

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](https://www.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 2021/22 | £0 |
| Total amount allocated for 2022/23 | £17,980 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £0 |
| Total amount allocated for 2022/23 | £17,760 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £17,760 |

Swimming Data

Please report on your Swimming Data below.

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| 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 | |
| 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 | % |
| 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 | % |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | % |
| 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 this way? | Yes, we will purchase additional top-up sessions for Y6 children in the summer term. |

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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.

[illegible]

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| | <p>delivered by TAs who have been trained.</p> <ul style="list-style-type: none"> ✓ Bikeability on offer to Y5 and Y6 in spring term ✓ Increase in after-school sport activities for KS1 and KS2. | | | |
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| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
|---|---|--|--|--|
| | | | | 65% |
| Intent | Implementation | | Impact | £12000 |
| 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: |
| Sports Council – children to be active members in discussions and decisions around improving sports across the school. | <ul style="list-style-type: none"> ✓ Sports council are elected for each year group ✓ Regular meetings with PE lead ✓ Raise funds for sports equipment ✓ Children to speak to their classes about changes that could be implemented. ✓ Arrange Intra-house tournaments at lunchtimes and during sports week. ✓ Sports Display with achievements. ✓ Sports personalities visit the school. ✓ Sports council to work with school council to organise 2x sponsored sporting activities in the year – Santa Run | <p>£200 for resources and badges.</p> <p>£500 for visitors organised by Sports Council</p> | <ul style="list-style-type: none"> ➤ Pupils actively engaged in making decisions about sport across the school. ➤ Pupils actively involved in deciding how to improve sports across the school. ➤ Pupils involved in arranging inter-house activities and organising sporting events across the school. ➤ Pupils involved in raising money for charity linked with taking part in sporting activities. | |

| | (Winter 2023) and Colour Run (Summer 2024). | | | |
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| To increase the time that children are physically active both during and after school | <ul style="list-style-type: none"> ✓ Embed new scheme supported by sports company offering activities in school. ✓ Increase the number of sporting clubs on offer to pupils from KS1 and KS2. ✓ Vary sports on offer during lessons and after-school clubs to increase participation. ✓ Take part in external festivals and competitions (The Vale and FLT). ✓ Inter-house competitions run termly. ✓ Sports week once a year. ✓ Inter-school activities arranged by TA Sports. ✓ Take part in inter-school competitions with Watchfield. ✓ Work closely with Watchfield PE coordinator to organise whole school active days, e.g. Zumbathon. ✓ Contact local sports providers e.g Martial Arts to enquire about free/taster sessions for the school. | <p>TA Sports Scheme £8000</p> <p>Academy Charge £3000</p> | <ul style="list-style-type: none"> ➤ Pupils speak positively about sports and are enthusiastic in taking part. ➤ Increase the number of children taking part in sports clubs after school. ➤ Increase the number of inter-school competitions. ➤ Broaden the children's horizons about different sports/physical activity on offer. | |

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| Ensure appropriate equipment is available to all pupils and staff to ensure teaching is high-quality. | <ul style="list-style-type: none"> ✓ Sports resources. ✓ Maintain sports equipment and ensure all resources are readily available/easy to access. | £500 for equipment | <ul style="list-style-type: none"> ➤ Equipment is available for all PE units of work. ➤ Sports equipment is maintained to a good standard so it can be used by all. | |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|--|---|---|--|
| | | | | 1% |
| Intent | Implementation | | Impact | £200 |
| 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 to be engaged and excited by PE lessons. Teachers to have the confidence to teach a range of PE topics including various games, gym, and dance. | <ul style="list-style-type: none"> ✓ Yearly subscription to PE scheme. ✓ CPD sessions (coaching sessions in specific sports). ✓ CPD through observing sessions led by sports coaches. ✓ Rachel Kenyon supporting staff where required. ✓ Additional CPD | TA Sports Scheme cost as above (CPD included with this) £200 for additional CPD where needed | <ul style="list-style-type: none"> ➤ Increase in staff confidence in teaching a range of sports. ➤ Increase in confidence for our subject co-ordinator and all teachers/Tas. ➤ Children receive a greater range of sports and higher quality lessons, building on skills and knowledge from previous years | |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
|---|--|--------------------------------|---|--|
| | | | | 8% |
| Intent | Implementation | | Impact | £1500 |
| 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: |
| Staff to have the knowledge to deliver a range of sports on offer for our pupils | <ul style="list-style-type: none"> ✓ TA Sports Sessions for all pupils so teachers can benefit from training while pupils access lessons. ✓ PE coordinator to engage in CPD (twilights, National College etc) and disseminate information. | TA Sports Scheme cost as above | <ul style="list-style-type: none"> ➤ Staff to attend CPD sessions and disseminate information as required. ➤ Staff to increase in confidence. ➤ A range of sports is on offer to all our pupils. ➤ PE lead to identify training needs and lead/organise staff training. ➤ PE skills and knowledge builds on previous learning. | |
| New sports equipment to be purchased | <ul style="list-style-type: none"> ✓ Identify new equipment required and purchase to improve participation. | £1000 | <ul style="list-style-type: none"> ➤ Pupils engaged in activities during and after school. ➤ Pupils have equipment to use at lunchtimes. ➤ Increase in positive and active behaviour. | |

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| Additional clubs and a range of sports on offer to all pupils | <ul style="list-style-type: none"> ✓ TA Sports Stars to run sessions for all year groups introducing them to sports around the world. ✓ Additional after-school clubs on offer with a wide range of provision | £500 | <ul style="list-style-type: none"> ➤ Pupils engaged in activities during and after school. ➤ Increase in attendance at clubs including vulnerable children and key groups. ➤ Pupils speak positively about the clubs on offer. | |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|---|---|---|--|
| | | | | 0% |
| 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: |
| For pupils to develop a love of sport and participate in both friendly competitions and competitive activities | <ul style="list-style-type: none"> ✓ Pupils from across the school participate in festivals and competitions ✓ All pupils have opportunity to take part in a variety of sports ✓ Within PE lessons there is an element of competition to enthuse pupils ✓ All pupils have the opportunity to participate in competitions in-house and within our Trust (swimming galas, tag-rugby, boccia, netball, football etc) ✓ Attempt to gain the silver sports mark | See funding above (Trust recharge, TA Sports) | <ul style="list-style-type: none"> ➤ Pupils develop a love of sports and speak with enthusiasms about sport ➤ Pupils to share their sporting achievements and news with the school in celebration assemblies and newsletters ➤ Pupils to watch and participate in inter-house competitions ➤ High interest in participation ➤ Increase the % of children attending festivals and competitions ➤ Increase % of children taking up new sports outside of school | |
| Increase in sports on offer to our pupils from the wider community encouraging children to participate in new sports outside of school | <ul style="list-style-type: none"> ✓ Invite local community sports clubs to provide taster sessions to the pupils and run sports clubs after school ✓ Pupils to take part in sport competitions within the Trust ✓ Teachers to gain CPD from local community clubs such as tennis. ✓ TA Sports Holiday camp runs from school site. | | <ul style="list-style-type: none"> ➤ Pupils to actively take part in sport competitions for which they may not usually take part ➤ Pupils and parents aware of additional sports clubs available outside school hours | |

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| Signed off by | |
| Executive Head Teacher: | J Scutt |
| Date: | |
| Head of School | B Clare |
| Date: | |
| Subject Leader: | L Acheson-Gray |
| Date: | |
| Governor: | S Jenkins |
| Date: | |