

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 yours pend. 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	£-
Total amount allocated for 2020/21	£18,400
How much (if any) do you intend to carry over from this total fund into 2021/22?	£1,828
Total amount allocated for 2021/22	£18,380
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£20,341

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>	94%
<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>	82%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	96%
<p>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?</p>	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: 2021/22		Total fund allocated:		Date Updated:	
<p>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</p>					Percentage of total allocation:
					19%
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 targeted activities or support to involve and encourage the least active children Encouraging active play during break times and lunchtimes Establishing, extending or funding attendance of school sports clubs and 	<ul style="list-style-type: none"> FACE Events Lunch-time clubs. Twice weekly lunchtime sessions working across all year groups. As above. Purchase of new football goals (see resources) to promote break and lunchtime football rota After school club provision of football and archery clubs across year groups 	£3040	<ul style="list-style-type: none"> Children have been exposed to a range of different sports across year groups, including cricket, tag rugby and football. This provides a range of different team sports skills which also supports our P.E lessons Different sports in terms of archery to help widen provision of range of sports and 	<ul style="list-style-type: none"> Positive relationships have been formed with Ms Knox and we seek to retain her services to ensure continued high-level provision, behaviour management and progress of skills through knowledge of the children taught Seek to rota sports on a termly basis depending on 	

<p>activities and holiday clubs, or broadening the variety offered</p> <ul style="list-style-type: none"> • Adopting an active mile initiative • Raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2 - every child should leave primary school able to swim 	<ul style="list-style-type: none"> • Children to build up to run up to four laps of school field and build upon fitness by measuring times. Several times a week • Additional swim coach to support existing swim staff in delivering bi-weekly lessons for every child. 	<p>£2240</p> <p>Total: £5280</p>	<p>encourage children to try new skills</p> <ul style="list-style-type: none"> • Increased resilience of children in running. Competitive standard during school Sports Day. Polehampton winners at only Thames cross-country meet this year (due to restrictions) • Increased depth of swimming skills across year groups. Lower and upper school swimming galas run competitively 	<p>demand</p> <ul style="list-style-type: none"> • Return to full cross-country competitive calendar for league meets. Transition children from infants to junior running expectations • Retain services of Mr Martin (FACE) whilst finding suitable replacement for departing staff swim coach
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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:

36%

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"> 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, active break times and holding active lessons and teaching 	<ul style="list-style-type: none"> Year 6 House & Vice Captains run Sports Day, Swimming Gala and other inter-house competitions Replacement bike sheds - providing more space for storage of bikes and scooters Replacement fencing in bike shed area for securing bikes and scooters Preparation of the ground for the new bike shed Daily fruit snack provision 	<p>£4000</p> <p>£1200</p> <p>£700</p> <p>£2098</p> <p>£1238</p>	<ul style="list-style-type: none"> Year 6 House & Vice Captains gain knowledge of event organisation and leadership experience, this has been lacking in pandemic years. Positive response from community on how well run these events were To be reviewed once project complete (Summer 2022 installation) Continued healthy snack provision at break-times helping low-income families and raising awareness to children to importance of healthy diet. 	<ul style="list-style-type: none"> Continue to provide core sporting events in school. Re-engage with wider inter-school events e.g. Bracknell Swimming Gala Use as a tool to help promote initiatives such as 'Walk to school' Continue provision. Encourage Year 6 to take greater ownership of distributing across the school. Inform new Year 3 parents/joiners of scheme
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	<ul style="list-style-type: none"> Support with provision of Forest Schools & resources £1238 	Total £9236	<ul style="list-style-type: none"> Increased awareness of immediate natural environment and skills, supported by high quality resources 	<ul style="list-style-type: none"> Increase provision of Forest School to whole class learning
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Percentage of total allocation:
17%

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 professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your 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 	<ul style="list-style-type: none"> CPD P.E mentoring support provided by 'First 4 Sports' Complete P.E subscription 	<p>£1800</p> <p>£800</p>	<ul style="list-style-type: none"> Year 4 & 5 teachers have received a terms worth of mentoring covering athletics, cricket and rounders skills. Confidence of staff delivering lessons increased. Children engagement and enjoyment in lessons improved, as has focus on key skills that ensures progression and links the curriculum topics taught Whole-school P.E scheme ensures progressive sequencing of lessons. Reduced planning time has positive impact on teachers. Confidence in providing structured 	<ul style="list-style-type: none"> Continue to provided mentoring opportunities for other teachers – Autumn term: Year 5 & 6 teachers with focus on netball, tag rugby, football and hockey Review skills taught and evidence progression. Children survey to gauge feedback from lessons

			<p>lessons increased. Children have responded well to lessons.</p>	<p>around enjoyment, learning, attainment etc</p>
		Total £2600		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
22%

Intent	Implementation	Impact	Sustainability and suggested next steps:
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?

<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 • 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 	<ul style="list-style-type: none"> • Improvement of resources including new football goals, tennis nets, stop watches, tag rugby belts, yoga/gym balls • Maintenance of equipment 	<p>Total £2525</p>	<ul style="list-style-type: none"> • Increased repertoire of resources helps support lunch-time and ASC sports clubs and widen provision. Resources support teachers with lessons as required by Complete P.E scheme. 	<ul style="list-style-type: none"> • Conduct regular P.E equipment itinerary checks and replace where required • Work with FACE to ensure varied sports club provision and introduce new sports where possible
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6%
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 	<ul style="list-style-type: none"> Minibus/travel to competitions Trophies and administration 	<p>£700</p> <p>Total £700</p>	<ul style="list-style-type: none"> Inter-school sports program of competitions is almost resumed. 2021/22 still experienced caution from schools, with some postponement of fixtures and competition due to outbreaks of Covid. However, children participated in District Sports, Thames Valley Cross Country meet, Wokingham Schools Football tournament (Y5 girls and boys) and some school football league fixtures 	<ul style="list-style-type: none"> School to be fully committed to the entire sports competitive calendar for Cross-country and football leagues. Netball competitions to be attended when resumed, along with attendance at District Sports and Bracknell Swimming Gala. School to provide usual inter-house sports competitions throughout the year

Signed off by	
Head Teacher:	Helen Ball
Date:	25.7.22
Subject Leader:	Carl McGlone

Date:	25.7.22
Governor:	James Smith
Date:	25.7.22