term 2 coaches to run a lunch football club to develop children's understanding of football and how to play fairly with elements of competition. In term 3 coaches to support with football at lunchtimes ensuring the play leaders are communicating the new rules to the rest of school.	£8992 (Sports coaches charge for year) Cost of football and football nets.		

<p>To continue to develop opportunities and engagement for vulnerable learning, new coaching providers to run weekly sessions throughout the year to build on fundamental skills this year focussing on the children starting to engage in games without emotional dysregulation.</p>	<p>Assembly to be delivered by 'football leaders' supported by sports coaches.</p> <p>Small group (groups of 5 children with high adult ratio) coaching sessions offered weekly by sports coaches to improve participation within sports and whole class sessions by building fundamental skills, alongside understanding of games, exposure to competition in terms of winning or not and the emotional regulation skills to manage this.</p> <p>Play leader support at lunchtime to support children to engage and participate in activities through nurture support. SMSAs to engage and support with physical activity on the playground at playtimes and lunchtimes including new football rules.</p>			
<p>To develop opportunities for interschool sports.</p>	<p>P.E lead and sports coaches to build links with other local schools to hold a interschool sports competition in T5/6.</p>			

Signed off by	
Head Teacher:	
Date:	

Created by:



Supported by:



Subject Leader:	Ruth Perry
Date:	
Governor:	
Date:	

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