

# 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](http://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 underspend 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.**

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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	£18210
How much (if any) do you intend to carry over from this total fund into 2021/22?	£3162
Total amount allocated for 2021/22	£18210
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£21372

**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. <b>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</b>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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. Please see note above	74%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	72%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	78%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	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:		
<b>Key indicator 1:</b> 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: 74 %
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what 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:
1. Improving the quality of PE offered so enjoyment and the quality of learning is enhanced	All pupils access 2 hours high quality PE teaching every week and 1 Outdoor Learning Session PE curriculum is broad and balanced ensured quality of provision through mentoring and staff CPD. Up and Under Sports Mentoring 4 terms a year, working alongside teachers. S. Porter- PE specialist mentoring 4 terms a year, working alongside teachers	Up and Under Sports £6000  Selina Porter £3760  Create Jasmine Platform and RealPE, RealGym Real Dance training £1495	* Pupils continue to be engaged and enthusiastic in PE. They develop skills to a high level as well as their social, personal, cognitive, and creative skills *Pupils' knowledge and understanding of formal sports is improved through sport specific teaching by coaches in mentoring lessons. *Improved knowledge of rules and tactics. *Assessment and Feedback from coaches and teachers observations show physical skills improved across sequence of lessons  Active break times – OPAL initiative Platinum Award	Continue to improve the quality of PE offered so enjoyment and the quality of learning is enhanced with focus on assessment
2. Increased opportunities for physical activity during break and lunchtimes and after school in order to meet/exceed recommended guidelines and ensure happy, healthy children	High quality physical activity opportunities increased through OPAL initiative. OPAL initiative to raise activity levels and provide inclusive break times promoting varied and diverse opportunities for physical activities including all 16 areas of play	OPAL £4644		

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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: 30%
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><b>OPAL Active School, Programme Key Initiative</b></p> <p>1. Provide opportunities for children to develop positive relationships 2. Enable children to develop respect for their surroundings and each other. 3. Aid children's physical, emotional, social, cognitive development. 4. Improve behaviour at break and lunch times. 5. Improved concentration in lessons and less time spent on behaviour. 6. Broaden play opportunities to include the 16 areas of play</p> <p><b>CREATE Development</b></p> <p>All Y6 pupils to complete Real Leader training to enable them to take on various responsibilities in the school including Lunch Leaders / Play leaders / Library Leader / Sports Leaders 8.</p>	<p>Whole school OPAL training Assemblies – 6 a year OPAL squad meet at least 2 x term Training of Play Team on OPAL play principles, Risk Benefit approach and remote supervision.</p> <p>Training in Autumn Term by Selina Porter</p>	<p>OPAL £4644</p> <p>Create membership £1495</p>	<p><b>Behaviour</b> –incidents reduced leading to more teaching time in the afternoon. Children are happy and conflicts have significantly reduced. <b>Accidents</b> - 80% less reported accidents <b>Staff well-being</b> - happier children has led to happier staff <b>SLT time</b> - senior leaders report a dramatic reduction in the time they spend on resolving play conflicts <b>Self-regulation</b> – improved self-regulation by children through practice, trust and freedom <b>Physical activity</b> – in our audit, our OPAL mentor said our break times were totally inclusive-all children, including girls, SEN and non-sporty children are significantly more active <b>Mental well-being</b> – Pupil survey indicated that children are happier, more active and see a big improvement in their break times. <b>Links to formal learning</b> - Teachers have reported increased creativity, imagination and collaborative skills <b>Parents</b> – survey shows parents extremely positive about the initiative. Family Event comments also very positive <b>Risk</b> - Significant improvements in children's ability to identify and manage risk highlighted in our audit</p>	<p>Continue to promote the profile of PE, School Sport and Physical Activity by incorporating intra-school competitions and personal challenges for children to complete</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				52%
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>To ensure all staff continue to learn and develop their pedagogy.</p> <p>To ensure new staff are supported and coached to a high standard to ensure high quality provision for pupils is maintained.</p>	<p>PE curriculum is broad and balanced ensured quality of provision through mentoring and staff CPD.</p> <p>Up and Under Sports Mentoring 4 terms a year, working alongside teachers.</p> <p>S. Porter- PE specialist mentoring 4 terms a year, working alongside teachers</p> <p>Create development CPD Real Dance and Assessment Wheels</p>	<p>U and U £6000</p> <p>Selina Porter £3760</p> <p>Create/Jasmine £1495</p>	<p>Observations and feedback show Teachers are upskilled as a result of training therefore improving provision for pupils.</p> <p>ECT has received mentoring in PE all year</p>	<p>1. All new staff to receive mentoring</p> <p>2. PE Lead to observe all teachers delivering PE lessons to identify CPD needs</p> <p>3. New PE lead to attend training where possible and where necessary</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 45%
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>To focus pupils' mental health and wellbeing. To build self- confidence, reduce self -doubt and encourage celebrating uniqueness so that each child feels able to fearlessly follow their own pathway. For pupils to develop resilience strategies and examine gratitude and being appreciative of the lives they have.</p> <p>To provide pupils with opportunities to participate in a wider range of sports and physical activity. To provide opportunities for SEND and Gifted and Talented</p> <p>To provide children with new opportunities and/or sports that the school would not be able to offer</p>	<p>Impact Programme</p> <p>Chippenham Sports Partnership</p> <p>The CSP supports the delivery of high quality Physical Education and School Sport by providing existing and new opportunities for young people including:</p> <ul style="list-style-type: none"> <li>• sporting festivals</li> <li>• leadership and officiating events</li> <li>• gifted and talented provision</li> <li>• inclusive programmes</li> <li>• CPD and networking events</li> <li>• Teacher training in Create Development programmes and sport specific via clubs and independent sports specialist coaches</li> </ul>	<p>Up and Under £6000</p> <p>CSP £3551</p> <p>Supply £300</p>	<ul style="list-style-type: none"> <li>• Y1 Multi Skills (KS1) – 38 pupils</li> <li>• Footie for fun YR2 -38 pupils</li> <li>• Footie for fun GIRLS ONLY – 35 pupils</li> <li>• YR Jubilee Games– 60 pupils</li> <li>• Football (participation) – 26 pupils</li> <li>• Christmas Cross Country "Fun Run" – 38 pupils</li> <li>• Y1 Multiskills Festival x 38 pupils</li> <li>• Y2 Multi Skills Festival x 34 pupils</li> <li>• YR 3/4Multi Skills – 58 pupils</li> <li>• Dance Festival – 18 pupils</li> <li>• All Active Academy – 4 pupils</li> <li>• Talent Team – 4 pupils</li> <li>• Young Leader x 35 pupils</li> <li>• Golf Foundation x 32 pupils</li> <li>• Y5 This Girl Can x 20 pupils</li> <li>• Y5 Boys Move x 18 pupils</li> <li>• Young Officials training x 4 pupils</li> </ul>	<p>To provide pupils with opportunities to participate in a wider range of sports and physical activity. To provide opportunities for SEND and Gifted and Talented</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				18%
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 increase participation in Chippenham Sports Partnership competitions and School Games	All events shared with whole school – every year group to be signed up for at least one event across the year.  Transport provided if needed	£CSP £3551  Bus costs £369	SG Level 2 Football Festival Christmas XC "Fun Run" Quicksticks Hockey Festival Dance Festival Football (girls only participation) Level 2 Bee Netball Level 2 Tag Rugby Level 2 Level 2 Kwik Cricket Festival Level 2 Short Golf Festival Level 2 Chippenham Games	Enter a minimum of 2 teams to every event

Signed off by	
Head Teacher:	<i>Steve Rafferty</i>
Date:	20 /07/ 2022
Subject Leader:	<i>JM Douglas</i>
Date:	20 /07/ 2022
Governor:	<i>Sean Dennien</i>
Date:	20 /07/ 2022