

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:



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Details with regard to funding

Please complete the table below.

| | |
|---|---------|
| Total amount carried over from 2020/21 | £10,683 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £0 |
| Total amount allocated for 2021/22 | £19,600 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £30,283 |

Swimming Data

Please report on your Swimming Data below.

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| <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 2022.</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> | 94% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 94% |
| <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: July 2022 | |
|---|--|-----------------------|--|--|--|
| 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: % |
| 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"> Continued promotion of the importance of physical activity on the physical and emotional wellbeing of children A particular focus on those children who struggle to engage with PE and sport both inside and outside of school Upkeep of all exterior and interior sport facilities so they are welcoming and engaging environments for all our young people Continue to develop and expand the curriculum for the benefit of all children | <ul style="list-style-type: none"> Regular newsletter articles and promotion highlighting impact of our extra-curricular programme Extra-curricular sports offered for free to eligible children from 'at risk' groups of low attainment in PE Regular field markings maintained and hall and gymnasium floors used for PE completely refurbished Selection of new equipment purchased to continue offering a wider variety of sports and activities | £19283 | <ul style="list-style-type: none"> Children appreciate the 'pathway to success' and the link between PE and extra-curricular offerings Increased % of Pp, girls, and BAME pupils attending extra-curricular improving outcomes in PE 400m track installed allowed Athletics teaching far beyond curriculum requirements New Gym and hall floors providing a safe, effective environment for PE and sport | <ul style="list-style-type: none"> Look at expanding free/subsidised extra-curricular provision, especially in cost of living crisis Year-round athletics track installed (400m in summer, 200m in winter) Look at noise reduction in the Gymnasium to provide a more pleasant learning experience for children | |

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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: |
| | | | | % |

| 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"> Implementation of target-based interventions to improve children's readiness to learn Promotion of physical development within the Early Learning framework Links with professional bodies who use their gravitas to inspire and engage children across the curriculum | <ul style="list-style-type: none"> Planned, developed, resourced and introduced 'Sensory Circuits' to help a number of children engage with their learning Ensured the Early Years outdoor area remained well stocked with a wide variety of equipment to aid physical development AFC Bournemouth delivered a number of practical and theory sessions relating to the wider ranging curriculum | £2000 | <ul style="list-style-type: none"> Only recently introduced so difficult to measure impact yet Early signs are encouraging with teachers commenting positively Children in Early Years back up their high-quality PE with guided outdoor learning. Outcomes in PE improving year on year Improvements in motivation and determination to achieve particularly in Year 6 | <ul style="list-style-type: none"> Further expand sensory circuits to all year groups and increase the number of children in attendance Expansion of the EYFS outdoor learning area to incorporate a specialist area just for PE and physical development Look to expand professional links with a greater variety of local sports clubs and groups |

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

| 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"> Up-skilling of TA's and staff in KS1 to support the physical development of children during core curriculum time Continuation of professional development and staying up to date with latest regulations in PE and school sport | <ul style="list-style-type: none"> Use of excellent 'Rippa Rugby' coaches alongside TA's during PE lessons. Children provided with outstanding PE provision under eye of specialist teacher Specialist teacher now extremely confident in provision of Rugby and fully on board with its impact on school life | £4000 | <ul style="list-style-type: none"> Outstanding Rugby provision provided to all year groups throughout the school Engaging, high activity sessions means children make excellent progress Entered into our first KS2 Rugby tournament against established schools and performed with confidence and maturity Over-subscribed extra-curricular club offered by Rippa Rugby | <ul style="list-style-type: none"> Continue the school-wide positive vibe around Rugby by continuing our close relationship with Rippa Rugby Continue to achieve great success at both town and country rugby competitions Develop an after school rugby club just for EYFS who thoroughly enjoyed their curriculum learning |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| 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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|--|---|--------------|--|--|
| <ul style="list-style-type: none"> • Provide an expanded Gymnastics curriculum to allow the continuation of flight • Maintain and further improve swimming provision to ensure 100% of children can leave Year 6 proficient in swimming moving forward • Improve provision of outdoor spaces to allow children to play a variety of activities in their break times | <ul style="list-style-type: none"> • Purchase of new gymnastic equipment including a professional style vaulting box • Introduction of swimming to children in Year 2 in addition to Year 4. Extra provision provided for those struggling to reach the expected standard • Outdoor spaces improved and range of different equipment added, including new basketball hoops | <p>£3000</p> | <ul style="list-style-type: none"> • Gymnastics club now over-subscribed for the new school year • Expansion of flight-based lessons allows upper KS2 to achieve at greater depth • Difficult to measure impact of increased swimming provision in first year – hope for improved % in year 6 in the future • More active playtimes leading to healthier, happier children who now have a purpose in their playtimes | <ul style="list-style-type: none"> • Continue the evolution of aesthetic provision by incorporating a greater level of Dance within curriculum planning • Continue to provide solid foundations of swimming in Year 2 to allow greater success • Introduce specialist areas on the playground for structured sport activities • Up-skill TA's and sports leaders to run these sessions |
|--|---|--------------|--|--|

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|---|--------------------|--|--|
| | | | | % |
| 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"> • Be able to fulfil increased competitive opportunities post-Covid-19. • Begin to focus on the greater achievement of our gifted athletes • Provide competitive opportunities for all children in school regardless of ability • Imbed competitive competitions throughout curriculum time | <ul style="list-style-type: none"> • Attendance at all competitive events offered by BSSA including football, cross country, rugby and athletics • Annual membership of BSSA to provide competitive opportunities and CPD for staff • Participation at Town Sports wearing professional kit that allow children to be proud of their school • Re-introduce a bigger and better whole school sports day and purchase of essential sports day equipment | £2000 | <ul style="list-style-type: none"> • Success at town and county competitions, particularly amongst girls • Competitive opportunities provide children with a purpose and a willingness to improve • Regular CPD provided by BSSA ensures staff are well trained and aware of societal and educational impacts on school PE and sport • Three town champions at Town Sports, the joint highest of any school in Bournemouth • Hugely well attended and successful sports day held on a weekend | <ul style="list-style-type: none"> • Continue to have success at both town and county competitions • Continue to maintain professional links with local sports clubs to allow a pathway for children into competitive sport • Aim for between 3-5 town champions throughout 2023 and attendance at county athletics if re-introduced • Look to split KS1 and KS2 sports day to allow for extended provision for children at each |

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| Signed off by | |
| Head Teacher: | |
| Date: | |
| Subject Leader: | Sam Lane |
| Date: | 20 th July 2022 |
| Governor: | |
| Date: | |