

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:

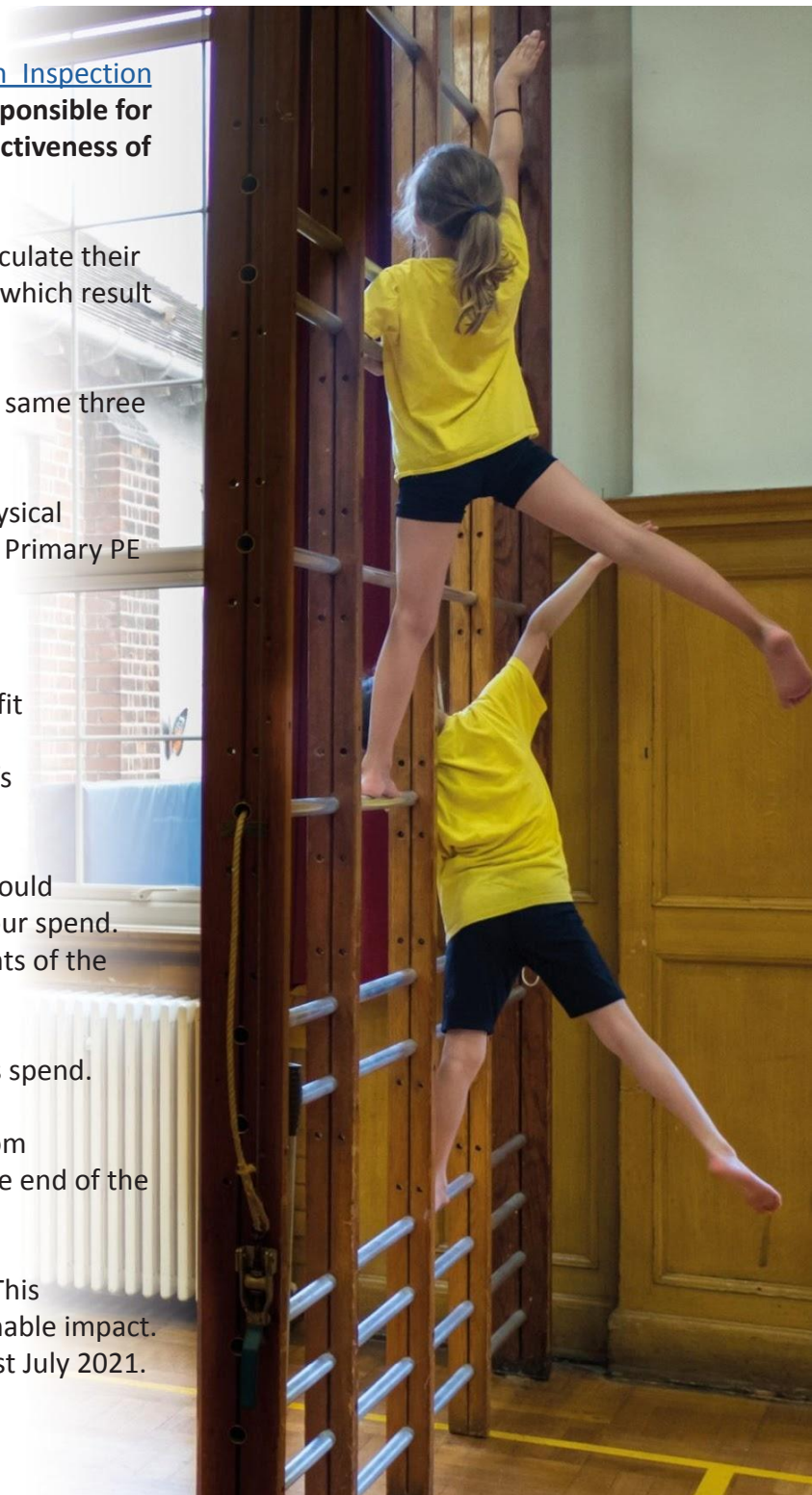
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects;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

Please visit gov.uk 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 **31st 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 2020 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 2020:	Areas for further improvement and baseline evidence of need:
<p>Sports coaches – level 5 (x3 coaches in total) Increased participation in a range of sporting activities Wider variety of sports offered to children Increased competitive and non-competitive sport and PE in KS1 Increased confidence and ability from teachers to teach PE Increase in Girls PE participation. Increase in girls attending extra-curricular clubs- more competition needed. Increase in competitive sport participation G and T identification, provision and sign posting. Swimming qualifications for teaching staff with an increased swimming provision across the school from 1 year group to 4. Work with occupational therapy to support children with SPARKS.</p>	<p>More Children to reach National curriculum targets in swimming by end of year 6 Girls PE and competition participation</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020 £....0..

+ Total amount for this academic year 2020/2021 £.21380.....

= Total to be spent by 31st July 2021 £.21380..

<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>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 2021.</p> <p>Please see note above.</p>	<p>35%</p> <p>Swimming provision was cancelled due to covid</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>25%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>30%</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>	<p>Yes- swimming provision has been increased from 1 year group to 4, smaller groups and double the amount of pool time per session.es/No</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: 2020/21	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:	
			82%	
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Improve the physical health and well-being of pupils. <i>Children and parents will have a greater awareness of how to lead a healthy lifestyle. Encourage a lifelong interest and understanding of the benefits of physical activity and healthy eating.</i>	Access to born to move for children in all year groups 4 days a week before school. Specific equipment purchased to enable more children to attend. Health and well-being meetings with targeted parents and children to support in increasing activity levels and suitable diet.	2 staff £15 x 5 days a week x 30 weeks a year - £4500 £180 health meetings (5 weeks x £36)	Targeted children given 1-1 or small group sessions within own bubbles due to covid regulations. Children developed confidence in their own abilities and understanding of exercise. Face to face support meetings cancelled due to covid. Advice and guidance given on exercise and diet and children given option of sports clubs to attend as well as sign posting parents to alternative sports clubs outside school. Children were able to join in a range of sporting activities with their own bubbles.	Born to Move to continue next year. Health meetings will continue and new children targeted for the coming year. Termly face to face meetings to resume with parents and PE team.

<p>Offer a wider variety of sport/activity to all pupils. <i>Children will spend more time being physically active.</i></p>	<p>Targeted running clubs.</p>	<p>£900 (£15 x 2 x 30 weeks) – Running clubs</p>	<p>Targeted running club for 40 children who struggled to run the length of the playground (50m). Children will build up to running 5K in preparation of a fundraising event. Reduced due to covid- whole school participated in running/walking challenge and charity event.</p>	<p>Running clubs to continue next year with aim to enter a charity run.</p>
	<p>Well-being project will continue but will be run by trained school staff to make it sustainable and cost effective.</p>	<p>£200 (£10 x 2 x 10 weeks)- health and well-being club</p>	<p>Targeted at 10 children and their families to gain and continue understanding of healthy eating at home and lunchboxes, along with the importance of regular exercise. Groups sessions cancelled due to covid.</p>	<p>Club will continue to run, over more terms allowing more families to attend. Family workshops for children starting reception to support healthy lunchboxes.</p>
	<p>1-1 cycling sessions for targeted children</p>	<p>£300 (£15x 2 x 10 weeks)</p>	<p>Targeted at children in need of mobility, balance and confidence support. Children will have gained confidence and ability in cycling and improved physical strength and mobility.</p>	<p>Sessions to continue next year.</p>
	<p>Daily after school clubs. A wider range of clubs available for all pupils e.g. box-to-be-fit, cycling, multi sports.</p>	<p>£3600 (£15 x 3 staff x 20 weeks x4 clubs) £1988 equipment</p>	<p>A range of high quality clubs running 4 days a week to smaller covid safe groups, allowing more children to enjoy being physically active with peers.</p>	<p>Clubs to continue running across all year groups next year. Club to continue next year</p>

<p>Increase swimming lessons so that Year 3 and 5 begin swimming, and continue year 2 and 4. <i>To continue to develop children's confidence and ability in order to reach national curriculum targets.</i></p> <p>Wake and shake for Year all pupils</p>	<p>Wildcats ice-hockey club</p> <p>Tracking of children attending clubs.</p> <p>Multi gym club</p> <p>Cycling club – Paul Ashman</p> <p>Hire more pool time Year 2,3,4 and 5 2020/21 T 5 and 6 Track children achieving the NC standard so that specific children can be targeted in Year 6.</p> <p>Daily wake and shake activity</p>	<p>£300 Coaching</p> <p>£0</p> <p>£0</p> <p>£2000</p> <p>£650</p> <p>£0</p>	<p>Children in year 4 given a new opportunity and promote activity outside of school.</p> <p>Monitor to ensure more children attending clubs and competitions and target children not engaging.</p> <p>Multi gym to be included in born to move and as additional club for years 3-6, including girls only sessions on a weekly basis.</p> <p>Cycling club offered to year 3 and 4 children to ensure more children had opportunity to be physically active and build confidence and cycling safety awareness.</p> <p>More children have access to smaller group and high-quality swimming sessions ensuring more children reach the national curriculum targets. Pool closed due to covid.</p> <p>Children are encouraged to be</p>	<p>Continue monitoring clubs and engage more children in physical activity.</p> <p>Continue next year.</p> <p>Club to be offered next year, ran by PE.</p> <p>Continue with increased pool time.</p>
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<p><i>Increased physical activity for all pupils.</i></p> <p>Increase engagement of girl's participation in sporting activities and competitive sport.</p> <p>EFL School football week. <i>Whole school to participate in a range of football activities focused around keeping active, fair play, ally ship and saying no to racism.</i></p> <p>Reception cycling</p> <p>1-1 SPARKS intervention</p>	<p>to be encouraged across the school.</p> <p>Specific girls only clubs offered. Participate in competitive sport for girls e.g. STFC Join the girls football league.</p> <p>Years 5 and 6 to attend workshop with Premier League stars. Class football tournaments to be ran across the week. Year 6 v Staff funday at Foundation park PHSE sessions to be based on ally ship and racism.</p> <p>Weekly sessions in reception focused on early cycling, balance and control with Paul Ashman.</p> <p>1-1 SPARKS programme for targeted children structured around individual needs</p>	<p>£390 (26 hours x £15) girls football club £20 to enter competitions</p> <p>£180 STFC coaches to deliver sessions to year 1 and 2.</p> <p>£1775</p> <p>4 x 10 x £15 £600</p>	<p>physically active every morning to help their mind and body be prepared for learning.</p> <p>Girls football team entered into schools league and cup competitions. Competitions cancelled due to covid.</p> <p>Year 5 and 6 took part in ally ship and racism workshops ran by Premier League stars while rest of school engaged during PHSE sessions. All year groups took part in football-based activities and tournaments. Children developed and understanding of ally ship and racism.</p> <p>Children build confidence in the early stages of cycling proficiency. Developed balance and control as well as safety awareness.</p>	<p>Girls clubs and competition to continue next year.</p> <p>Engage in EFL schools football week next year. Continue to promote ally ship and racism awareness.</p> <p>Provision to be continued by PE staff.</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>
				<p>1.2%</p>

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>Healthy lifestyle and sport displays introduced around the school. <i>PE and healthy eating to become more visible and have a higher profile within school.</i></p> <p>Continue to build links within the community and continue working as a partnerships school with STFC Community Foundation.</p> <p>Build new links with Swindon Wildcats ice hockey.</p>	<p>Boards allocated for PE and healthy lifestyle. Clubs and events to be advertised / celebrated</p> <p>Work with STFCCF to create a timetable to enable all year groups to access and use the facility.</p> <p>Work with Swindon Wildcats ice hockey to promote clubs outside of school.</p>	<p>£15 x 1 £270</p> <p>£0</p>	<p>Higher profile of PE in the school and children more aware of the opportunities available to them in school to participate in PE and Sport.</p> <p>STFC came into school to support coaching in year 1 during PE lessons and an afterschool club. Year 5 and 6 attended weekly sessions at Foundation park for PE.</p> <p>Wildcats coaches delivered afterschool clubs to year 4 children.</p>	<p>PE staff to continue promoting all clubs, events and healthy lifestyles across the school.</p> <p>Continue to use Foundation Park for PE and engaging with STFC Community Foundation.</p> <p>Continue next year with increased availability for more year groups. Use of goals purchased will benefit this club</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:

				20%
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:
Staff skills, knowledge and confidence to deliver PE is developed through targeted CPD to enable improved delivery of PE sessions.	<p>CPD: NQT 1 session per term 1 adult per year group attending</p> <p>CPD session for all teachers per term Year 2 + 3 NQT teachers to attend swimming training</p> <p>2 terms of shadow teaching developing teacher's skills, knowledge and confidence in delivering PE (6 teachers – targeted support.</p>	<p>Part of the Ridgeway Package £3731.00</p>	<p>All NQTs given a range of CPD opportunities.</p> <p>Year 4 staff have team teach sessions with Ridgeway staff for 2 terms to upskill teachers in delivery of PE.</p> <p>Teachers report (pre / Post questionnaire) being more confident and having more knowledge in how to deliver effective PE sessions.</p>	<p>Continue with termly CPD sessions next year.</p> <p>Increase year groups having team teach sessions.</p> <p>PE staff to continue supporting teachers to develop skills knowledge and confidence.</p>
Lesson drop ins	Sports coaches to drop in and observe PE lessons, support and feedback given if needed.	£15 2 x 20 = £600	All teachers in KS1 and KS2 receive feedback and follow up support to improve the teaching of PE in a follow up area.	PE staff to continue.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0.8%

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:
Charity fund raising Around the World Challenge	Whole school to take part in the Red Nose Run. Encourage all children and families to engage in the challenge, raising awareness of healthier lifestyles.	£0 3x £15 x 4 £180	Children all took part in sponsored events, raising awareness of charities and healthy lifestyles. More children walked to school, and took part in walking, running and cycling activities at home with their families. Children choose to use lunchtimes to run, collecting class points. Children and more aware of healthy lifestyles.	Look into more charitable events- consult student parliament. Continue to engage children and families in events.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2.3%
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 develop an enjoyment of competitive sports and participation in competition.	<p>Fortius – allow greater competition in competitive sport and festivals (Dance festival, Netball, Hockey)</p> <p>WHF festivals</p> <p>Boys/ girls football leagues.</p> <p>Competition element in PE lessons.</p> <p>STFC football tickets to encourage family participation.</p> <p>Swindon wildcats ice hockey.</p> <p>Whole school events that engage families and activity at home.</p>	£500 premier package.	<p>More competitive and participation events attended.</p> <p>Boys and girls entered into football leagues and festivals.</p> <p>Some events and competition cancelled due to covid.</p>	<p>Continue next year to participate in WHF and Fortius festivals.</p> <p>Boys and Girls to continue in football leagues and festivals.</p> <p>Trips to local sporting events to be built into reward and enrichment system.</p>

Signed off by	
Head Teacher:	Bryony Bardwell <i>Bardwell</i>
Date:	01-09-21

Subject Leader:	Kelly Reynolds
Date:	01-09-21