

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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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	£
Total amount allocated for 2020/21	£
How much (if any) do you intend to carry over from this total fund into 2021/22?	£4,575.00
Total amount allocated for 2021/22	£23, 875.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£23, 875.00

Swimming Data

Please report on your Swimming Data below.

<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 then 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>	70%
<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>	70%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	53%
<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: 2021/22		Total fund allocated: £23, 875.00		Date Updated: September 2022	
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: 80%
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?:	
For all children to participate in high-quality, age-appropriate PE lessons in addition to forest school, sports clubs and whole-school sports events.	<ul style="list-style-type: none"> Provision of dance lessons by external provider Continuation of high-quality Forest School Provision Whole-School mass participation running events (Autumn and Summer Terms). Spending on new sports equipment for PE lessons and playtimes. 	<p>£12,300 (Sports Provision exc. Dance)</p> <p>£2400 (Chelsea Football Club sports coaching)</p> <p>Sports equipment (£3600)</p> <p>£3000 (Dance</p>	<ul style="list-style-type: none"> Improved quality of PE lessons and children’s enjoyment of PE All children participating in Forest School All children engaging in more whole-school sports events Children having access to improved resources during lessons and more children participating in active ‘free play’ at break and lunchtimes. PE Pupil Voice showing that all children participate regularly in sport in school and most children do outside of school. Parent voice showed that children at Zouch are enjoying PE 	<ul style="list-style-type: none"> Continue coaching process linked to school Teaching and Learning Principles Return to adjusted timetable reflecting easing of Covid restrictions Reintroduction of sports clubs by staff and external providers 	

	External professional coaches teach two PE lessons a week.	coaches)	and parents believe that the lesson is well ran. <ul style="list-style-type: none"> In addition, all children enjoy PE lessons and feel confident in their learning. 	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation: See KI1
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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:
For all children to receive high-quality PE teaching and understand the importance of PE and exercise, linked to the whole-school improvement aims.	<ul style="list-style-type: none"> Coaching of HLTA Sports Coach through observations, feedback and modelled lessons CPD for all staff during staff meeting in Summer Term Improving assessment system to measure progress of children Spending on new sports equipment for PE lessons and playtimes	SEE KI1	<ul style="list-style-type: none"> Improved quality of PE lessons and children's enjoyment of PE Improved staff understanding and confidence for non-specialist staff Greater understanding of children's achievements in PE and adjustment of teaching to focus on children's 	<ul style="list-style-type: none"> Continue coaching process linked to school Teaching and Learning Principles. Reintroduction of sports clubs by staff and external providers Silver Healthy Schools Award

			<p>next steps both for individuals and in response to whole-class trends</p> <ul style="list-style-type: none"> Children having access to improved resources during lessons and more children participating in active 'free play' at break and lunchtimes. <ul style="list-style-type: none"> PE Pupil Voice showed that all children participate regularly in sport in school and most children do outside of school. In addition, all children enjoy PE lessons and feel confident in their learning. TA's now have a much clearer understanding of how to support the children in our lowest 20% in all PE lessons. 	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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	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?:	
For our specialist sports coach to develop his practice through coaching, alongside CPD for non-specialist teaching staff.	<ul style="list-style-type: none"> Coaching of HLTA Sports Coach through observations, feedback and modelled lessons Introduction of assessment system to measure progress of children CPD for all staff during staff meeting in Summer Term Training of TAs in assessment of PE achievement alongside HLTA Sports Coach	No cost	<ul style="list-style-type: none"> Improved quality of PE lessons and children's enjoyment of PE Greater understanding of children's achievements in PE and adjustment of teaching to focus on children's next steps both for individuals and in response to whole-class trends Improved staff understanding and confidence for non-specialist staff including assessment of PE by TAs	Continue coaching process linked to school Teaching and Learning Principles.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 19% (cost of Dance coach in KI1)
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:
For all children from Years 1-6 to participate in specialist dance provision and extra-curricular activities.	All children in Year 1-6 to participate in one term of dance lessons leading to a performance from a specialist dance professional Children to participate in	£3000 (dance) £318 £2100	Children took part in a sport which is an alternative to the main provision from a specialist Children less engaged with other sports have shown excellent progress in dance	For children to select sports of choice in Summer Term Re-introduce school sports clubs from Term 1 Organise whole-school

	<p>'Great British Paddleboard' fund-raising event and 'Race for Life' competitive running event</p> <p>Spending on new sports equipment for PE lessons and playtimes</p> <p>Bike-ability and Scoot-ability training.</p>	<p>Playground Equipment</p>	<p>Children have all experienced participation in a charity event and competitive event.</p> <p>Children having access to improved resources during lessons and more children participating in active 'free play' at break and lunchtimes</p> <p>More children confident to cycle and scoot to school safely.</p>	<p>mass-participation sports events.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
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:
For all children to have the opportunity to participate in competitive sports events.	<ul style="list-style-type: none"> • Whole-school, cross-country competitive running event in Summer Term • Competitive Sports games planned into the end of each PE unit. • Four football tournaments entered. • Orienteering event to be held at the school grounds in co-operation with the Salisbury Orienteering Club. 	£150.00 to cover the cost of tournaments	<ul style="list-style-type: none"> • <i>Restrictions of Covid reduced participation in competitive sports.</i> • Celebration of children's achievements in sport • Greater understanding of children's achievements in PE and adjustment of teaching to focus on children's next steps both for individuals and in response to whole-class trends. <p>Children will have the opportunity to put their skills into real-life practice.</p>	<ul style="list-style-type: none"> • Continue to embed new assessment system for PE <p>Re-introduce competitive sports events in local area and 'house' events</p>

Signed off by	
Head Teacher:	Nina Johnson

Date:	1.9.22
Subject Leader:	Jamie Fry
Date:	1.9.22
Governor:	Chris Chapman
Date:	1.11.22