

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised July 2021

# Commissioned by



Department for Education

# Created by





It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework makes</u> 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 <u>Quality of Education</u> 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 benefitpupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school'sbudget should fund these.

Pleasevisitgov.ukfortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement. This document will help you to review your provision and to report your spend. DfEen courages 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 <u>publish details</u> 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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Supported 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	£
How much (if any) do you intend to carry over from this total fund into 2021/22?	£
Total amount allocated for 2022/23	£18,800
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£

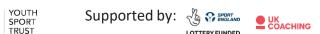
### **Swimming Data**

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	
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 2021.  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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes/No













# **Action Plan and Budget Tracking**

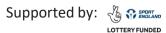
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23	Total fund allocated:	Date Updated:	Oct 2022	
-	all pupils in regular physical activity – east 30 minutes of physical activity a		ficers guidelines recommend that	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:
To increase physical activity for all children	Get Set 4 PE Scheme followed in school	£1,750 (3 year subscription)		
Increase passion for leading active lives	For all year groups (except year 3 due to swimming) to have 2 PE lessons a week			
All children to meet year group expectations	PE equipment well stocked and maintained throughout year.	OPAL funding		
Pupils are active during their break times and lunch times (OPAL)	Staff to return PE kit after each lesson / end of term and report any	PE equipment		
Increase engagement of PE lessons	problems/new kit required	E3136		
	OPAL – break and lunch time activities available in all weather.			
	Break & lunchtime – rota for MUGA			
	Regular daily mile/daily active			











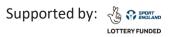


	minutes			
	All classes complete Travel Tracker			
<b>Key indicator 2:</b> The profile of Physica tool for whole school improvement	Il Education, School Sport and Physical A	Activity (PESSPA) I	peing raised across the school as a	Percentage of total allocation: %
Intent	Implementation		Impact	
Your school 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:
Raise profile of active lifestyles across school and community.	Regular daily mile/daily active minutes	£ 60 per week for 3 clubs	Number of children taken part over year	
positively with sport and celebrate the benefits of participation.	OPAL – break and lunch time activities available in all weather.  Break & lunchtime – rota for MUGA  PE equipment well stocked and maintained throughout year.	Total £2220	Term 1 45 per week Term 2 45 per week Term 3 45 per week Term 4 Term 5 Term 6	
Maintain Bronze School games Mark award or improve to Silver	Range of after school clubs – run by school staff and outside clubs	Cristina & Domingo  Boxing		
	Term 1 & 2 - multi-sports y1/2 (15), - multi-sports y3/4 (15), - multi-sports y5/6 (15), - gymnastics (20), - boxing (20)	£36 per week for 12 children. Total £1332		
	Term 3 & 4 - multi-sports y1/2 (15),	Funding allocated for		













	<ul><li>multi-sports y3/4 (15),</li><li>multi-sports y5/6 (15),</li></ul>	cheerleading club		
	- hockey y3-6 (16)	£1000		
	Term 5 & 6  - multi-sports y1/2 (15),  - multi-sports y3/4 (15),  - multi-sports y5/6 (15),  PE board  - promoting areas of PE – staff and children's achievements  - future jobs  - photos of sports (broader experiences)  School website – PE page  - Useful links (active families)  - Gallery/celebrations			
	KS2 Play Leaders (16 children)			
Key indicator 3: Increased confidence	, knowledge and skills of all staff in te	eaching PE and sp	port	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:











Lesson observations /drop ins  Wesport PE conference — CD or SH- to attend. Share back/implement- relevant training with staff cancelled last minute  Staff that have run clubs to take children to competition  £2,000  PE kit for staff  Supply/cover	All staff to be using Get Set 4 PE scheme.  All class teachers leading 2 lessons a week (except year 3 due to swimming)  Staff to be confident teaching PE  All class teachers (except year 3) to be confident assessing children in PE  Pupil voice to reflect children's growing understanding and confidence in PE	Staff training – 7/9/22 introduce staff to scheme, access, equipment Assessment to be complete on GetSet4PE online after each unit taught  CD & SH to highlight those working towards and focus support towards these children.  Those working above expectation to be encourage to groups/clubs etc  Pupil voice 3 x year  Staff voice 3 x year	teachers to attend and extra hours for CD and SH	
[£1500		Wesport PE conference — CD or SH- to attend. Share back/implement- relevant training with staff cancelled last minute  Staff that have run clubs to take children to competition	<del>£120</del> £2,000	

<b>Key indicator 4:</b> Broader experience o	or a range of sports and activities offe	ered to all pupils		Percentage of total allocatio
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 suggeste next steps:
To give all pupils the opportunity to engage in one off and regular sessions of a variety of sports	OPAL: scooters & bicycles available  Boxing – Term 1 & 2 afterschool club (20 children)	(£1332)		
Celebrate children and staff sporting achievements inside and out of school	Bikeability – Cycle4Life – Year 5&6 (24 children) – Term 2	<mark>£400</mark>		
Sports calendar – broad range of sports	Cricket – Term 5 (year 4) and Term 6 (year 6) potential cricket sessions	£0		
	Bristol Together Community Football (tournament & Bordeaux trip) – Year 5 (5 children)	£400		
		£0 (need to raise sponsorship)		
	Rugby – Bristol Bears  Basketball – Bristol Flyers – Term 6  Year 5			
	Football – Bristol Rovers – Term 5, Year 5			

Chee	erleading		
Arch	hery		
Fenc	cing		
Scoo	oter?? (year 1 & 2)		













Key indicator 5: Increased participation	n 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:
All pupils to be given the opportunity to take part in competitive sports at a range of levels  Continue to increase participation in sporting competitions	Make contact with Wesport and local School Games organiser (still to find out who it is)  End of big term (terms 2, 4, 6) intra sports competition  Intra year group competitions  Enter competitions for a variety of sports  Bristol Together Community football tournament  School links with local primary schools  Cross Trust sports events	£1000 - transport for Inter trust competition		

Signed off by	
Head Teacher:	











Date:	
Subject Leader:	Sarah Hackett & Charli Davidson
Date:	
Governor:	
Date:	











