

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 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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£ 0.00
Total amount allocated for 2020/21	£ 17,790
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 0.00
Total amount allocated for 2021/22	£ 17,790
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,790

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

Due to staff shortages at the local swimming pool, we have been unable to take our Y4 pupils swimming this year. Instead, they have had classroom-based safe self-rescue training, by the PE specialist, using the following websites:

Canal River Trust – water safety code

RLSS – Royal Life-saving society

RNLI – Royal National Lifeboat Institute – beach flags and signs

STA – Swimming Teachers

Association – water safety advice

Y5 now booked to have 10 weeks of swimming in the summer term 2023

<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 2020.</p> <p>Please see note above</p>	93%
<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>	83%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	unknown%
<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>	Yes/ No

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:		
<p>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</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:
To ignite children’s passion for physical activity. Equip them with knowledge and opportunities to become physically fit. Promote self-esteem and develop lifelong healthy lifestyle mindsets.	Regularly remind pupils of how much exercise they should be doing & discussion about types of activities at school and out of school. Deliver a broad and balanced programme across the school. Well-planned and sequenced lessons. Children encouraged to better themselves as learners and develop skills in how to be successful in school sport and physical education. Encourage physical activity during playtimes and lunch breaks – play trail, sports leaders club, football at lunchtimes for Y5 & 6, scrap store play, gravel & stick area, grass mounds, copse area, playground, perimeter track, and school field use. Y3 activity through Forest School – Mon pm.	Specialist PE teacher – x 1 session -Y1 class x 1 session – Y2 class x 1 session – Y3 class x 1 session Y4 class x 2 sessions Y5 class x 2 sessions Y6 class £17,157.00	-Pupils gain confidence to join external sports clubs after experiencing new sports at school. -Pupils report practising skills learned in lessons, in local parks and home gardens. -16 y6 pupils able to independently lead lunchtime physical activities for Y1,2,3, 4 & 5 children every day. -Y5 & 6 pupils take turns to play football – supervised by TA football coach on duty at lunchtimes on Tues, Weds, Thurs and Fri. -Supervised scrap store play on dedicated playground area. -Pupils report enjoyment of physical activity outdoors with nature	All fully sustainable (although, school field use is weather dependent). Speak to PAFOS (Parents and Friends of Shaw) to raise the profile of PE – look into new equipment for PE lessons and lunchtime sport. Continue to search for available extra-curricular providers. For after school clubs to resume

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?:	Sustainability and suggested next steps:
Staff across the school to access good quality PE planning and assessment tools.	A new scheme (Primary PE Planning) has been introduced and is being used for all year groups. Progression documents and assessment documents to be regularly used. Knowledge Organisers to ensure all areas of PE are understood by staff and pupils. Discuss with pupils current national/international sport with focus upon sporting heroes – to include Para sports and male and female heroes.	£785.00	Teachers are reporting positive use of the new scheme to ensure progression of activities and to identify what Age-Related Expectations are for classes taught, and how to challenge pupils accordingly. Children experience a wide range of physical activities – more likely to continue outside of school.	Knowledge organisers (KO) to be shown to pupils and discussed at the beginning of the term, to gain insight into pupils 'current understanding/experience of skills/sports. KO vocabulary referred to throughout the term's learning. KO to be shown to pupils and discussed at the end of each term to reinforce learning and identify progression.

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	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	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
Staff across the school to access good quality PE planning and assessment tools. -Ensure assessment and progression in PE through whole-school quick and easy assessment document. -Teachers and TAs have access to further PE notes for each pupil in school.	A new scheme (Primary PE Planning – purchased Sept 2021) has been introduced and is being used for all year groups. Progression documents and assessment documents to be regularly used. Knowledge Organisers to ensure all areas of PE are understood by staff and pupils. -PE specialist has produced an excel assessment document which relates directly to the scheme. PE specialist has written notes for each pupil (years 2-6). Teachers and TAs can add to these	£ As above - staffing funding - PE specialist – has developed a whole-school PE assessment document for all to use	Teachers and TAs have access to well-planned PE Scheme. Teacher or TA is present at each PE lesson (together with PE Specialist Teacher for Y2, 3, 4, 5 and 6 PE). Better understanding of how the scheme is used to ensure progression. -Allows teachers to keep track of skills taught and outcomes by PE specialist and to keep records of achievement for each pupil. -Teachers can use assessments to report to parents.	Continuation of up-skilling teachers and TAs through ne Primary PE Planning Scheme. Teachers to use the Primary PE Planning assessment target sheets as end points to work towards.
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 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>Primary PE Planning – introduce martial arts, self-defence, yoga</p> <p>-Provide Bikes and scooters at EYFS</p> <p>-Provide Y6 with opportunity to develop road safety skills and knowledge, to enable safe cycling outside of school.</p> <p>- Residential Trips to offer Outdoor Adventurous activities</p> <p>Attend KS2 Dance festival</p> <p>Attend KS1 Dance Festival</p>	<p>Y2,3,5,6 – 6 week scheme to experience new sports</p> <p>-Afternoon use of bikes and scooters</p> <p>- Bikeability instructors to come into school to train Y6 pupils in bike road safety (July 2022)</p> <p>-Y3 1 night residential at Beer YHA</p> <p>Y4 residential at Oxenwood Outdoor Centre</p> <p>Y5 residential at Braeside Outdoor centre</p> <p>Y6 residential at Treyarnon YHA</p> <p>KS2 Dance festival held at Bath Forum</p> <p>KS1 Dance Festival held at Bath Forum (July 2022) Y1 class attended.</p>	<p>£</p>	<p>Some children have reported joining mixed martial arts club externally. Some children have started following yoga programmes at home with parents</p> <p>All pupils to develop coordination to ride bikes and scooters safely.</p> <p>-Enables safe cycling on roads outside of school, and encourages children to exercise by cycling with families and friends</p> <p>-Experience walking, beach activities and evening onsite physical activities Experience Climbing, mountain biking, Night-line activities, walking Experience Hill Walking, canoeing/kayaking, Low ropes</p> <p>Experience Beach activities and beach safety, walking, rock-pooling Feb 2022 – KS2 pupils represented school in a dance festival held for all West Wiltshire Schools. Children all reported thoroughly enjoying the experience.</p> <p>Enjoyed by all attendees. 27 pupils attended.</p>	<p>To continue to use 2022/23</p> <p>To resume in summer term 2023</p> <p>All booked again for next year</p> <p>To enter next year</p> <p>To enter next year</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:
Attend Local school cluster tournaments and events held each year.	Cross-country event (10.21) at MOCS, Football tournament (11.21), Tag Rugby tournament (March 22), Netball tournament, Rounders tournament (06.22)(all at MOCS).	£ PE specialist led	16 pupils represented Shaw CE Primary at post-covid lockdown event – gained confidence in attending school events again, after lockdown and bubbles. Y6 pupils have had opportunities to represent Shaw CE Primary School at tournaments held at Melksham Oak Community School	Meeting as a school cluster (Melksham area) in September to discuss the impact of covid restrictions and tournament attendance rates. This year our school has entered every cluster event, but other schools have been unable to send a team, thus resulting in cancellation of events such as swimming gala and rounders tournament.
Offer competition through PE lessons	Set up 2 matches in PE lessons: 1 for fast-pace competitive sport and 1 for less confident children who are learning rules, skills and outcomes.	PE specialist funding.	Pupils learn to compete fairly by sticking to rules, collaborating as a team, showing team spirit and sporting attitudes. Pupils learn to recognise various levels of success, and deal with not winning. Pupils learn to officiate school sport. Children who thrive physically can celebrate successes. All children can enjoy taking part for their House.	To continue
Encourage lunchtime competitive sport.	Y5 and Y6 football supervised by football coach TA Y6 pupils demonstrate leadership through sports leader sessions at lunchtimes, leading different year groups throughout the week.		Whole classes have opportunity to participate: M – Y5 Tu – Y4 W – Y3 Th – Y2 F – Y1	To continue
Whole school competitive sports day.	PE Specialist guides teachers and TAs towards competitive sports day races.		Provides opportunity for pupils who thrive on sports based activities to demonstrate their abilities.	Repeat next year

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	N. Draper
Date:	18.07.22
Governor:	
Date:	