



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:

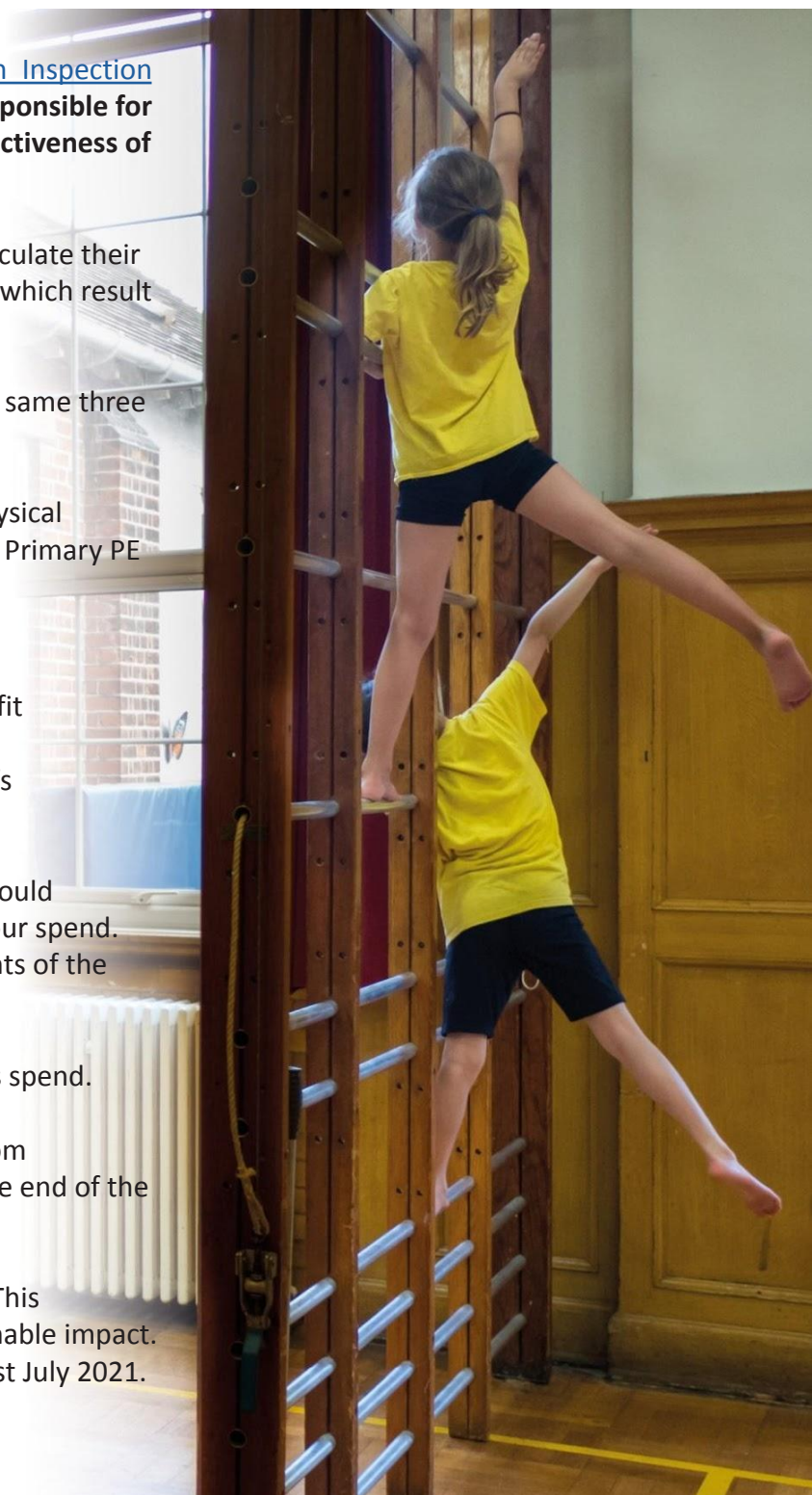
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> ● Provide high quality teaching and learning throughout the school ● Give equal opportunities for access to a range of sporting activities ● To increase the participation levels in sporting activities and provide opportunities for children regardless of ability ● To encourage SEND participation, with support where necessary ● Provide after school club which is focuses upon preparation for school competitive events run by PH Sports ● To provide access for all children to good quality organised sports activities during lunchtime ● Encourage an increased number of children to participate enthusiastically in a range of competitive inter-school sporting events and tournaments ● "Balancability" (Balance bikes and cycling) sessions for EYFS to improve cycle confidence and improve gross motor skills 	<ul style="list-style-type: none"> ● To continue to ensure recovery curriculum is part of the teaching and learning for PE. ● To continue to provide high quality teaching and learning throughout the school. ● Give equal opportunities for access to a range of sporting activities ● To increase the participation levels in sporting activities and provide opportunities for children regardless of ability. ● To encourage SEND participation, with support where necessary. ● Provide after school clubs which focus upon involvement, participation, fun but with some competitive elements for higher achieving children. (COVID regulations permitting) ● To provide access for all children to high quality, organised sports activities during lunchtime. ● Encourage an increased number of children to participate enthusiastically in a range of competitive school sports. ● "Balancability" (Balance bikes and cycling) sessions for EYFS to improve cycle confidence and improve gross motor skills ● To create a distanced-marked 'all weather' running track within the school grounds. ● To broaden opportunities for provision of alternative sports within the school curriculum

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 2020/2021 £

+ Total amount for this academic year 2021/2022 £19,385

= Total to be spent by 31st July 2022 £19,385

<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><i>NB: Due to continuing Covid issues and subsequent difficulties with the pool being unable to deliver arranged swimming sessions the children provided information regarding their swimming achievements. This is unsubstantiated but their feedback gives an indication of attainment. Children received in-class self-rescue learning due to the curtailment of swimming sessions when the pool weren't able to provide staff for swimming instruction.</i></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. Please see note above.</p>	<p>70% of children stated that they could confidently swim 25m or more.</p> <p>30% of children stated that they could swim less than 25m.</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>40% of children stated that they could use a range of swim strokes.</p> <p>60% of children stated that they could use one swim stroke.</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>38% of children stated they would be confident with self-rescue.</p> <p>50% of children stated they were somewhat confident with self-rescue.</p> <p>12% of children stated that they were not confident with self rescue.</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>Not used during this academic year however plans are in place to ensure all of KS2 swim during the next academic year.</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: £19,385		Date Updated: July 2021	
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?	
Ensuring high quality provision of teaching and learning of PE with equal opportunities for all including SEND children.	Promotion of intra-school sports using specialist teachers or purchasing appropriate equipment. Provision of costs to enable PE co-ordinator time to organise/attend competitions as they arise throughout the year.		Approx. £4227.33	Groups of children were able to rehearse and attend events including dance, SEND dance, football tournaments and tag rugby. All children in school had access to School Games activities which were promoted throughout the year.	
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?	

Subscription to Primary Planning https://primarypeplanning.com/	Staff to have access to high quality planning tools for planning and teaching including assessment	£296.67	Staff more confident and competent at teaching PE. Access to all teachers and HLTAs. The platform enhances teaching and learning and provides a good structure. It is regularly updated by the providers.	We will continue to subscribe to this planning tool and target the assessment element next academic.
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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:
Sports Coach, (PH Sports)	To provide weekly P.E. input with all classes. This will be high quality, specialised sports provision. Sports Coaches will be available during the day to support staff in teaching of PE and school sports where needed. Staff to develop teaching and learning skills and more accurate assessments. SEND children to be supported during sessions.	£5586	All children able to access high quality sports coach provision during the year, including SEND children. Equal opportunities. Staff able to access the provision for upskilling and CPD purposes.	Sports coaching contract has been reviewed by sports co-ordinator and SLT for the next academic year. Slight changes made to enhance the provision to build upon access to quality provision and to further upskill staff.
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	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?	next steps:
Additional achievements: Daily lunchtime sports provision with qualified sports coaches:	Activities accessible to all children with a variety of activities to develop physical ability.	£5586	Sports coaches provided a daily session at lunchtime. Due to the nature of split lunch times KS1 and 2 have both had access.	This has been reviewed and we have opted to cut the lunch provision to once a week for the next academic year. This will target School Games activities.
Enhancement of after school sports club provision.	Making use of football, basketball, dance coaches and other plus increasing numbers of children participating in competitive and non-competitive sports by choice.	£1064	Tag rugby, Dance clubs	Extra clubs to be provided next academic year by PH Sports (x2 per week) and HLTA (X1 per week)
Year 5 children to receive specialist gymnastics coaching.	Gymnastics coach to come into school to work with Bubbles of children alongside teaching staff in order to observe and see quality teaching, best use of school hall and equipment by a specialist teacher.	Approx. £750	Year 5 attended Wilts Sch of Gym for 5 sessions during term 3. Children made good use of the specialist coaching and full use of the equipment.	We will continue to use this facility next academic year.
Children in EYFS to participate in "Balanceability" sessions with instructor	To promote cycling confidence and improve gross motor skills. SEND children to actively participate with support.	Approx. £1000	All AYFS children receive quality provision in small groups to develop their confidence. By end of year all are either cycling using pedals or able to use the balance bikes with good confidence.	We will continue to provide this next academic year.

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:
Preparation for Dance festival at The Forum, Bath.	KS2 children to be offered the opportunity to attend an after school Dance club. Some transport costs and staff cover included. (COVID regulations permitting)	Approx. £150	34 children able to attend this event. We were oversubscribed but were able to take some additional children to this popular event.	We will continue to provide this next academic year. There is a possibility for KS1 children to attend a similar type of event.
Preparation for Gymnastics competition.	Cost of supply cover for staff member to train children prior to competition and attend event with children.	Approx. £75	This event did not happen.	
School Games Subscription and attendance of annual PE conference with Sports Ambassador training for 4 children.	To enable participation in local WWG school games events and activities. Children to be trained as Sports Ambassadors in order to disseminate skills across the school.	Approx. £150	Sports coordinator able to attend conference however the children's ambassador event was cancelled due to covid restrictions.	We will continue to subscribe to this during the next academic year.
Bath Rugby school Partnership programme- BLUE	Bath rugby to provide sessions within school plus opportunities for extra-curricular involvement for children.	£500	Children were given a free 6 week programme for year 4 led by Bath Rugby. This was popular with all children and enabled staff to upskill.	We will involve Bath Rugby next year again if possible.

Signed off by	
Head Teacher:	Scott James
Date:	1.9.22
Subject Leader:	Liz Bell
Date:	1.9.22