

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool Revised July 2021

Commissioned by



Department for Education

Created by





SWELL

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.

Pleasevisit<u>gov.uk</u>fortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement. This document will help you to review your provision and to report your spend. DfEen courages 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 <u>publish details</u> 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









Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£16,335
Total amount allocated for 2020/21	£16,320
How much (if any) do you intend to carry over from this total fund into 2021/22?	£
Total amount allocated for 2021/22	£16,260
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£

Swimming Data

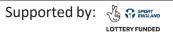
Please report on your Swimming Data below.

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	
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. Please see note above	12.5%
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	25%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	50%
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?	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:		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chie primary school pupils undertake at least 30 minutes of physical activity a day				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to knowand be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieveare linked to your intentions:	Fundi ng alloca ted:	Evidence of impact: what dopupils now know and what can they now do? What has changed?:	Sustainability and suggestednext steps:
-Continue to educate children in the value and benefits of a healthy active lifestyle, ensuring pupils are engaged in regular physical activity.	- Through PE lessons and sport, ensure our children understand the role of movement in the development of their own physical literacy, fitness and wellbeing. Gauged with regular staff and pupil voice surveys and walk throughs - Continue to deliver the PE curriculum with all pupils participating in 2 hours of curriculum PE each week Build links with local community sports clubs through our head of sport and ensuring pupils/parents have access to this information. At school or through school website - Development through school SDP - CPD with MDS team - Purchase Resources - Train Peer mediators - Lead and encourage worship/assemblies on importance of physical activity (teacher & pupil) - Further encourage use of initiatives such as the active blasts through GetSet4PE	Training £111	higher quality PE teaching allowing them to make better progress. Pupil concentration, commitment, selfesteem and behaviour evidenced in behaviour log and staff feedback -Positive behaviour and a sense of fair play	surveys, pupil voice and monitoring/CPD from Head of Sport. Monitor playtimes, pupil voice and staff voice.













	-Teachers who are delivering PE have access to GetSet4PE and regular CPD/Team teaching with Head of Sport to ensure high quality lessons and resources available. -Wake and Shake introduced enabling children to start their day feeling energised and ready to learn. Potential to improve punctuality and attendance in school. Also used at breaktimes. -Active Blasts – throughout the school day through GetSet4PE. Staff aware of how to access these resources to encourage and engage in active blasts away from timetabled PE lessons and break times. -Introduce a scheme to encourage more pupils (families) to participate in active travel to school programme (walk, cycle, run, scooter)		across the school - children across the school more active on a daily basis and enjoy being active evidence in pupil survey and varied PE Curriculum map on GetSet4PE -Happy, smiling faces first thing in the morning. Children find it fun and active and enjoy it not being to structured (pupil voice) -Children enjoy the blasts. Pupils stay on task in the classroom. Reduced disruptive behaviour, fidgeting in classroom. Improved motivation and engagement in learningEncourages independence, builds confidence. Instils active healthy lifestyle for the whole family. Road safety awareness, environmental benefits.	focus. Staff and pupil voice. Monitor behaviour. Parent survey, Pupil & Parent rewards system.
Key indicator 2: The profile of PES	SPA being raised across the school as a tool f	or whole sch	ool improvement	Percentage of total allocation:
Key indicator 2: The profile of PES	SPA being raised across the school as a tool f	or whole sch	ool improvement	_
Key indicator 2: The profile of PES	SPA being raised across the school as a tool for the school as a school for the	or whole sch	ool improvement Impact	allocation:
		Fundi ng alloca ted:		allocation: % Sustainability and suggestednext steps:
Intent Your school focus should be clear what you want the pupils to knowand be able to do and about what they need to learn and to consolidate through practice: To embed the idea that physical activity is of the highest importance	Implementation Make sure your actions to achieveare	Fundi ng alloca	Impact Evidence of impact: what dopupils now know and what can they now do? What has changed?: - Personal development (physical skills, thinking skills, social skills and emotional skills). Evident in walk throughs and pupil survey - Attainment and achievement, behaviour	allocation: % Sustainability and













good coaches and practice and ensure we keep constancy for our pupils in a safe and sensible manner. Develop a team of sports leaders through our County PE County PE County PE	view sports
Peer Mediators to help run and organise the intra-house festivals in the lower school. Investigate Peer Mediators leading their own club for younger pupils at lunchtimes. Help run and record the events for Sports Day. Support younger children. Hosting sports festivals within our federation and for the wider community Investigate staff branded sports clothing and the impact this has on raising awareness in PE/Sport in school and the local community -Enter local floorball leagues (not school games) Lead £200 curriculum PE lessons. - Pupil interviews/surveys inform us that pupils enjoy the variety of activities on offer during curriculum PE. Interhouse competitions raise profile of competitive sport within school. As many children as possible to participate. Peer mediators/ sports leaders impact importance of sport/activity by being positive role models in the school Pupils able to participate in floorball even without parents being able to attend	oaching to standards v school on children actice with and

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	Make sure your actions to	Fundin	Evidence of impact: what do	Sustainability and suggested
what you want the pupils to know	achieve are linked to your	g allocat ed:	pupils now know and what	next steps:
and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	











Staff will expertise in the teaching of PE and pupils will benefit from receiving consistently high quality PE lessons from their class teachers		4PE subscri ption £660 Sporting govern ing body CPD £250	Staff confidence has increased this is evident through staff meeting feedback and staff voice surveys Staff skill base increasing through attending external CPD – Evident in observed lessons Pupils receiving high standard PE lessons every week delivered by class teachers, aided by tailored timetable and team teaching/regular observation feedback each lesson	Continued staff surveys - top and tail of each half term to see how the staff feel regarding that unit both before and after delivering. Identifying areas to work on. Continued external CPDs Flexibility in the timetable to allow team teaching and CPD with Head of sport where possible.
Key indicator 4: Broader experience o	f a range of sports and activities offered to all	pupils		Percentage of total allocation:









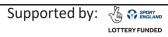




Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to		Evidence of impact: what do	Sustainability and suggested
what you want the pupils to know	achieve are linked to your	g allocat ed:	pupils now know and what	next steps:
and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
For children's skills and competence in physical activity to grow across a variety of sports and activities both in	Pupils offered the chance to participate in the Cheltenham Arts dance festival – Practice sessions through school clubs	3 x Mini buses	Performance in March 2022 – Pupil voice and observation to follow	Continue to attend the event in the coming years and open it up to more pupils.
a competitive and non-competitive environment	Offer pupils the chance to attend a live sporting event – to experience elite sport		To take place next term	Review trip
	Increased opportunities for a wider range of sporting clubs at both lunchtimes and afterschool. Pupils attend taster sessions before signing up. Use specialist sports coaches in lessons and clubs where appropriate to further the range of sports on offer and use links to the wider community.		Tag Kabaddi, Cheerleading, Tag Rugby, SAQ, Netball, Football,	Continue with tasters and open up to more sports available using local clubs where possible too
	Encouraging children to be physically active outside of PE lesson and lead healthy lives through Forest School, community walks and engagement in our school's local environment.	Equipm ent £405	Pupils enjoy the sports coaches – evident in pupil voice and feedback in surveys	Continue to use sports coaches and develop relationship with local groups to host events of GCB, GRFU GFA etc
	Encouraging our pupils to be adventurous and take risks in an outdoor environment individually and part of team	Coache s £189		









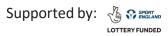


Key indicator 5: Increased participation	on in competitive sport			Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure 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:
For more NCSF pupils to take part in competitive sport across a range of different competitions, both intra school and inter federation or inter school sport and activities.	Continued participation in School Games events (school games has changed its ethos – encouraging more sport for all) Ensure transport is available for events – ensuring that all pupils have equal access to competitive sport and not relying on parent transport solely	School Games Entry £400 Midas training £180	More pupils getting the chance to take part in School Games events across the year. Mini buses booked and timetables flexible	Continued entry to the School Games scheme Mini buses continued to be booked, look at getting all staff trained
	All pupils in KS2 given the opportunity to compete in competitive sport withing school in a range of 'House' games each term. All pupils to take part in 'sports day' in the summer term and represent their 'House' Entered a weekly floorball league across the Cotswolds Increased fixture programme for KS2 both internally (Federation) and externally against local schools	Mini bus – Fuel £1200 Medals/stick ers £20	All KS2 children will have taken part in competitive sport in more than one sport. Pupils feedback through voice and weekly news updates Increased competition for places in the floorball team (limited numbers covid)	
		Forest School £2200		













Signed off by		

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	









