

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](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£21,200
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£21,070
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£21,234.01 (extra budget to be allocated)

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 2020.</p> <p>Please see note above</p>	%67
<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>	%67
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	%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: 2020/21	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:	
			%	
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:
Safe gymnastics equipment available to use all year round for lessons and clubs	Gymnastics equipment inspection New gymnastic ropes for big frame	£150 £166	550 plus children able to take part in regular physical activity through lessons and clubs	
Provide pupils with long jump pit which can be used for PE athletics, break time and lunch time and sports day	Long jump sand pit sand Sand pit cover	£220 £488.50	550 plus children provided with access to long jump sand pit Years 2-6 took part in long jump qualifiers leading up to sports day	
Sustain engagement of children in physical activity by ensuring there is enough equipment for PE and playtimes to engage all pupils in regular physical activity	Slalom poles Replacement netballs Replacement basketballs Bean bags	£84 £170 £110 £72	550 plus children have access to a range of resources and equipment to engage them in daily physical activity	

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Maintain the mile a day route so that children can access it all year round	Distribution of bark chippings along the appropriate pathways and maintain the path	£30 per hour 2 hours per week X 40 weeks = £2400	All children in the school are able to access to the mile run route all year round	
Improve outdoor experience, and fine and gross motor skills in Early Year	Redevelopment of EYFS outdoor space	£1019	Children in Early Years	
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:
Promote physical activity through football as many children have an interest in football but not other forms of exercise	New football nets for 6 big and 6 small goals	£324	More working goals available has meant an increase of children playing football and being physically active	
Raise the profile of PE and school sports by providing age appropriate, exciting equipment to use in lessons and sports day	Turbo Javelins	£395	270 children used turbo javelins in their PE lessons to enhance their skills in throwing 90 children took part in a competitive throwing event in sports day using the turbo javelins	

Raise the profile of sports day, therefore raising the profile of school sports and physical activity	Medals	£471	<p>Children were more excited and engaged with sports day due to the chance of them winning a medal</p> <p>384 children were awarded a medal at their sports day. This has raised the profile of the event and therefore school sports and physical activity.</p> <p>Every child in the school took part in at least 2 events at sports day and received a sticker and an ice pop celebrating their participation. The celebration and joy around this have raised the profile of school sports.</p>
	Stickers	£18.40	
	Ice pops	£12.98	
	Line paint	£57.52	
Provide Sports Organisers with responsibility of managing storage of playtime equipment	Shed to store new playtime equipment	£318	<p>The success of the Sports Organisers has inspired younger children to become organisers and become more involved with the activities they are running</p> <p>This has raised the profile of physical activity at break and lunch</p> <p>There is now an increased number of children taking part in physical activity at break and lunch times</p>
	Storage trolleys for new playtime equipment	£450	
		£365	
	£300		

Children to understand the benefits of healthy eating and exercise, as part of their PSHE learning	Use of Jigsaw resources to promote healthy and active lifestyles	£787	PSHE lead stated that 100% of teachers were very pleased with what Jigsaw had to offer and found it incredibly useful. 100% of the children in the school accessed PSHE Jigsaw lessons and understand the benefits of healthy eating and exercise	
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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:
Enable staff to differentiate tennis lessons effectively to cater for a range of needs	Beginner tennis balls	£65	Staff able to differentiate tennis lessons more effectively and support different needs	
Staff (internal and external) to be confident that all gym equipment has been regulated and is safe to use	Gym equipment inspection	£392	Adults confident to deliver gymnastics lessons safely using quality assured equipment	
Increase confidence of staff in safely delivering gymnastics skills involving tucking and rolling	Soft folding wedges	£570	All teachers now have increased confidence in safely delivering more complex gymnastics skills such as forward rolls	

<p>Increase the knowledge, skills and confidence of staff and Sports Organisers in supporting school sports at break and lunch as well as teaching PE</p>	<p>Buy in to the SSP: Gymnastics training CPD SMSA training with Brendan Rouse Sports Organiser training with Brendan Rouse School Sports Partnership coaches delivering 1 hour sports sessions for 2 different classes for 5 weeks as CPD opportunities for inexperienced staff</p>	<p>£1000</p>	<p>All teaching staff attended the gymnastics CPD and have increased knowledge and confidence in delivering gymnastics lessons SMSAs have increased confidence and have been upskilled in leading physical activities at lunch times Sports Organisers have increased skills in setting up and leading physical activities at break and lunch times 2 teachers have increased knowledge and confidence in delivering striking and fielding lessons from observing coaches</p>	
<p>Increase staff skills for delivering physical activities for SEN children</p>	<p>Sensory circuits training</p>	<p>£715</p>	<p>6 x members of staff across all three buildings are all upskilled and have increased skills and confidence in leading and delivering sensory circuits for SEN children</p>	

Increase staff confidence in modelling dance and gym activities	Installation of interactive whiteboard in Main Hall	£2719	Staff can use videos within lessons to show high quality modelling	Train staff is good resource banks for high quality PE examples
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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:
Offer a broader range of activities at break and lunch time	Skipping ropes x 50	£136	450 children with the opportunity to play skipping games at break and lunch time	
Offer a broader range of activities to SEN children in order to support their regulatory, social and team work skills	SEN sports regulation group, focusing on social and team work skills 2 hours, once per week for 6 weeks	£300	16 SEN children accessed the sports group and therefore a broader range of activities	
Offer a broader experience of a range of sports and activities to all pupils	Spikeball sets x 4	£240	400 children offered the experience of learning and playing spikeball at break and lunchtimes	

	Giant chess pieces Giant Jenga Giant drafts	£334 £27.95 £65	400 children offered the experience of learning and playing giant chess, drafts and Jenga at break and lunchtime	
Provide top-up swimming lessons to Year 6 pupils who have not been able to meet National Curriculum requirements for swimming, after the delivery of core swimming and water safety lessons	Swimming lessons at Bath Leisure Centre 3 GLL swimming teachers Exclusive use of the teaching pool and 3 lanes of the main pool	£450	Percentage of children able to swim confidently and proficiently over a distance of at least 25 metres raised from 25% to 67%	
Provide additional swimming activities for Year 6 children, over and above the National Curriculum requirements, who have already met the National Curriculum requirements	Swimming at Bath Leisure Centre	£150	25% of Year 6 were provided with the opportunity to learn and develop additional swimming skills over and above the National Curriculum requirements	
Provide SEN children in Upper WASPS with regulatory and sensory needs with sensory circuits to offer them a broader range of activities and meet their SEN	TA cover in 5T so that JT can deliver sensory circuits 3 X per week	£10 an hour 1 hour per week for 40 weeks = £400	Key children took part in sensory circuits and therefore in a range of new activities. This also improved regulation skills and behaviour.	
Offer a broader range of activities to SEN children to cater for their special educational needs and increase their physical activity	Exercise Aerobic Bouncer Trampoline Resistance bands Exercise balls Physio Junior Seat Wedge Air	£235.83	110 SEN children have access to specialist equipment to meet their need and increase their physical activity	

	Cushion			
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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:
Increase participation in competitive sport	Buy in to the SSP	£750	Participation in Year 3 and 4 attended Mojo Active activities day Participation in Year 5 and 6 attended Quad Kids Athletics Our school placed 3 rd overall Participation in Year 5 and 6 multi-sports activity day	
Increase the number of children able to take part in a competitive hockey after school club	Shin pads	£105	Hockey club on offer to Years 1-6 Able to accommodate 3 times as many children as previously	
Increase participation in competitive sport	Running the minibus Transport to and from events and sporting activities	£2000	50 children participated in competitive sport since Covid restrictions have lifted enough in the BANES area. (0 children participated in 2021) Year 6 children that met National Curriculum requirements for swimming were able to learn and develop additional swimming skills over and above the National Curriculum requirements	

			Year 6 children who have not been able to meet National Curriculum requirements for swimming, after the delivery of core swimming and water safety lessons, have accessed additional swimming lessons in order to try and reach National Curriculum requirements	
Offer opportunities for participation in competitive sporting activities for all children	Competitive after school sporting enrichment activities provided by teachers and TAs	11 adults X 20 hours = 220 hours £10 per hour = £2200	86 Year 6 children took part in additional competitive sporting activities 96 children took part in hockey club 33 children took part in football club 31 children took part in girls' football club 14 children took part in biathlon club 28 children took part in cricket club 24 children took part in rounders club 30 children took part in tennis club 24 children took part in netball	

			club	
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Head Teacher:	
Date:	22.7.22
Subject Leader:	Jordan Taylor
Date:	22.7.22
Governor:	
Date:	22.7.22