

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.













Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£16,337
Total amount allocated for 2021/22	£7,169
How much (if any) do you intend to carry over from this total fund into 2022/23?	£7,169
Total amount allocated for 2022/23	£16,355
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£23,524

Swimming Data

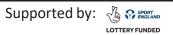
Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	To be updated in summer term 2023 after swimming sessions.
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	
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	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	
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?	













Action Plan and Budget Tracking

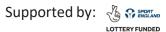
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21	nic Year: 2020/21 Total fund allocated: Date Updated:			
Key indicator 1: The engagement primary school pupils undertake	Percentage of total allocation:			
				7.8 %
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:	Funding allocate d:	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. - 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 -Teachers who are delivering PE have access to GetSet4PE and regular CPD/Team	Equipment £650 Training £475 Speaker £150	higher quality PE teaching allowing them to make better progress. -Positive behaviour and a sense of fair play enhanced with our federation core values – Responsibility, Justice, Trust, Respect, Compassion and Perseverance - Pupils activity at lunch and break increased - Children taking part in additional activities such as 'Wake and Shake' break time active clubs regularly - Peer Mediator training has taken place to support active play across the school - children across the school more active on	surveys, pupil voice and monitoring/CPD from Head of Sport. Monitor playtimes, pupil voice and staff voice. Continue to embed in sports leader programme. Continue to monitor













	teaching with Head of Sport to ensure high quality lessons and resources available. -Wake and Shake 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. Introduction of lunch time sports club		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) Pupils are leading Wake and Shake every week Lunch time KS2 Cross country club pupil number sign up 66% of all KS2	focus. Staff and pupil voice. Monitor behaviour. Peer mediator feedback time with trainer
Key indicator 2: The profile of PES	SSPA being raised across the school as a too	ol for whole sch	ool improvement	Percentage of total allocation: 9.3 %
Intent	Implementation		Impact	3.0 70
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:	Funding allocate d:	Evidence of impact: what dopupils now know and what can they now do? What has changed?:	Sustainability and suggestednext steps:
- To embed the idea that physical activity is of the highest importance	-School Games programme -Comprehensive CPD programme, discuss timetable with staff and how best to deliver CPD for them -Head of Sport attending PE Conference - SDP— Our vision for PE and school sport is developed through is prominent place in our	School Games £450 PE Conference		HoS/other staff to attend PE conference, for a wider view point. Sports/PE awards to be developed and implemented for specific
	schools SDP - Employment of sports coaches — identifying good coaches and practice and ensure we keep constancy for our pupils - Develop a team of sports leaders through our Peer Mediation programme - Peer Mediators to help run and organise the intra-house festivals in the lower school.	£120 Sports Coaches	in a safe and sensible manner Continued progression of all pupils during curriculum PE lessons.	- term Continue to review sports coaches and coaching to













fed- Inv and in P con -En gan San Stat	E/Sport in school and the local munity ter local leagues (not school nes) ta run – whole school	Hosting Sports Festivals £200 Staff clothing £290 Pupils kit £455	L Interholice competitions raise protil	Share best practice with e of wider schools and community regarding festivals Il even
Key indicator 3: Increased confidence	, knowledge and skills of all staff in tead	ching PE and sp	port	Percentage of total allocation:
				12.1 %
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:
Staff will expertise in the teaching of PE and pupils will benefit from receiving consistently high quality PE lessons from their class teachers	-Subscription to GetSet4PE, so staff have ready to go outstanding PE lesson and resources. These lessons have adaptions for inclusivity and teach all the necessary skills not only for the national curriculum but for an active life. -External CPD/course through sporting governing bodies eg RFU, England Netball, ECB.	subscription 1660 Sporting governing 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	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











	-A tailored timetable to ensure Head of Sport can be at as many lessons to give CPD and team teach throughout the year each week - Peacocks Gymnastics to deliver gymnastics for 1 short term Staff CPD	term CPD £860 Moore Golf £210		
ey indicator 4: Broader experience o	I f a range of sports and activities offered t	o all pupils	<u>I</u>	Percentage of total allocation:
	I			7.1%
Intent	Implementation		Impact	
our school focus should be clear what you want the pupils to know nd be able to do and about what they need to learn and to onsolidate 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:
or children's skills and competence physical activity to grow across a ariety of sports and activities both in competitive and non-competitive nvironment	Pupils offered the chance to participate in the Cheltenham Arts dance festival – Practice sessions through school clubs Offer pupils the chance to attend a live sporting event – to experience elite sport	Climbing wall £560	Performance in February 2023 – Pupil voice and observation to follow Pupils like the varied fixtures/taster sessions and sign	Continue to attend the event in the coming years and open it up to more pupils. 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.	Tickets £300	up numbers have increased Fixtures non traditional sports — like active games, dodgeball have been a success with our least active pupils Pupils enjoy the sports coaches — evident in pupil voice and feedback in surveys	Continue with tasters and open up to more sports available using local clubs where possible too Continue to use sports coaches

Indoor Golf experience at Moore Golf KS2	GCB, GRFU GFA etc











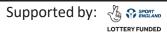


Key indicator 5: Increased participation	on in competitive sport			Percentage of total allocation:
				10.1 %
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make 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 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	Games Entry £450	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'	Mini bus –	All KS2 children will have taken part in competitive sport in more than one sport.	
	Entered a weekly floorball league across the Cotswolds Increased fixture programme for KS2 both internally (Federation) and externally against local schools 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.	Medals/stic kers £128 Forest	Pupils feedback through voice and weekly news updates Increased competition for places in the floorball team (limited numbers covid)	Enter more teams to the league and start a training programme in the summer term ahead of the winter league
	Encouraging our pupils to be adventurous and take risks in an outdoor environment			













	individually and part of team		
	I.	<u> </u>	
Signed off by			

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











