

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

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](#) (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

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 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.

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • At least 2 hours of taught PE across all year groups. • Great attendance of clubs – variety of clubs offered (highest numbers ever attending) • Staff commitment to improve and develop their own practise. • Opportunities for children to enjoy a range of sports competitions/activities during the school year. • Relationships developed with community groups • Daily skipping used to promote physical and mental well being. 	<ul style="list-style-type: none"> • Continue to develop swimming provision – transition to Year 4 attending. • Develop leadership with Upper Key Stage 2 in order to run playground activities with Play Leaders.

Meeting national curriculum requirements for swimming and water safety.	
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 2020.	79%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	75%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	75%
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

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: £17,800	Date Updated:		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 16%
Intent	Implementation		Impact	
<p>To increase opportunities for daily fitness activity outside of PE sessions. All children to be encouraged to develop stamina and resilience whilst working towards personal challenges. To engage all children in quality active play and physical activity during playtimes. Exercise opportunities will be timetabled every day for teachers to ensure all pupils get at least 30 minutes of exercise per day. Ensure all Year 6 children leave with the ability to swim 25m</p>	<p>PE lead to purchase class sets of digital counting skipping ropes for KS2. Daily skipping sessions to be timetabled in for children to work on personal challenge alongside golden mile. Workshop delivered by Skip2Bfit</p> <p>Provide quality sports equipment to engage active playtimes and maintain high level of teaching and engagement in PE sessions. Subscription to Primary PE Planning to support teachers with planning sequences of high quality, progressive curriculum. In Term 6 complete a catch-up swimming programme for Year 6.</p>	£2895	<p>Improved stamina and physical resilience in children. Children are challenged to beat personal bests and improve physical performance in PE lessons. Children are engaged in quality physical activity during playtimes. All children leave Tregoze being able to swim 25m.</p>	<p>Continue to develop organised active play times through development of Play Leaders.</p> <p>Promote swimming lessons to parents and get a better uptake of swimming amongst pupils outside of school.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				11%
Intent	Implementation		Impact	
To provide children with opportunities to develop personal, social and emotional skills through character building sessions and activities. To improve physical and mental well-being in all children.	To provide children with sporting experiences and activities that they may not get the opportunity to participate in. Groups will be able to attend climbing sessions, canoeing, biking. Daily skipping sessions timetabled to promote physical and mental well-being in all children.		£2000 Pupils will be able to use character building sessions to develop a range of skills .Pupils will improve physical and mental well-being as a result of the short active bursts ad skipping throughout the day.	Teachers to continue to use active learning ideas and resources to improve well-being and child engagement in all lessons. To develop capacity to run character building sessions on site to benefit more children across the school.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			42%
Intent	Implementation	Impact	
<p>To improve the confidence of all staff to deliver high quality PE.</p> <p>To provide opportunities for staff to access CPD in a range of activities tailored to their individual need or interest.</p>	<p>Team teaching with PE specialist one day per week to increase confidence, knowledge and skills of staff in Physical Education particularly in outdoor games and striking and fielding. Support from PE specialist to focus on teaching with delivering high quality Physical Education and ways of differentiating/challenging during lessons.</p> <p>PE lead to attend PE conference and co-ordinator meetings to enable PE lead to keep up to date with developments. PE lead to support with delivery of PE and work with class teachers during the year and provide staff training. Twilight training to be organised for all staff to train together.</p> <p>PE lead to audit where staff feel their weaknesses are and target CPD towards where teachers need it.</p> <p>PE Lead to upskill his ability and knowledge from the various workshops and resources available from the PE conference attended.</p> <p>Forest school training for staff to utilise our outdoor space.</p> <p>Football coaching course for TA to support with running after school</p>	<p>£7,500</p> <p>All staff to feel confident in delivering a wide variety of sports and activities. An improved skill set and ideas to use in PE sessions.</p>	<p>Staff to report back during staff meetings any activities that have been very successful to improve the quality of the overall PE provision.</p>

	clubs and teams.			
--	------------------	--	--	--

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
20%

Intent	Implementation	Impact	
<p>Provide opportunities to develop balance and coordination through balance bike skills coaching for EYFS.</p> <p>To hold 'New Sport Week' as showpieces for the school.</p> <p>Broaden the offer of extra-curricular clubs to promote health and fitness across the schools.</p>	<p>Children to experience and develop their balance and coordination on balance bikes with weekly sessions with Balance Bike coach .</p> <p>Children enjoy 'New Sports Week' being led by specialists in sports normally unavailable in school. Coaches of these sports will be hired and sourced to come into school and deliver special occasion days of sport.</p> <p>Swindon Wildcats to run weekly club providing children the opportunity to play hockey and prepare for competitions, further developing our relationship with Swindon Wildcats.</p> <p>Teaching Assistant to deliver a Fun and Fitness class weekly to improve overall stamina and fitness with children inspired by members of staff. Fitness club and netball club will be run by TAs with support from teaching staff.</p>	<p>£3645</p> <p>Excitement and renewed interest in sport across the school. Pupils will see a variety of activities and become enthused and want to join new clubs and seek-out new sporting experiences.</p> <p>Engagement and participation in Hockey club supports development of hockey skills and children are prepared for competitions.</p> <p>Children are inspired to improve stamina and fitness.</p>	<p>Follow up the most popular Sessions from 'New Sports Week' to see if longer-term clubs are viable and can take place in school.</p> <p>Further develop partnership with Swindon Wildcats to inspire and engage all pupils in physical activity.</p>

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
Intent	Implementation	Impact	10%
When competitive school sport is allowed following government guidelines we will enter as many sporting competitions as is viable.	Children to take part in competitive sporting festivals as part of The White Horse Federation to raise the profile of PE and sport across the school. Children to be involved in sporting competitions to raise the profile of PE and sport across the school.	£1760 Increased participation in competitive sport and improved confidence and pride in school involvement.	Staff and experienced coaches to deliver specific clubs linked to the events and organise coach to accompany the pupils to events.

Signed off by	
Head Teacher:	Helen Tudor
Date:	10 th July 2022
Subject Leader:	Shaun Preen
Date:	10 th July 2022
Governor:	Emily Medland
Date:	10 th July 2022