

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



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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](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. **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 2019/20	£6, 195.50
Total amount allocated for 2020/21	£22,795.50
How much (if any) do you intend to carry over from this total fund into 2021/22?	£3,181.236
Total amount allocated for 2021/22	£19,851
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19, 614.264

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>	N/A
<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 2020.</p> <p>Please see note above</p>	N/A
<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>	N/A
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	N/A

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: 2021/22		Total fund allocated:16,937		Date Updated: 29.97.22	
<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: 59.9%
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>Children’s engagement in the fitness activities and opportunities on offer at playtimes and lunchtimes is maximised. Children have a repertoire of games to play at playtimes and lunchtimes. Older children teach younger children how to play a range of active playtime games.</p> <p>Children keep active at playtimes and lunchtimes playing football. They know how to play safely and consider the sports games values.</p>	<ul style="list-style-type: none"> Year 4 children to apply for sports playleader role and attend training with lunchtime supervisory assistant in charge of play leaders. Designated lunchtime supervisory assistant to co-ordinate role of play leaders. AFC Bournemouth teaching playground games x 3 weeks. AFC Bournemouth Football lessons and PSHC linked to health and safety. Timetabled sessions of football at lunchtime and playtime supervised by school staff. Discuss with play leaders 		£100 (overtime for supervisor)	<ul style="list-style-type: none"> Sports play leaders to use the knowledge and skills gained from their playground leader training at the beginning of the year to help involve children on the playground during break times and lunchtimes alongside lunchtime supervisor. Lunchtime supervisor organises a variety of playground games and activities on rotation. Year 4 and sports leaders engage with younger children in school to engage them in structured activity in lunchtimes and playtimes. More structured and 	Continue to appoint and train year 4 play leaders. Regular meetings with Sports Play Leaders to gather feedback on how the organised games are working. Regularly update Playground Rota in light of this. Begin process of selecting ‘Sports Leader’ for next academic year – application form. Inform pupils for next academic year about applying to be a ‘Sports Leader’. Inform year 4 pupils about the application process and what the job involves.

<p>Pupils make better use of the outside space around the school. Teaching staff utilise time for short burst fitness activity. Pupils' overall activity levels increase.</p> <p>All children are able to engage in a wide range of sporting activities in all weathers to ensure they engage in at least 30 minutes of exercise a day.</p>	<p>ideas to help encourage children to be more active at break times using the knowledge and skills gained from their playground leader training</p> <ul style="list-style-type: none"> • Foxes class to make up own active playtime games. • Ask children from each class to offer suggestions for changes to activities on offer at break times. • Play leaders and lunchtime supervisor to meet with headteacher to discuss and action ideas. • AFC Bournemouth delivered 4.5 hours of instruction on playground games to teach younger children. • New playground lines painted to encourage independent active play eg. circuits, dance with me etc. • Erect a marquee in the school field for the winter months. Plan to teach PE that cannot be taught outside into the winter months. 	<p>£2622</p> <p>£6513</p>	<p>purposeful active playtimes.</p> <p>It is currently too early to monitor this as they have only just been painted.</p> <p>A full range of p.e activities are taught.</p> <ul style="list-style-type: none"> • All children engage in at least 30 minutes of activity a day. • Time is not wasted walking to the village hall and more time is spent engaging in physical 	<p>Incorporate playground markings into games organised by the sports leaders.</p> <p>To erect a marquee for the winter months and use it daily for the 22/23 winter</p>
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<p>First aid training for sufficient numbers of staff to ensure children can participate in a wide range of off and on site sports events and physical activities.</p>	<ul style="list-style-type: none"> Identify staff to attend first aid training Book First Aid training Staff attend training - 4 members of staff 	<p>£550 courses for 4 staff £360 supply for two teachers</p>	<p>activity.</p> <ul style="list-style-type: none"> Children have space to engage in active lunchtimes during rainy days. <p>First Aiders available for active events including residentials, competitions and trips.</p>	<p>Continue to monitor numbers of staff qualified to administer first aid to ensure adequate staffing is not a barrier in engaging with off site sporting events.</p>
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation: 0%</p>
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Intent	Implementation	Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Sustainability and suggested next steps:</p>
<p>Sports Day involves sports leaders from Y4 and ensures full participation from all members of the school community including pre-school. School Sports leaders are mentored by Sports Leaders from the local Middle School.</p> <p>Ensure the whole school is aware of the importance of PE and Sport and inspire all pupils to become involved in the sporting celebrations.</p>	<ul style="list-style-type: none"> Develop the role of sports leaders for KS2 pupils and engagement with the wider community. Achievements celebrated in worship (match results + notable achievements from home and in lessons etc). 	<p>N/A</p> <p>Parents and children knowledgeable and excited about upcoming events.</p> <p>Most families had an adult representative at sports day including those who are hard to engage.</p> <p>Children were excited and motivated at the chance of being the winners of the sports day</p>	<p>Further involvement of Year 4 sports leaders in sports day. Continue to offer a full day of sports day events. Increase understanding of how Physical Education can impact on pupils' emotional and social wellbeing.</p> <p>Further develop links with middle schools.</p>

<p>Celebration worship every week includes a celebration of sporting achievements to encourage all pupils to aspire to being involved in a range of sporting activities both at school and out of school.</p>	<ul style="list-style-type: none"> ● Sporting achievements and attendance at local fixtures promoted on school website. ● Parent mail, facebook and notice boards in school raise the profile of PE and Sport for all visitors and parents. ● Dates of events on school website and diary dates After school clubs and local clubs promoted and displayed by the school. ● Visits from older children and adults to talk about their sport and their journey to success. 		<p>trophy. Winners felt very proud. Reluctant children's participation celebrated. Increase of children celebrating sporting achievements at school.</p>	<p>Continue to celebrate children's sporting achievements. Promote games values and celebrate these weekly. Invite a wider range visitors into school to share their sporting achievements with the children.</p>
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation: 3.5%</p>
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>Increase teacher's understanding of how Physical Education can impact on pupils' emotional and social wellbeing.</p> <p>Teachers and TA working alongside specialist coaches to gain subject confidence and CPD opportunities in a range of sports</p>	<ul style="list-style-type: none"> Specialist member of staff qualified in Level 4 in 'supporting pupils wellbeing through physical education' by the afPE delivered twilight sessions to teachers. Specialist coaches including tennis coach, football and to Shine Cricket. Attendance at Wimborne sports events with other schools including raquettes festival and Tag Rugby. 	<p>£325 - tennis</p>	<p>Staff recognise the importance of keeping active to improve mental health and wellbeing. Children are more active throughout the day and not just in P.E lessons. Social and emotional emphasis placed on in the planning of p.e. (hands, head, heart)</p> <p>Subject leader confident to deliver up to date subject information when leading discussions with all staff. Class teachers more confident to deliver PE curriculum ensuring progression. Positive feedback from staff regarding the professional nature of coaching sessions the events and how they feel they are being up skilled in areas outside of their comfort zone.</p>	<p>Incorporate expertise of mindfulness coach into weekly enrichment sessions.</p> <p>Incorporate Hands, Head, heart into p.e planning</p> <p>Engage in Trust Wide Mental Health and Wellbeing CPD.</p> <p>Incorporate PESSPA into Mental Health Action Plan.</p> <p>Continue to seek Teachers' feedback for areas of CPD for next academic year and use this information to plan where PE Specialist can be best used.</p> <p>Teachers' shared practice from observed lessons and any resources/ notes/ evidence they have with other staff and upload onto 'Google Drive' where possible. Review deployment of specialist teacher to maximize CPD impact.</p> <p>Training for ECT</p> <p>Continue to source a range of specialists for the year 2022-23.</p> <p>Provide specialist support for ECT in school</p> <p>Staff will work together and share good practice from both the professional sports coaches (summer term), Wimborne</p>
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High quality planning and assessment of PE across the school to improve progression across all disciplines.	Subscribe to PE online scheme of work 'Get Set 4 PE' to be used by all teachers and support staff to plan pe.	£275	Staff training and incorporation of resource into the long term progression map. The resource is now fully established across the school.	events and PE curriculum taught Renew Get Set 4 PE subscription Further develop the use of the resource and train new members of staff.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:
32%

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:
Taster sessions and blocks of sessions introducing children to a range of traditional and non-traditional sports and health enhancing activities during the school day.	Liaise with sports coaches to come into school for taster sessions and purchase of sports and playtime equipment.	£128.91 £325	Assessments and observations of sessions show that children had high levels of engagement. Children's social skills and understanding of team play and sports games values had also developed as a result of these sessions – evidenced by teachers	Explore further opportunities for taster sessions in different sports. Use assemblies to inspire and develop children's interests in new sports using visiting speakers.

<p>To continue to develop our lunchtime and after school club sport provision. Providing funded clubs targeted at most vulnerable pupils.</p>	<p>After school football club. After school multiskills club available to all children on a rotational basis.</p>	<p>£1850</p>	<p>87% of pupils engaged in after school multiskills/football club activity over the year.</p>	<p>Continue to monitor popularity of extra-curricular activities on offer to ensure interests/needs of the children are being met, through pupil survey. Ask children in Sports Ambassadors/School Council for their opinions on potential clubs. Research possibility for more potential clubs to offer taster sessions and ask children to sign up so that the most popular choice can be trialled Ask children in Sports Ambassadors/School Council for their opinions on potential clubs.</p>
<p>Continue to enhance active outdoor learning further with an emphasis on wellbeing and health as well as physical development using forest school.</p>	<p>Forest School Specialist Teacher (from local pre-school and main feeder pre-school) to teach Forest School 'active curriculum' to all children in Reception and year one for half a day a week.</p>	<p>£3,120 (FS Lead)</p>	<p>Assessments before and after 'active curriculum' noted that children's physical development, both gross and fine had improved. Results also indicated that pupils' emotional well-being and engagement had increased.</p>	<p>All staff in all year groups to make use of Forest School equipment to engage children in more outdoor learning opportunities. Purchase equipment to further outdoor experiences for all children</p> <p>To explore the use of the Abbey House Woods to further develop Forest School provision.</p>

<p>Residential subsidised to be inclusive for all</p>	<p>Book Leeson House Prepare children for Leeson House Arrange transport for Leeson House</p>	<p>£124.00</p>	<p>All children attended and took part in all activities.</p>	<p>Book residential for next year and continue to subsidise.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3.8%
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>Pupils of all ages access inter-school friendly competition in a range of sports, and gain positive benefits from participation.</p> <p>All children in all year groups experience involvement in competitive races</p> <p>To ensure rigorous risk assessments are made before taking children off site to engage in competitive sport</p>	<p>Participation in inter-school competition through the 'Wimborne Area Sports Partnership' including Tag Rugby and the Raquettes Festival.</p> <p>P>E Lead to plan sports day with year 4 sports leaders. Sports day delivered with year four leaders and mentors from middle school organising the races. Full day of activities including morning carousel and afternoon competitive races. Sports day stickers purchased.</p> <p>EVC training for a member of staff.</p>	<p>£99.50 coach for raquettes (shared)</p> <p>£30 for Tag Rugby entry</p> <p>£137.00 minibus to Rugby</p> <p>£17.65 stickers</p> <p>£180 course fee</p> <p>£180 one day supply</p>	<p>GOLD Sportsmark Award.</p> <p>All children throughout the school participated in at least one competitive race and were enthusiastic and engaged throughout. Teachers and children's comments were positive from the event</p> <p>Staff members are confident to take children off site for sporting events.</p> <p>Rigorous Risk Assessments in place</p>	<p>Continue to liaise with Wimborne Area Schools to ensure similar events/ opportunities continue in the future. Continue to liaise with SGO to ensure all applicable events are advertised and attended, where possible. Work towards achieving the Platinum Award in the future.</p> <p>Use EVOLVE to ensure all off site events are fully compliant.</p>

with other school's/ providers.			for participation in competitive sports on and off site.	
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Signed off by	
Head Teacher:	Jo Hancock
Date:	21.07.22
Subject Leader:	Anneka Green
Date:	21.07.22
Governor:	Geoff Bates
Date:	21.07.22