

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the  
Department for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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:

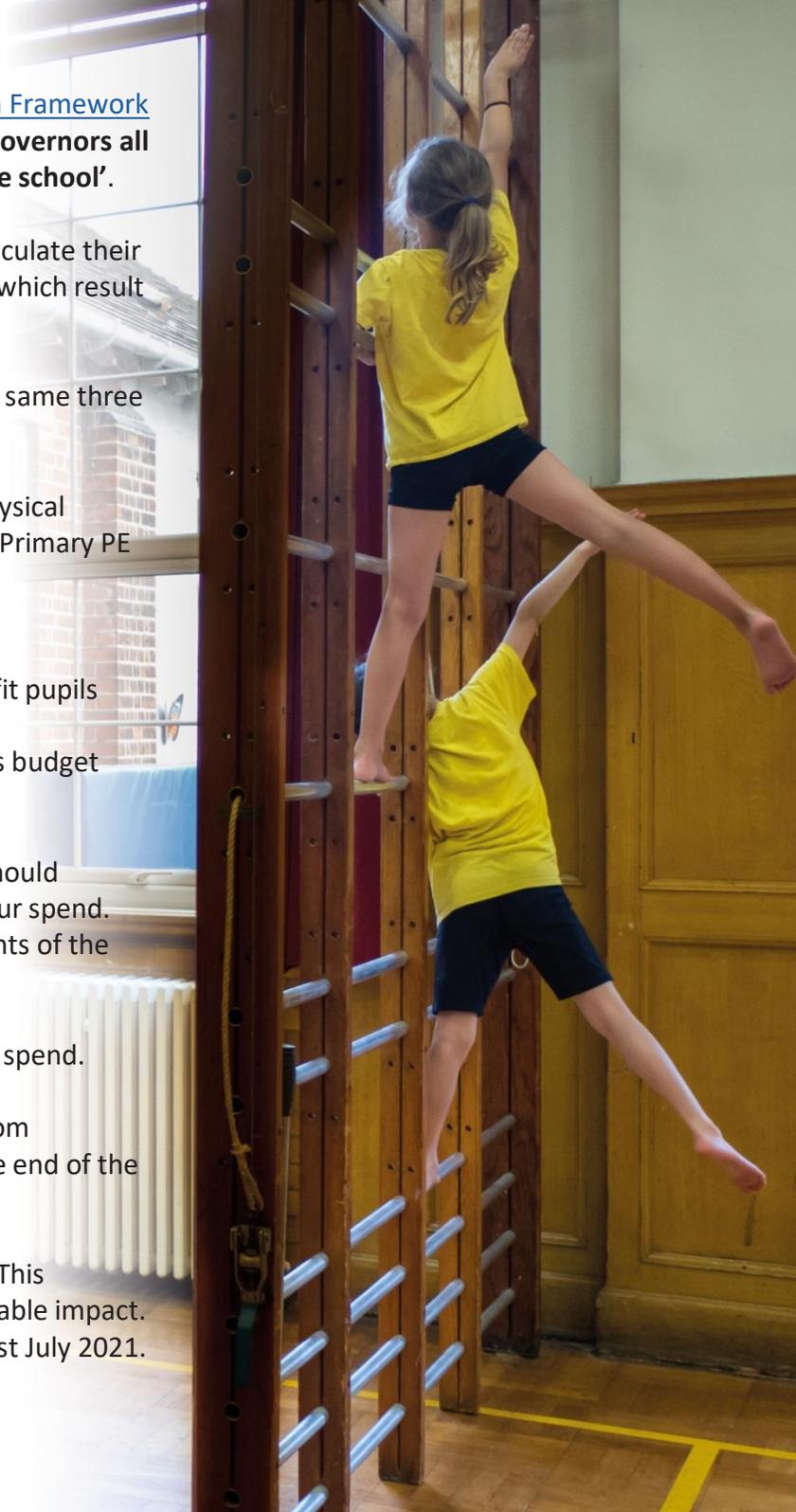
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects;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

Please visit [gov.uk](http://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 by the end of the summer term or by **31<sup>st</sup> July 2021** at the latest.

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](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2021 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:

Did you carry forward an underspend from 2020-21 academic year into the current academic year? YES

**Total amount carried forward from 2020/2021      £7,125**  
**+ Total amount for this academic year 2021/2022   £19,510**  
**= Total to be spent by 31st July 2022                £33,537**

<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 transfer to the pool when school swimming restarts.</p> <p><b>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.</b></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><b>N.B.</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 2021. Please see note above.</p>	<p>62% 37/60</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>59% 35/60</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>58% 34/60</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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p>Yes</p>

## 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: £26,635		Date Updated:	
<p><b>Key indicator 1:</b> 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?:	Sustainability and suggested next steps:
<p>Overall aim: All children to be able to swim 25m by the end of year 6.</p> <p>Majority of children are able to swim 25m by the end of year 3.</p> <p>Year six pupils will know basic lifesaving and water safety skills.</p> <p>Engagement in physical exercise both during and after school will increase.</p> <p>Increased variety of sports being taught to pupils.</p> <p>Transferable skills being developed across a range of sports</p>	<p>Weekly swimming lesson subsidised by school for key stage 2 pupils, targeted top ups for each year group.</p> <p>Experienced swimming coach to provide high quality teaching.</p> <p>Contact external providers and subsidise clubs based around a healthy lifestyle. Not just sport; dance, yoga, foods.</p> <p>Available to all but ensure some targeting of less active children during school time to attend groups to improve fitness.</p> <p>Subscription to imoves platform. Small</p>	<p>Budget: £6000</p> <p>Actual Spend: £3808</p> <p>Budget: £6000</p> <p>Actual Spend: £4698.92</p>	<p>Number of children able to swim 25m by end of year 3: /57 <i>(Will be year 6 academic year 24/25)</i></p> <p>Number of children able to swim 25m by end of year 6:37 /60 <i>(Academic year 21/22)</i></p> <p><i>SWIMMING POOL UNABLE TO OFFER LESSONS OR COMPLETE ASSESSMENT OF Y4.</i></p> <p>Number of children taking part in school run clubs: <i>Academic year 20/21: Difficulty running clubs due to COVID restrictions. 28 children across the year.</i></p> <p>July 2022:59</p>	<p>New facilities should enable more consistency with regards to pool access for initial swimming and booster sessions.</p> <p>Boosters/top up sessions throughout KS2.</p> <p>Play leaders trained and running active play sessions across both key stages during break.</p> <p>Sports equipment available during lunch on rota basis for each year group.</p> <p>PH Sports to extend hours within the school to run lunchtime and after school clubs.</p>	

	movement break activities that can be carried out by teachers during transitions.		Children working with playleaders:138	Active movement breaks during class transitions.
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<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				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:
Children across the school are able to take part in a range of sports at an age appropriate level.  Children across the school can use a range of techniques at an age appropriate level.  Children demonstrate an awareness and enthusiasm for active lifestyles.	High quality teaching during PE lessons.  Children able to experience a range of sports.  Use of local facilities to enhance sporting experience (Use of WSG, Oak Community School).  Celebration of sporting achievements from both inside and outside of school during celebration assembly. Award of Sports Award to children who have been recognised for sporting achievements.	Budget: £3030 Actual Spend:£1555.00	Progression of skills is evident throughout the school. Evidence that children are competent at using these skills.  Children are able to explain what a healthy lifestyle is.	Timetable observations of lessons to monitor teaching of PE.  Survey a range of children to ensure that they understand the skills they are developing and what their views on PE/Sport within the school are.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				%

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
CPD opportunities for staff in a range of activities TBC but aim to focus initially on Swimming and Gymnastics.  Scheme of work purchased and staff given CPD on using and implementing the new scheme to provide high quality lessons and ensure progression throughout the school.	Teachers to experience increased confidence in the teaching of gymnastics, through opportunities to observe specialists and team teach  Teachers to complete a survey at the start and end of the programme to track their increased confidence and knowledge  Invite specialist sports coaches into school to provide high quality CPD for teaching staff.  Observations of PE lessons to ensure high quality teaching and progression of learning. Ensure teachers new to year groups understand requirements.	Budget: £3000  Actual Spend: £894.17	All teaching staff in Years 1-6 to be up-skilled in the teaching of sports. <i>KS1 and 2 teacher Dance CPD.</i> <i>Y4 teachers Tag Rugby CPD.</i> <i>Teacher of School Swimming certificate awarded to KS2 teacher.</i>  Increased variety of sports being taught to pupils.  Transferable skills being developed across a range of sports.  High quality teaching and engagement of pupils during PE lessons.  Teacher confidence in teaching a range of sports/ techniques high.	Investigate CPD for staff on teaching of high quality gymnastics training.  Continue to renew subscription to scheme of work.  Continue monitoring teachers to ensure high quality PE being taught.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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>Additional achievements:</p> <p>Purchase of new equipment to support current and wider/new range of sports.</p> <p>Children have the opportunity to experience different sports outside what they may have previously experienced/had access to.</p>	<p>Membership of West Wilts sports organisation.</p> <p>Enter SEN friendly sports festivals.</p> <p>Workshops led by specialists focusing on different activities that the children may have experienced previously.</p> <p>Hire of Wiltshire School of Gymnastics facilities and coaches.</p>	<p>Budget: £2000 Actual Spend: £175</p> <p>Budget:£5000 Actual Spend: £16049.93</p>	<p>Opportunities for SEN children to take part in wider range/competitive sport.</p> <p>Investigated the purchase of new multi-sport goals to encourage a larger range of games during break and lunch.</p>	<p>Enter SEN inclusive sports festivals/competitions when next available.</p> <p>Continue to chase company regarding order.</p> <p>Opportunities for children to continue to develop their skills learnt during the workshops.</p> <p>Investigate and invite specialist leaders from different sports into school.</p> <p>Investigate local clubs that offer these sports and develop links between them. Investigate the possibility of offering clubs run by the school that offer these sports.</p>
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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:
Increased attendance at interschool competitive events.	<p>The Great Big Dance Off Virtual Solo competition.</p> <p>The Great Big Dance Off Virtual Group Competition. National dance competition for year 6 and 5 children.</p> <p>Membership of West Wilts sports organisation.</p> <p>Attendance at KS1 and KS2 Dance Festival.</p> <p>PE Lead to attend Melksham PE Lead Cluster meeting at the Oak, to discuss inter school competition dates, and develop opportunities for taking part in inter school 'non-competitive sports' to support children post covid.</p> <p>Equipment for Sports Day.</p> <p>Raise profile of sports teams within the school.</p>	<p>Budget: £1600</p> <p>Actual Spend: £1128.83 (including team kit : £1600.58)</p> <p>Approximate cost for new team kit: £471.75</p>	<p>Increased success at interschool competitions.</p> <p>Children/teams finishing higher than previous competitions.</p> <p>Children were able to take part in two national virtual dance competitions, a solo and a group competition. Solo competition: 15<sup>th</sup>, 16<sup>th</sup>, 17<sup>th</sup> and 23<sup>rd</sup> Group competition: 10<sup>th</sup> in South West Heats.</p> <p>Change of clothing supplier for new team kit. Quote request sent, still waiting reply.</p>	<p>Continue to enter children into the Great Big Dance Off competition.</p> <p>During WWSP summer term teams meeting, provisional dates for inter-school competitions released. PE lead to identify which competitions to enter and arrange clubs to support development.</p> <p>Continue to investigate cost and purchase of new team kit for inter school competitions.</p>

Signed off by	
Head Teacher:	Chris Light
Date:	July 22
Subject Leader:	Hannah Morgan
Date:	July 22