

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

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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 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	£185
Total amount allocated for 2020/21	£18,349
How much (if any) do you intend to carry over from this total fund into 2021/22?	£13,157
Total amount allocated for 2021/22	£18,562
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£31,719

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	0 %
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	0 %
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0 %
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

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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: £31,719		Date Updated:	
<p>Key indicator 1: The engagement of all 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: 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?:
We noted that there was an opportunity to use lunchtime play more effectively by hiring some external coaches from Little Monsters Rugby.		Little Monsters Rugby visited the school twice a week throughout the Spring term.		£600	Each class from Years 1, 2, 3 and 5 were able to access a thirty minute playtime session with the coaches each week. The club was filled to capacity in almost every session and it gave children in the school an alternative to their regular lunchtime activities.
There was high demand for a gymnastics club when offered by one of the teachers but as there was a limit on places, we offered two additional gymnastic clubs after school with external coaches.		Checkers Gymnastics Club visited the school twice a week throughout the spring term		£560	Each club had a capacity of thirty children and the lowest turnout was never below twenty-five each week. This allowed nearly sixty children a week to access a gymnastics club which school staff wouldn't have been able to provide alone.
					Further use of multi sports companies to engage children outside of classroom hours.
					Checkers Gymnastics Club will be asked to return next year for more sessions.

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School playtimes need a variety of activities to engage children in more physical activity	Order twenty scooters to provide a different playtime activity to what is currently on offer	£749	Scooters due to be delivered in Summer 2022 so will be in place for 2022/23 academic year	See if there is a way to further engage children by purchasing obstacles such as traffic cones, ramps etc.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 3%
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?:
GAMERs (Year 5 and 6 Sports Leaders) have provided lunchtime activities to Key Stage 1 children and will continue to receive further training.	Primary Leaders Licence renewed to continue to train GAMERs.	£99	Year 2 children were given three benchball lunchtime sessions per week throughout the spring term. Ten Year 2 children participated at a Gloucester Schools' Benchball competition in summer term and finished in third position out of twelve.	GAMERs to continue to deliver lunchtime sessions to either help prepare children for competitions or to engage them in something different at lunchtime.
The school netball team do not possess a playing kit that keeps them warm during matches in winter.	Order ten sets of jackets along with skorts and shorts from Macron.	£637	Due to arrive in Summer 2022 for the 2022/23 netball season.	Consider further use of similar clothing to help the children take pride in representing the school
For our first Sports Day in three years we wanted the children to celebrate their achievements.	We ordered medals, wristbands and stickers to help them be proud of their achievements	£281	Due to the variety of events the majority of children were able to earn at least one gold, silver or bronze wristband across Sports Day. Many children continued to wear these the following weeks after Sports Day had happened.	Similar purchase for Sports Day 2023.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				3%
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:
Children have been missing the OAA aspect of the PE curriculum so it was decided that the school would start to establish a Forest School area to allow children to access it.	Inspired Forest School Leader training for the PE Coordinator. Supply for Forest School Leader training cover.	£895 £152	One class has had regular Forest School sessions with the Forest School Leader trainee during the summer term where they have started to achieve OAA skills. The increased confidence of this member of staff has led to meaningful, task based sessions.	All KS2 classes to receive six weeks of Forest School sessions with the school's Forest School Leader. Look to expand this to Year 2 in the 2023/24 academic year.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				75%
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 provide children with a wider range of activities at playtimes	Purchase and install two new clamber stacks suitable for the Key Stage 1 and Key Stage 2 playgrounds.	£13,157	Children have accessed a wider range of activities during play times where they can learn to practise their climbing, balancing and hanging skills on a daily basis outside of PE lessons. There is a class rota so each class has access to one of the clamber stacks at least once every two days. It's	Continue to allocate time slots to each class to make sure they have their fair share of time on the clamber stacks.

<p>To provide children with a long term focal point for the school's new Forest School area.</p> <p>Some lessons are lacking in specific equipment which can enhance them. This has been especially the case in EYFS and the OAA lessons.</p>	<p>Build an outdoor shelter within the Forest School area for children to be protected from the elements and provide a dry area to work and store current projects safely</p> <p>Purchase a range of resources to provide balancing challenges in EYFS.</p> <p>Purchase additional challenges and teaching aids for gymnastics such as wedges, a new springboard and an agility table.</p> <p>Replace items that have become lost, broken or need an upgrade in preparation for the new academic year.</p>	<p>£5,850</p> <p>£3,249</p>	<p>always a popular choice for children who don't participate in more traditional playground games such as tag and football.</p> <p>Shelter is due to be built in Summer 2022</p> <p>Children in EYFS have been more enthusiastic about the equipment used to challenge them with their balancing and these items have been successfully used in the learning garden as a choosing activity as well.</p>	<p>Shelter to be used as the main Forest School teaching area for a number of years</p> <p>Continue to replace items where necessary.</p>
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	<p>A range of equipment for Forest School sessions has been purchased in preparation for these activities. Containers have also been bought to store these items securely outside in the Forest School area.</p>	<p>£1507</p>	<p>Forest School sessions have been received well and children have been able to protect themselves with gloves and use secateurs safely. Further sessions will utilise more of the equipment purchased</p>	<p>Many of the items such as fire sharps, blades and tarpaulin for den-building are unused so plan some sessions to use these.</p> <p>Add more items to provide a wider range of lessons.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				12%
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?:
Children should be able to access a variety of competitions against other schools in multiple disciplines.	GSSN affiliation GPSFA affiliation	£3,600 £30	Children across all year groups from Reception to Year 6 have had access to sporting competitions. Fifty-one out of the fifty-nine children in Year 2 represented the school in gymnastics, athletics, benchball and beanbag rounders.	Continue to affiliate with both competition providers and aim to create a different school sports team for the summer term in either cricket or rounders.
Children would need be able to compete in the athletics championship without a teacher to take them	Supply to cover teacher taking children to the Gloucester schools' athletics championship	£155	Children were able to participate in the Gloucester schools' athletics championship. The school finished in second place with eighteen out of the twenty team members receiving either a gold, silver or bronze medal which they proudly showed off during assembly and the following weeks at school. Team trophies are also on display in their classrooms.	Supply cover to be used more often in order for teachers to take children to these events which they enjoy and have competed well in.

Signed off by	
Head Teacher:	<i>H. Williams</i> Hannah Williams
Date:	22.07.2022
Subject Leader:	<i>E. Delaney</i> Ed Delaney
Date:	22.07.2022
Governor:	<i>D. Gillingham</i> Daniel Gillingham
Date:	22.07.2022

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