

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the  
Department for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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](https://www.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 by the end of the summer term or by **31<sup>st</sup> July 2021** at the latest.

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](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<p>Working with local secondary school PE teacher, developing deeper understanding of theoretical PE.</p> <p>Lunchtime activities being run twice weekly by specialist coaches, offering range of different sports and activities that appeal to all of the children across the school.</p> <p>Significant investment in play equipment to encourage active break times.</p> <p>Keevil teams becoming more competitive with sporting competitions – despite considerable restrictions we accessed football and cricket competitions.</p> <p>Established 'Sports Ambassadors' in the school with regular meetings discussing PE across the school.</p> <p>Regular participation in inter-trust competitions.</p> <p>Complete up to date PE equipment audit and improve PE facilities within the school.</p>	<p>Allow more opportunities for Inter school competitions.</p> <p>To improve PE assessment across the school.</p> <p>Complete a staff subject knowledge audit and then organise relevant CPD accordingly.</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO \*

Delete as applicable

**Total amount carried forward from 2020/2021      £10,000**  
**+ Total amount for this academic year 2021/2022      £16,950**  
**= Total to be spent by 31st July 2022                      £26,950**

<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 transfer to the pool when school swimming restarts.</p> <p><b>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.</b></p>	<b>Data from 2021-22</b>
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</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 2021.</p> <p>Please see note above.</p>	100 %
<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>	100%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	86%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	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: £26,950	Date Updated: 18/7/22	
<b>Key indicator 1:</b> 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:
				11%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
To enhance lunch time outside play	Sports coaches delivering high quality team games and sports during Lunchtimes twice weekly.	£1780.50	Engagement of more children in a variety of sporting and physical activities at break time. Increased skills eg. throwing, catching, agility, stamina.	Work with sports ambassadors supporting them with running activities during lunch times so this provision is extended beyond the sessions when coaches are present.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				81%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
To help overcome the school's lack of physical space through children being able to access sport activities beyond the school.	<ul style="list-style-type: none"> <li>Specialist Coaches at Wiltshire School of Gymnastics</li> <li>Bus travel to Wiltshire School of Gymnastics</li> </ul>	£1050.00 £1420.00	<ul style="list-style-type: none"> <li>Increased numbers of children achieving age-related expectations and beyond in Gymnastics</li> <li>Children joining specialist gymnastics clubs outside of school.</li> </ul>	Up-date school's PE curriculum to ensure that provision is embedded and maintained.
Children receiving specialist sports coaching for all PE lessons	Acorn Sports Instructors used for the majority of PE lessons across the school.	£4740.00	<ul style="list-style-type: none"> <li>Increased numbers of children achieving age-related expectations and beyond across the PE curriculum.</li> <li>Children showing increased skill and knowledge of a range of different sports.</li> </ul>	Create an Outdoor Learning curriculum for the school, encompassing Forest School and Outward Bound Programme.
Children receiving Forest School sessions from trained members of staff.	Offers a range of different activities that appeal to all children. Gives children various new skills that can be applied in wider life. Have appropriate equipment to enable and support Forest School activities.	£2033.16 £545.00	<ul style="list-style-type: none"> <li>Increased range of physical activities offered to all children.</li> <li>Children developing a variety of new skills through a wide range of outdoor activities.</li> <li>Increased numbers of children achieving age-related expectations and beyond in outdoor adventurous activities strand of PE curriculum.</li> </ul>	
Year 6 swimming top-up.	<ul style="list-style-type: none"> <li>Specialist coaches at Clarendon swimming pool</li> <li>Bus travel to swimming pool</li> </ul>	£1314.60	<ul style="list-style-type: none"> <li>100% of Y6 children leaving primary school competent in 3 strokes and with land-based water rescue skills following limited opportunities during years affected by the Covid pandemic.</li> </ul>	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				2%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
To complete PE observations to enable subject leader to have a deeper understanding of the areas for development across the school.	Release time for PE subject leader to observe the teaching of PE across the school.	TA release time to organise PE shed.		Establish a regular timetable of monitoring and evaluation.
To ensure that all PE equipment is stored appropriately and safely and is easily accessible.	All equipment is stored appropriately and is accessible.  Audit current resources.  Gaps identified and relevant purchases made.	PE lead release time for audit	<ul style="list-style-type: none"> <li>PE equipment is organised and readily available for PE lessons.</li> <li>Audit complete and equipment to be ordered for new academic year.</li> <li>Teaching and learning in all PE lessons is judged to be of a Good standard.</li> </ul>	Creation of a focused action plan to drive improvements in teaching and learning in PE.
Continue to monitor and update equipment to ensure high level of PE.	New Netball posts to be ordered.	£300		
Enable teachers and pupils to review activities, exercises and games undertaken in order to improve teaching and learning.	4 Go Pro cameras purchased.	£1319.92	Teachers and pupils able to identify areas for improvement in technique and strategy, and provide targeted opportunities in lessons to enable this development.	
Enable teachers develop their own understanding of and strategies to use to teach wider aspects of physical education.	Coram Life Education learning sessions for YR, Y1, Y2 and Y3	£450.00	Increased subject knowledge for teachers.	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				6%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
<p>Additional achievements:</p> <p>Using lunchtime clubs to promote healthy lifestyle and variety of sports for those that are less active.</p> <p>Use children to drive enhancement of sporting activities across the school.</p> <p>Promotion of Mental Health and mindfulness following COVID pandemic. Regular wellbeing sessions with a trained specialist.</p>	<ul style="list-style-type: none"> <li>• More involved in lunch time PE opportunities.</li> <li>• Monitors to help maintain and audit equipment</li> <li>• Regular meetings of Sports Leaders to continue to take place and actions followed up on.</li> <li>• New Sports Leaders trained.</li> <li>• Sports Leaders to initiate ideas for events/clubs and ran activities for all classes across the school.</li> </ul> <p>Regular review of this area and how it impacts the children. Discussions with Debs and review on tasks and areas of mental health that need to be addressed.</p>	£1080	<ul style="list-style-type: none"> <li>• Engagement of more children in a variety of sporting and physical activities at break time.</li> <li>• Increased skills eg. throwing, catching, agility, stamina.</li> <li>• Children showing increased leadership skills and confidence.</li> <li>• Increased engagement in sports and physical activity across the school.</li> <li>• A wider variety of opportunities for children to join in.</li> <li>• Children showing decreased levels of anxiety and higher levels of wellbeing.</li> <li>• Children able to self-regulate more effectively.</li> <li>• Children making choices that reflect an understanding of health in body and mind.</li> </ul>	<p>Use Pupil Voice to evaluate.</p> <p>Enable Sports Leaders to train next generation.</p>

<p>Enabling children to participate in outdoors adventurous activities through trips and residential visits</p>	<ul style="list-style-type: none"> <li>• Y3 'Big Day Out' at Braeside – activities included rope course and team building exercises.</li> <li>• Y4 3-day residential trip to Danywenallt in the Brecon Beacons – activities included a 6 mile hike up Tor Y Foel</li> <li>• Y5 and Y6 5-day residential to Pencelli – activities included canoeing, caving, rock climbing and orienteering.</li> <li>• Y6 activity day at Brokerswood</li> <li>• Supply cover to facilitate teachers and TAs covering above trips</li> <li>• Bus transport to The Forum in Bath</li> </ul>	<p>£1040.00</p> <p>£3100.00</p> <p>£4800.00</p> <p>£630.00</p> <p>£1,500.00</p> <p>£180.00</p>	<ul style="list-style-type: none"> <li>• Children showing increased resilience and problem-solving skills.</li> <li>• Children showing increased confidence.</li> <li>• Children participating in a wide range of physical activity.</li> </ul>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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:
Greater participation in competitive sport.	Compete within every inter-trust sporting event. <ul style="list-style-type: none"> <li>Consider selection policies for competitions</li> <li>Set up clubs related to competitions</li> <li>Release time for subject leader/TA's to take children to sports competitions</li> </ul>		<ul style="list-style-type: none"> <li>Greater results in competitions – we have had several children join clubs outside of school due to sporting participation.</li> <li>Girls cricket Team qualified and participated in the Wiltshire County Finals in July 2022</li> </ul>	<ul style="list-style-type: none"> <li>Create more opportunities for interschool competitions</li> <li>Use sports leaders to promote and run events.</li> </ul>

Signed off by	
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