

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

July 2022

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](#).

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Details with regard to funding

Please complete the table below.

| | |
|--|---------|
| Total amount carried over from 2020/21 | £0.00 |
| Total amount allocated for 2021/22 | £20,070 |
| Total amount of funding spent in 2021/22. To be spent and reported on by 31st July 2022. | £21,335 |

Swimming Data

Please report on your Swimming Data below.

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| 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 | 65% |
| 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 | 56% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 13% |
| 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: | | |
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| <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: 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: |
| Ensure children have access to age-appropriate active travel training to encourage children to walk or cycle to school safely. | <p>Year 3 pupils take part in Pedestrian training to learn how to cross the road safely.</p> <p>Y5 pupils take part in Bikeability Level 1 & 2 training to learn how to ride their bikes safely on the road</p> <p>Develop and Active Travel plan.</p> <p>Assembly on Active Travel.</p> <p>Active travel promotion to parents and families in school newsletters and parent meetings.</p> | <p>Bikeability Training Cost: Part of RESSP Buy in. (Part of £4,500).</p> <p>Pedestrian Training £171</p> | <p>Children can now relate road safety to their own environment and therefore have more awareness of safer places to cross the road.</p> <p>They may also be encouraged to cycle to school, after achieving level 2, thus contributing to their activity levels.</p> | <p>To promote walk to school week and national bike week to parents through social media and Seesaw. A more robust approach is needed to engage staff alongside the support of the Healthy Schools Lead. Assemblies and class challenges need to be set to see some real improvement in this area.</p> |
| Develop life skills in pupils. | <p>Integrate Complete PE with My Personal Best across the school.</p> <p>Subject Leader and staff attend training on Complete PE</p> | <p>Support from RESSP for staff training: Part of RESSP Buy in. (Part of £4,500).</p> | <p>Children now know the meaning of the spirit of the games attitudes and can put them into context in situations across the curriculum. Certificates are being issued at playtime to affirm the value of</p> | <p>Assemblies to promote spirit of the games now embedded in the assembly time table across the school. Using the spirit of the games packs more emphasis on how this can run through the</p> |

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| | Subject Leader alongside RESSP delivered whole staff training. Updated curriculum plan to include life skills for the academic year. | | these attitudes. | whole curriculum. Children rewarded with postcards to acknowledge the importance of these values. |
| Develop leadership skills in children | RESSP trained sports leaders. A member of staff accompanied the children to the training and now leads the sports leaders' team within school. The children deliver physical activity sessions at break and lunchtimes. The member of staff in charge meets the leaders twice a month to plan activities and to use the group as the student voice for other projects. The leaders will also support events organised by RESSP. | Leadership Training Cost: Part of RESSP Buy in. (Part of £4,500). Break & lunchtime specific equipment cost: £1266 | Sports leaders from the previous year are mentoring the new leaders and working alongside them at lunchtimes to support children. Twice monthly meetings allows training and issues to be discussed, it also feeds into school wide active events that can be promoted throughout the school ie Sport relief. | Continue with the two year group approach from year 5 and 6. New year 6 to mentor year 5 leaders and shadow them in the Autumn term. More visible presence across the school means more children can be actively engaged during lunchtime and break. The profile of the sports captains is more widely recognised amongst teachers and pupils. |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: 3 % |
| 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: |

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| To raise the profile of PE across the school and the involvement of the SSP | .Termly assembly to promote the spirit of the games, focus on these across the curriculum. | Part of RESSP Buy in. (Part of £4,500). | As a school children are becoming more familiar with the vocabulary and the meaning of the positive attitudes encouraged, in PE and other curriculum areas. | Staff and children are using the values and we have raised the awareness of how PE can develop these values. |
| Engage children to be more physically active post lockdown. To identify children effected by covid isolation. | Offer children access to a wide range of activities using external coaches, in Early years. Supplement curriculum Pe with after school clubs in KS2. | £560 | The skipping school were invited in to train Sports Captains to spread skipping skills across the school. Skipping has a higher profile at playtimes meaning these breaks are more active. The Royal Mash up project engaged the whole school. | The profile of skipping has been raised across the school and with the addition of skipping ropes in playtime buckets children have more time to practice and experiment with different techniques, building up stamina and general fitness. Parents had shared experience of the project through Seesaw and being invited into school. More opportunities for parental engagement need to be built in to the school year and a wider use of social media and seesaw to promote PE in school. |

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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| | | | | 41 % |
| 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: |

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| <p>Increase the knowledge, understanding, confidence and competence of the Early Career Teachers (ECTs).</p> | <p>The ECT's attended the three-day ECT PE specific training run by RESSP.</p> <p>Team Teaching: ECT worked for 3 sessions with a member of the RESSP team on a 1:1 basis.</p> | <p>Course Cost: Part of RESSP buy in (Part of £4,500).</p> | <p>ECT have commented they have learnt more in these sessions than throughout their training and are now more confident to deliver PE.</p> | <p>ECT to be involved in attending development days and to get involved in physical activity during lunch and break times. All ECTs have had the opportunity to accompany their year group to an event and have seen first hand how physical activity is an important part of the school experience and benefits the children both physically and socially.</p> |
| <p>Increase range of activities available in school and particularly opportunities for girls.</p> | <p>.Disney Girls Football delivered throughout the whole school throughout the year.</p> <p>Staff member training in Disney Girls Football</p> | <p>SSP staff £125) Coaching costs; £7000.</p> | <p>The skills and confidence of the girls has increased, investing in a new girls kit has increased the profile of Football amongst the girls and given them confidence in other areas of games.</p> | <p>The opportunity for girls to have experience of playing football needs to be sustained and increased. Girls only after school football and sessions during the school day need to become established as normal practice at lunchtime and playtime.</p> |
| <p>Increase knowledge, understanding, confidence and competence of the subject leader.</p> <p>The subject leader can then lead the whole school staff.</p> | <p>Four members of staff attended the CIMPSA training.</p> | <p>£1200</p> | <p>Observing and working collaboratively alongside coaches had ensured consistency of delivery, approach and standards. Staff confident to work independently with clear outcomes.</p> | <p>Trained staff continue to be a part of the PE provision in the next year and input on skills and implementation of Complete Pe . Staff have been more confident in seeing how skills are developing and building on from each other.</p> |
| <p>Increase knowledge, understanding, confidence and competence of the staff teaching PE across KS1</p> | <p>Team teach sessions supported by SSP staff.</p> | <p>Part of RESSP Buy in. (Part of £4,500). Quidditch Training £75 Base Ball</p> | <p>Training support staff working across the school in Girls Disney Football/Quidditch, has broadened the skills and confidence of the staff involved, enabling more after school clubs to be offered, appealing to a wider range of</p> | <p>Support staff have been involved in attending other physical activity opportunities. The resources from these are going to be used to embed in the existing curriculum i.e baseball during striking and</p> |

| | | training. | children across the school. | fielding activities. |
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| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: 28% |
| 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 ensure that all children and young people enjoy some form of sport or physical activity | Take part in RESSP festivals and development days. After school clubs for each year group throughout the year | Course Cost: Part of RESSP buy in (Part of £4,500). Transport costs £2575 | All children across the school have taken part in a Development day across the year, working alongside schools in competitive and collaborative situations. | All children are excited and engaged in development days and gain valuable experience outside the classroom. Children gain confidence and competence. The thrust needs to be preparing children for these events , embedding curriculum Pe with development day activities. |
| Ensure that all children know how to and are confident and competent to ride a bike | Balance bike training for all children in Reception, delivered by RESSP. | Balance Bike Training Cost: £231 | Children from each key stage have the opportunity to build on existing active travel skills. From balance bikes in Reception, Pedestrian training in Year 3 and Bike ability in year 5. | Children are still enthusiastic to take part and especially since the pandemic, need reminding of the advantages of cycling and walking safely. Some children need refreshing on basic skills, such as cycling, which in turn can be embedded in family life and activity. |

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| <p>We believe that all our children will find their activity so we offer a wide range of activities.</p> | <p>Coaches working in school alongside staff delivering yoga, cheerleading and dance.</p> | <p>£2800 Mighty Warriors Urban Kaos Grangetown Netball</p> | <p>Children are more willing to try new things and go in with an open mind and a have a go attitude. Some inspired by our provision have gone on to sign up at community clubs i.e. in Cricket, Swimming, netball and basketball.</p> | <p>The success of the outside agencies we have used this year has encouraged children to take up sport in the community. Involvement in competitive events have been really successful, achieving silver and gold positions. These links will continue into the next year, building on already existing relationships with staff and pupils.</p> |
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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: |
| Ensure that every pupil, by the time they reach Y6, has represented their school in a sporting activity | <p>Enter into RESSP competitions and festivals.</p> <p>Ensure children are entered into appropriate levels of competition to suit their individual motivation, competence and confidence levels.</p> <p>Keep a track of which competitions and festivals every child has attended.</p> <p>Celebrate ALL participation achievements, not just the winners</p> | <p>Competition Cost: Part of RESSP buy in (Part of £4,500)</p> | <p>All children are willing to volunteer to represent their school in activities which suit their skills, competence and abilities. Targeted children have been encouraged to take part in after school clubs to build up confidence.</p> | <p>Increased success this year is testament to the progressive nature of the curriculum combined with outside coaching and after school provision. All children have had the opportunity to take part in events matched to their abilities, building confidence and competence. There is an increased willingness to take part especially in upper KS2, where children volunteer to take part and learn the value of taking part in the experience , regardless of winning or losing. We intend to continue to build on this next year.</p> |
| Increase the number of children engaged in personal challenges | <p>With the support from RESSP, our sports leaders and the online platform Koboca we have increased personal challenges across the whole school: In PE, at break and lunchtimes and set for homework.</p> <p>The challenges aim to encourage children to increase their skill level, fitness levels and their activity levels.</p> | <p>Support from RESSP Cost: Part of RESSP buy in (Part of £4,500).</p> <p>Koboca Cost: Part of RESSP buy in (Part of £4,500).</p> | <p>Sports captains have set personal challenges for children across the school often to link into specific themes i.e. Children in need, Santa Dash AND Craze of the week activities. Captains are mindful that all children are different and award and praise children for their attitudes, linked to the Spirit of the Games theme.</p> | <p>Sports Captains across the school have a respected profile and assist in supporting staff, children and lunchtime supervisors with engaging children in physical activity. A termly programme of ideas and themes will be delivered by the captains with the support of the PE lead .</p> |

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| Signed off by | |
| Head Teacher: | Mrs S Marsden |
| Date: | 27.6.22 |
| Subject Leader: | Mrs S.Doe |
| Date: | 27.6.22 |
| Governor: | Andrea Verill |
| Date: | 27.6.22 |