

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 2019/20	£400
Total amount allocated for 2020/21	£17150
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17150
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17150

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 2021.</p> <p>Please see note above</p>	89%
<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>	89%
<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>	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: £17550		Date Updated: July 2021	
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: 17.5%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Pupils encouraged to have active break and lunch times and aim to have all pupils attend at least one PESSPA extra-curricular club during the school year.		<p>MDS trained to facilitate games during break times.</p> <p>Move More coaches to offer lunch time clubs</p> <p>Staff member to lead morning run activities – updating and keeping children engaged.</p> <p>All teaching staff to provide outdoor, active teaching sessions wherever possible to reduce red zones of inactivity on our School Games heatmap.</p> <p>Offer Sportability for these disengaged with school sport.</p> <p>Wide range of extracurricular sports clubs offered to all year groups.</p> <p>Resources purchased to accommodate smaller teaching groups.</p>		£3500	
				<p>Daily mile has been developed to include agility & relay activities to heighten engagement.</p> <p>MDS & coaches facilitating games at break and lunch times.</p> <p>Extra-curricular clubs were severely impacted by COVID-19 however, many more lessons have been taught outside with a focus on active learning.</p> <p>Monitoring and evaluation has highlighted that fitness levels have significantly reduced due to lockdowns. Move More were able to provide weekly challenge cards and video lessons to encourage physical activity during lockdown. Children enthused by taking part in sport away from school and sending in photos/videos/results - part of a sporting community.</p> <p>Family engagement webinars were popular with families, giving them practical tips and ideas to get the children moving at home, improving physical health as well as emotional.</p>	
				<p>Increase PE offering to include additional short-burst fitness sessions throughout the week.</p> <p>Develop use of the remote learning resources to provide weekly PE home learning, promoting physical activity beyond the school day.</p> <p>Reintroduce a full, broad range of extra-curricular clubs from September 2021 & monitor attendance, ensuring that by Summer 2021 all children have participated in extracurricular physical activity.</p> <p>Following the new-build completion in September 2021, develop the outdoor play area within the school to provide further opportunities for active break times. PTFA/School/AfA funding to be explored</p> <p>Reintroduce Sportsability for those disengaged with school sport.</p>	

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:
Champion PE across the school, increasing awareness of sporting activities, successes etc to improve engagement and willingness to participate.	<p>PE Subject Leader to take the lead on raising the profile of PE through display, website, app, Facebook etc.</p> <p>Assemblies on specific in-focus aspects.</p> <p>PE monitoring & evaluation</p> <p>Move More coaches are regularly seen around the school. They build positive relationships with staff and children and act as positive role models for being healthy and active.</p>	£3400	<p>100% of parents have the School Spider app and are members of our Facebook group where we share weekly success stories from in & out of school.</p> <p>Not possible to submit Sports Mark application this year.</p> <p>Miss Tew, Mr Arkell & Mr Rowson have got to know all children and bring a sense of excitement to 'all things sport'. Children look forward to seeing them around school and for what activity ideas they are bringing, whether in lesson time or break/lunch. Pupil voice is overwhelmingly positive about lunchtime clubs and PE lessons.</p>	<p>Maintain Gold Sports Mark next year – begin preparations for Platinum level.</p> <p>Increase pupil voice in the social media and website communications.</p> <p>More buddy opportunities for older children to share experiences with younger children – build excitement and succession planning.</p> <p>Support Move More in training next cohort of apprentices.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			61%
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?:
All pupils have access to high quality PE lessons which meet the needs of individuals.	<p>Employ Move More coaches (& other specialist coaches as appropriate) to support the teaching of PE across the school. Dual planning, team teaching & CPD. Wider pool of coaches so we can secure specialists for each curriculum area. Access to pooled resources.</p> <p>PE Lead to work with Head of Education at Move More to plan & map a broad, engaging and challenging curriculum.</p>	£9000	<p>Formal observation of PE lessons + informal learning walks by Sports Leader and Move More HoE have evidenced QFT. Specialist gym & dance coaches employed for a term to team teach. KS1 team taught a successful Zumba unit of work with support from Miss Tew. Staff feel more confident & enthused in these areas. Children look forward to their PE lessons. More able children are challenged are given leadership/coaching responsibilities. Additional coach for KS2 has accelerated progress and increased challenge for all due to smaller group sizes. All chn now taught in single year groups for PE, halving class sizes. Move More took the lead on providing PE remote learning, which Ashchurch staff were able to learn from. During lockdown, we trialled mixing YR & Y1. CPD provided on meeting the needs of all: EYFS requirements as well as KS1.</p>
			<p>Sustainability and suggested next steps:</p> <p>Due to COVID-19 is has been challenging to team teach and shadow the coaches as much as we would have liked as we have tried to maintain the integrity of bubbles. This needs to be a priority in 21/22, ensuring sustainability. In 21/22, for the first time, we intend to include YR in the Move More provision, extending access to QFT in PE and affording the EYFS team the opportunity to benefit from team teaching and collaborative planning with expert coaches. Move More will also use our school to support the training of the next cohort of PE apprentices, further ensuring sustainability beyond 21/22.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
<p>Focus on core transferable skills, through a broad range of sports, cycling, fencing, boccia etc.</p> <p>Focus on children reluctant to participate.</p> <p>Children experience a range of OAA</p>	<p>Balanceability for YR,Y1,Y2 and identified KS2 & Go Cycle programme offered to KS2 – all children able to cycle by end of Y6.</p> <p>Disability sports provision, wheelchair basketball, blind football etc.</p> <p>Sportsability programme for those reluctant to participate.</p> <p>PGL trip to Isle of Wight for Y4/5/6</p> <p>Purchase of replacement hockey & tennis equipment.</p>	£1100	<p>Go Cycle was not possible due to pandemic.</p> <p>Successful Balanceability programme run with YR and selected Y1s.</p> <p>Sportsability did not run due to pandemic.</p> <p>Trip to PGL IOW for 51 children in Y4/5/6 in June 2021 – all took part in a broad range of OAA, pushing themselves out of comfort zone and learning to challenge by choice.</p> <p>Adapted sports were begun with a small group of ‘key worker’ children during lockdown. Wider understanding of the difficulties & adaptations needed.</p>	<p>Introduce more OAA into PE lessons – orienteering etc.</p> <p>Reintroduce provision of fencing & Go Cycle.</p> <p>Utilise More More resources – plan to run frisbee and archery sessions in Spring term 21/22</p> <p>Attend tri golf festival.</p> <p>Attend some Cheltenham area events to further increase offering.</p> <p>Maintain Sportasbility and offer Maiximising Your Potential.</p> <p>Offer adapted sports to more children.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4.5%
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 in all year groups have access to intra school competition. More children have access to inter school competition in a range of sports. Increased participation in L2/L3 competition.	Access a wide range of competition via Move More core membership. Monitor those involved & promote participation amongst those disengaged.	£550	Opportunity to take part in face-to-face competitive sport was severely impacted by COVID-19 with all fixtures cancelled. Our core membership with Move More allowed us to take part in virtual events such as cross country against other schools which all children in KS2 took part in. We were able to organise 'bubble' sports days for KS1 and KS2 giving them to the opportunity to compete against each other in house teams. Whole school involved creating a sense of sporting community and healthy intra school competition.	It is envisaged that competitive sport can resume again in September 2021. Continue with Move More core membership to allow access to Tewkesbury and Cheltenham inter school competition.

Signed off by	
Head Teacher:	R J Gibson
Date:	23 rd July 2021
Subject Leader:	S Rickaby
Date:	23 rd July 2021
Governor:	
Date:	