

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](#).

Created by:



Supported by:



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£-
Total amount allocated for 2020/21	£17,080
How much (if any) do you intend to carry over from this total fund into 2021/22?	£3,727
Total amount allocated for 2021/22 - budget	£17,120
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£20,847

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	N/A - Infant school
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?	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:	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: 8%
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:
<ul style="list-style-type: none"> Providing activities to involve the least active children to take part in physical activity. Encouraging active play for all during lunchbreak times. Funding school sports activities, broadening the variety of physical activity offered during lunchbreak times. 	<p>School Partnership events</p> <p>Spring 2022 Multi Skills Cricket Event for pupils who require support with movement competence and who need to develop their physical skills.</p> <p>Summer 2022 Aquasplash Schools Partnership Swimming event for those children who are unable to swim and not confident in the water.</p> <p>Summer 2022 Get Active coaches to provide physical activity for all children during lunchbreaks. + LT staff member for Summer term to work with Get Active</p>	£2590	<p>Extremely positive feedback from the children who attended. Teachers reported a huge impact on the well-being and self-confidence of those who attended during and after the event.</p> <p>A forms questionnaire sent out to parents about year 2 swimming identified that:</p> <p>8 children who were identified as being unable to swim unaided, not confident in the water and not currently attending swimming lessons were selected to attend the swimming event at Loddon Valley Pool. Teacher who attended the event reported high levels of enjoyment and engagement.</p>	<p>Enabling children to engage in active physical play during lunchtime enables physically and mentally healthy children who are ready to learn when they return to the classroom in the afternoon.</p> <ul style="list-style-type: none"> Increased confidence, skills and knowledge of staff in running lunchtime activities that will engage all children. <p>Empowering children to be able play safely together.</p> <p>Continue to use forms to identify levels of physical engagement across the school. Use data to plan provision for the least active children. This may include funding after school activities.</p> <p>Continue to work with Get Active during lunchbreak times in the</p>

Created by:



Supported by:



				autumn term. Plan for opportunities for physical activity during the winter months when the weather has more of an impact on the physical spaces available during lunchbreak times.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 48%
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:
<ul style="list-style-type: none"> Embedding physical activity into the school day through active break times and holding active lessons and teaching. Actively encourage pupils to take on leadership or volunteer roles that support the delivery of sport and physical activity within the school (such as 'sports leader' or peer-mentoring schemes). Embedding physical activity into the school day through encouraging active travel to and from school. 	<p>The sand and water area will promote more physical learning opportunities across the wider curriculum including science and maths.</p> <p>Sand and water play offers children many opportunities to use and develop their fine motor skills. For example, scooping and pouring the sand and water with their hands. Using tools like mini-shovels, rakes, buckets. It also helps to develop hand-eye coordination as they connect pipes and pour water.</p> <p>Children enhance their gross motor skills, coordination and physical fitness through lifting, pouring, pulling (on pulley system) and carrying all whilst negotiating space and others. Core muscles are used whilst children are learning to balance and</p>	Total £14330	Impact not yet measurable as the build is taking place over the Summer months/beginning of the Autumn term 2022.	<p>Timetabling of equipment to ensure regular use by all children during active breaktimes and lesson times.</p> <p>Providing staff year group collaborative planning opportunities to ensure that use of equipment is incorporated into lessons to promote hands on physical learning.</p> <p>Ensure maintenance of equipment including sand sanitation.</p>

	<p>coordinate on the uneven sand surface and as they step in and out of the sand pit and up and down platform levels.</p> <p>Consists of: Magnetic Water Wall £3605 Rubber mulch surfacing £2349 XL Tiered Sand Pit Incl. Covers £4165 Pulley Transporter £1099 Construction Site Platform £2849 Water/Ball Chute Stands £559 Delivery £350 (NB: £3000 funding received from Thames Water)</p> <p>Play equipment repairs and maintenance – including bark top up around equipment. £1725</p> <p>Playtime resources including swinging skippers and french skipping ropes – activities to be led by pupil sports leaders – to be allocated! £142</p> <p>Forest Schools equipment including slack line £487</p>			
--	---	--	--	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation: 16%
--	--

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:

<ul style="list-style-type: none"> • Providing staff with resources (including video tutorials) to help them teach PE and sport more effectively to all pupils, and embed a progressive, challenging and broad range of physical activity across the school. • Hiring qualified sports coaches and PE specialists to work alongside teachers to enhance or extend current opportunities offered to pupils - teachers should learn from coaches the necessary skills to be able to teach these new sports and physical activities effectively. 	<p>Complete PE subscription £800</p> <p>Year Round Blue Class - Get Active (weekly)£900</p> <p>Berkshire Cricket workshops (6 weeks) Year 1 and2 children.</p> <p>Summer 2022 Year 1 Country Dancing (weekly summer term 1) Year 2 Carnival of the Animals (weekly summer term 2) £350</p> <p>PE Coordinator Training at Reading FC – Inclusion in PE £300 (day rate cover)</p>	<p>Total £2375</p>	<p>Increased confidence, skills and knowledge of staff in planning and teaching high quality PE lessons.</p> <p>Higher level of involvement by all children in PE lessons.</p> <p>More children working at age expectation.</p> <p>High levels of involvement and enjoyment from children and staff. Children demonstrate increased confidence with the fundamental skills required to play cricket.</p> <p>High level of attendance and engagement at school Country Dancing performance.</p> <p>Boys more engaged in dance lessons.</p> <p>Training July 1st 2022. July 4th 2022 Introduced a football pitch rota to encourage more girls</p>	<p>Continue to review updated units of work added to the Complete PE scheme.</p> <p>Use of training videos to upskill new staff joining the school.</p> <p>Use of the online teacher assessments to inform teachers of individuals needs and group areas for development. This data will also inform the PE coordinator or school wide areas of focus and identify the need for individual or whole staff CPD.</p> <p>Year 2 staff to replace tennis unit with cricket Summer 2023.</p> <p>Dance teacher to continue to work across the school academic year 2022-2023 to engage all infant age children with a wide range of dance genres.</p> <p>Teachers to teach units observed this academic year to new cohort. Dance teacher to run after school Zumba class Academic Year 2022-2023 to provide a new extra curricular opportunity.</p> <p>Work with Reading FC / Twyford Comets to look into offering a girls football after school club.</p>
---	---	--------------------	---	---

			engagement in football. Saw a high level of interest and engagement instantly – mostly year 2 girls.	Research the possibility of Reading FC coaches working alongside teachers to deliver an inclusive PE programme. Introduction to new role models who are skilled in their subject area is inspirational and motivational.
--	--	--	--	---

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
26%

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:
<ul style="list-style-type: none"> Introducing a new range of sports and physical activities to encourage more pupils to take up sport and physical activities. 	<p>2XPedal bikes – to increase the level of challenge in school for children in EYFS who are already able to ride a bike without stabilisers outside of school.</p> <p>Cycling will improve motor skills, balance, strength and coordination. Cycling is also a slow start into a healthy active lifestyle, that children will hopefully then continue into their adult lives £302</p> <p>Cycle track/roadway playground markings for bike riding in EYFS.£750</p>	Total £1052	<p>Increased level of physical challenge for those children who can already ride a bike without stabilisers. More focus on spatial awareness.</p> <p>Increased desire to want to master riding a bike with no stabilisers.</p> <p>More children to riding their bike to school and from school and during the weekend.</p> <p>Improved road safety awareness.</p>	<p>To run balance ability sessions for children for FS,Y1 and Y2 children who are less confident cyclists.</p> <p>Bike and track maintenance.</p>

<ul style="list-style-type: none"> Partnering with other schools to run sports and physical activities and clubs. Providing more and broadening the variety of extra-curricular physical activities after school in the 3 to 6pm window, delivered by the school or other local sports organisations. 	<p>Summer 2022 TKAT Cricket Event – Year 1.</p> <p>Meeting with X from Twyford Comets to discuss an assembly / workshop/ possible girls after school football club.</p>		<p>Children have developed resilience From taking part in a competitive sporting event.</p>	<p>Network with schools in the trust in order to run more regular sporting events across the academic year.</p> <p>Connecting with Reading FC and/or Twyford Comets in order to run a girls after school football club. Autumn 2023?</p> <p>See Key Indicator 3 regarding dance teacher leading Zumba club Autumn 2023?</p>
---	---	--	---	---

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2%
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:
<ul style="list-style-type: none"> Increasing and actively encouraging pupils' participation in the <u>School Games</u> Organising more sport competitions or tournaments within the school. Coordinating and entering more sport competitions or tournaments across the local area, including those run by sporting organisations. 	Spring 2022 Schools Partnership Multi Skills Cricket event for pupils who require support with movement competence and who need to develop their physical skills.	£500	Extremely positive feedback from the children who attended. Teachers reported a huge impact on the well-being and self-confidence of those who attended during and after the event.	PE lead to continue to connect with School Partnership in order to engage with future events. Provide more in school opportunities for children who are identified as needing support with physical development.

Signed off by	
Head Teacher:	Helen Ball
Date:	21.7.22
Subject Leader:	Erin Bushell
Date:	7.7.22
Governor:	James Smith
Date:	25.7.22