

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised July 2021

Commissioned by



Department for Education

Created by





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 make additional and sustainable improvementsto the quality of Physical Education, School (PESSPA) they Sport and Physical Activity 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.

Pleasevisitgov.ukfortherevisedDfEguidanceincludingthe5kevindicatorsacrosswhichschoolsshoulddemonstrate animprovement. This document will help you to review your provision and to report your spend. Df Een courages 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. All funding must be spent by 31st July 2023.

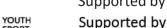
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click HERE.

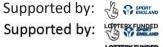
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Details with regard to funding Please complete the table below.

Total amount allocated for 2021/22	£30,468.00
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£19,520.00

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	 DATA BELOW FOR 22021/22 YEAR 6 COHORT 4 pupils did not attend lessons due to no parental permission As a result of Covid delays, swimming lessons for Y6 only happened in term 6. Unfortunately, this meant that we were unable to provide additional swimming provision to support those pupils who did not meet the NC requirements. We will endeavour to address this in 2022/23.
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 2022.	40%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	55%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	93%
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/ <mark>No</mark> (Not in 2021/22)











Action Plan and Budget Tracking

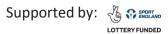
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23	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:
primary school pupils undertake at le	east 30 minutes of physical activity a c	ady III SCHOOL		Approx 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:
HS Sports (Lunchtime Clubs) Two lunchtimes per week – Sports Coach to facilitate sports and games in the MUGA for year groups on a timetabled basis.	Coach acting as a role model for pupils – engaging them in PA and sport, and demonstrating a positive attitude towards exercise. Helping to 'train' pupils in games and activities which they enjoy and raise heart rates, leading to regular increased levels of PA.	£1,950.00	Are pupils enjoying lunchtime sports? (Pupil Voice) Are pupils active at lunchtimes during their sessions with the Sports Coach? Are a high number of pupils participating in the sessions? Are pupils using games learnt at other times without the lead of the Sports Coach?	Great for behaviour management at lunchtimes. Good opportunity to build positive relationships between pupils and coaches – brilliant role models. Lots of children participating. Next year – add additional day (Mon – Thurs).
HS Sports (Intervention Groups) Once per week – Sports Coach to plan and deliver an intervention programme for pupils identified by class teachers as those who are mostly physically inactive, have poor GMS, or lack confidence in their physical ability or self.	Building a strong relationship with pupils which fosters a positive response to PA and exercise. Delivering regular sessions which allow pupils to enjoy movement, believe in their own ability, and pushes them to make some progress in their PA levels.	£1,706.25	Do identified pupils regularly attend the intervention group? Are pupils engaged and enjoying the session? Is there a noticeable improvement in pupils' self-confidence? Have pupils made progress in their GMS and/or fitness?	Brilliant way to provide additional, safe opportunity for PA to bottom 20% of pupils. Very successful – continue next year. Next steps – assessment and feedback to be developed.













Moredon Mile The Moredon Mile to be completed twice per week by all pupils.	Teachers and staff to be role models by jogging/walking this alongside pupils. Regular movement for pupils, aiding PA and allowing better mental attitudes, concentration and behaviour.	No cost	Are all classes planning the Moredon Mile into their weekly timetable? Are all pupils constantly moving during the session? Are staff members participating to act as role models?	Not effective any longer. Used as brain break. Different brain breaks will be available with new SOW. Staff members not always engaged – not exciting for children. Just to be used as warm ups, etc. in new year.
Sports Leaders 8 x Y5 pupils to be Sports Leaders – role models for peers. Trained in games to deliver to younger pupils at lunchtimes to increase PA.	Weekly training sessions for Sports Leaders. Rota created for Sports Leaders to be on duty at lunchtime play.	No cost	Are Sports Leaders actively and effectively involving other pupils in games and activities?	Good on Mondays under Evie's guidance but not on other days. Next year – look at how Sports Leaders can be used more effectively.
After School Clubs A range of after school clubs offered to pupils in all year groups to encourage PA and enjoyment of sports and games.	Netball (Y5-6)		How many pupils are regularly attending clubs? How do pupils feel about the clubs on offer? (Pupil Voice)	Changed to multi sports midway through year to try and improve numbers. Next year – try to offer new clubs.
Key indicator 2: The profile of PESSPA	being raised across the school as a to	ool for whole sch	ool improvement	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:
quality and purposeful active learning	subjects.		Is active learning evident in all planning? Are teachers trained and engaged with active learning? Is active learning benefitting pupils learning and progress? (Teacher Assessment and Pupil	Good. Next year – monitor again: check planning and observe.











experiences.			
Sports Week organised for Summer 2023. To enhance the profile of sport – including a wide range of workshops, activities, and competitions.	Every child engaging in various sporting opportunities throughout the week. Focusing on attitudes and values, such as sportsmanship through a celebration assembly. Sports Days including families.	ТВС	 •
KC (PE Lead) to send out a regular update to parents and families. To include national and local sporting news, achievements of pupils, updates on school clubs and experiences (plus opportunities out	Every family receiving the newsletter. Pupils and parents understanding the importance placed on PA/PE and engaging more with sports in and out of school. Building a relationship with families based on sports and exercise.	No cost	Did not achieve. To try again next year.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				Approx. 50%
Intent	Implementation	on	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:













Fortius PE One full day per week – PE Curriculum Specialist in school to offer CPD to teachers. (Focus on gymnastics to boost teacher skills and confidence, utilise apparatus safely and effectively, and raise the profile of the sport.)	team teaching to support meeting individual teacher needs to build confidence and knowledge. Delivering lessons consistent with	£8,000.00	plan and deliver gymnastics lessons which allow pupils to make progress? (Teacher Voice) Are staff trained and secure in	Effective CPD. Not much change in staffing and staff reasonably sufficient in gymnastics. No Fortius coach next year – working more with HS Sports instead.
HS Sports One afternoon per week – Sports Coach in school to offer CPD to teachers. (Focus on tag rugby and football to boost teacher skills and confidence, support with steps for pupil progression and scaffolding, and guide staff to understand rules of play.)	Working with most class teachers for one term during the year on either football or tag rugby – team teaching to support meeting individual teacher needs to build confidence and knowledge. Delivering lessons consistent with latest legislation around areas such as health, etc. Focusing on ensuring all pupils progress physically, cognitively, socially and emotionally.	£1,950.00	Are teachers more confident to plan and deliver tag rugby and/or football lessons which allow pupils to make progress? (Teacher Voice) Do staff know the rules of the sports? Are teachers able to scaffold	













Education Consolidate PE Lead's knowledge and ability to lead a curriculum which includes high quality PE delivery, positive attitudes towards PE across the school, good curriculum mapping and units of work, and assessment in PE. Primary PE Conference ((Fortius) PE Lead to attend (early bird ticket for 2023/24 – 2022/23 ticket paid from 2021/22 budget).	curriculum changes.	Fee paid from 2021/22 Sports Premium budget.	Is the PE Lead confident and secure in a range of sports, current pedagogy and PE/PA knowledge? Is the PE lead able to build and support a rich and varied PE curriculum? Can other staff approach the PE Lead or support with confidence? Is the PE Lead up to date with PE? Does the PE Lead have new ideas to implement in school to improve the current PE provision? Is the PE Lead motivated and reenergised to passionately lead the subject in school?	
Key indicator 4: Broader experience of	f a range of sports and activities offe	ered to all pupils		Percentage of total allocation:
Intent	Implementation		l	
	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:











Key indicator 5: Increased participation	n in competitive sport			Percentage of total allocation:
			·	Approx. 15%
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:
Fortius PE Membership A range of pupils able to attend festivals, workshops and competitions for a variety of sports.	Entry to School Games Competitions. Access to Swindon School Competitions. Entry to Swindon Dance Festival.	No cost – included within the £8,000 fee (KI3)	Have pupils from different year groups attended festivals competitions?	
Years 5 and 6.	Coaches acting as role models for pupils – engaging and training them to participate in competitive football. Coaching them as a team to achieve the best results possible and constantly improving performances.	£2,145.00	Is there a keen and enthusiastic Y5/6 football team? Do pupils in the team show competitiveness and sportsmanship?	Great – runners up in cup! Quality coaching and superb role models for pupils. Continue next year.
sessions for girls in Years 5 and 6.	SK acting as role model for girls – engaging and training them to participate in competitive football. Coaching them as a team to achieve the best results possible and constantly improving performances.		Is there a keen and enthusiastic girls football team? Do pupils in the team show competitiveness and sportsmanship? Do girls in the team feel validated and excited to compete? (Pupil Voice)	SK left in term 5. Next year – look at opportunities to include girls in football more.













School Football League Entry			Are teams playing regular competitive matches?	Yes – great year for football!
Coach (Netball Team) Coach to plan and deliver weekly training sessions for pupils in Years 5 and 6.	Coach acting as role model for pupils – engaging and training them to participate in competitive netball. Coaching them as a team to achieve the best results possible and constantly improving performances.	No cost – included within the £8,000 fee (KI3)	Has a regular training session been established? Are pupils attending sessions? Do pupils enjoy the coaching? Has a team been set up to enter the netball league? If so, are regular matches being played?	Partly successful – stopped in term 3 due to low attendance.

£7622.44 to be carried over to 2023/24.

£550.00 spent on secure storage for balls and outdoor equipment.

£550.00 spent on subscription to new scheme of work for 2023/24: Get Set 4 PE.

Signed off by	
Head Teacher:	Claire Leach
Date:	July 2023
Subject Leader:	Kathryn Carter
Date:	July 2023
Governor:	
Date:	











