

# 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](http://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 forward from 2020/2021	£12,993
Total amount allocated for 2021/2022	£17,810
How much (if any) do you intend to carry over from this total fund into 2022/23?	£1,924
Total amount allocated for 2022/23	£17,570
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£19,494

## 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><b>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</b></p>	43%
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</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>	50%
<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>	43%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	50%
<p>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?</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.

<b>Academic Year:</b> 2022/23		<b>Total fund allocated:</b> £18,814		<b>Date Updated:</b> 20.07.23	
<b>Key indicator 1:</b> 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: 43 %
<b>Intent</b>		<b>Implementation</b>		<b>Impact</b>	
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?:	
Improve children’s physical health across the school. Develop a mentality for physical activity.		Bikeability in Term 6 for Year 6 and Year 4		Free	
		Increase sports equipment and physical movement equipment available at breaktimes and lunchtimes.		£7107	
				Year 4 Level 1 passed 10 children Year 6 Level 2 passed 8 children. Level 2 children are now able to cycle safely and confidently on the road. Use their knowledge of road signs and signals and can negotiate stopping and starting safely.	
				Increased active play during break and lunch times for all children. Further equipment has ensured that there is now twice as much provision/opportunity for pupils to access gym equipment. The equipment is used continuously throughout break times, lunchtimes and during brain breaks. It is used as part of chunked learning plans	
				Book further courses for next year to enable more pupils this opportunity and to increase the number of pupils that cycle to school promoting active travel.	
				Provide opportunities for the Year 1 children to continue to build upon on the gross motor skills they have gained in Reception during the transition period where COOL time forms a part of their timetable and continue to provide increased active opportunities during break and lunch times.	

	Use sportsleaders and playleaders to deliver activities to KS1 – training for new sports leaders – introduction of SHAPE Council and Buddies Council.	£1183.26	for individuals. After school club provide access to the equipment for children in their care.  The SHAPE Council and Play Leaders have worked closely together this year and have led lunchtime activities for younger children using an increasing range of resources and showing the younger children how to use the new equipment that they may not have accessed before. This has given the younger children an increased number of games/activities to play at lunch times and more equipment has been readily available to the children in the classroom storage containers.	SHAPE Council and Play leaders will continue to work together and experienced play leaders can then support the training of the new play leaders in the Autumn term.
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<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>	Percentage of total allocation: 0%
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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:
Promote PE as an active and healthy lifestyle – daily mile and activity breaks Celebrate PE achievements Class celebrations and recognise Becket values in PE SHAPE/ECO-COMMITTEE noticeboard	Sportsleaders and playground leaders to lead and engage children across the school in physical activity  Teachers to use ‘brainbreaks’ as an active way to increase activity	No cost  No cost	As above.  Pupil voice shows that children enjoy ‘Go Noodle’ activities, daily	As above

Reintroduce WOW – Active travel walk to school initiative	Train pupils to track active travel, distribute badges monthly, link with North Somerset Active Travel - Abbie	No cost	laps and gym equipment brain breaks.  The Eco-Committee have taken responsibility for collecting and tracking travel data. They have led and promoted Walk to School week activities, Road Safety and Bling you bike. Active Travel has increased from 64% to 70%.	New Eco-Committee members to be trained in how to log data. Encourage pupils to take more responsibility for distributing badges. Celebrate active travel improvements in Termly assemblies.
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				7 %
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	£1400
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 the confidence, knowledge and skills of all staff in teaching PE and sport as we look to broaden the range of activities on offer across the curriculum.	Complete PE subscription		£150	Continue to embed revised PE curriculum.
To address the identified CPD needs in terms of staff skill sets – gymnastics, dance, swimming, less mainstream curriculum content eg. Boccia	Sports coaches for team teaching, teacher CPD and to improve teachers skill set - staff CPD one pm per week Terms 3-6, staff to rotate termly.		£1250	Sports coaches to provide further CPD for new staff and for staff where year groups/units have not previously been taught with the aim of further developing staff subject knowledge and

				skill set.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 29 %
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	£5572.95
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:
Allow children to experience alternative sports across the school	Swimming - Additional swimming lessons and transport for children to reach 25m	Travel £390 Swimming £360.95	Year 6 pupils were taken for catch up swimming lessons. 50% of pupils in the Year 6 cohort can now swim 25metres.	Review how many pupils can swim 25m by the end of Year 5 and provide catch up as needed in Y6. Review whether children need to start learning to swim in school before Year 4 as the percentage able to swim by the end of year 6 remains low.
Children to experience a wide range of outdoor learning activities/opportunities.	Forest school Little Kickers	£1960 PPG	Forest school has enriched topic learning with links being made where possible to provide context and real life experiences for pupils. Eg. shelter building. For both forest school and Mendip days, pupil voice shows that children get experiences that they have not previously had and do not have otherwise.	Use funding to continue to provide Forest School and Mendip Outdoor day opportunities to pupils in order that they continue to be exposed to new activities and benefit from experiencing a wide range of outdoor learning opportunities.
To increase activity time and type at lunch time and after school.	Mendip activity days to broaden pupils' experience of outdoor adventurous activities. Sports coach to lead activities for identified groups on rotation at lunch times. Sports coach to lead an after school club – this will change	£2087 £775	Sports coaches provided after school club opportunities for part of the year. This increased the range of clubs on offer and age range clubs catered for, meaning	Use funding to provide a weekly after school club where children that are identified as less active are offered places to increase their physical

	<p>termly and be offered to different year groups on rotation. Each term some spaces will be consciously offered to key children who would not regularly engage otherwise.</p>		<p>that children that may not have been access clubs otherwise had this opportunity. The sports coaches offered further structured play activities at lunch time once a week, this was positive in engaging children with 'green' games and modelling fair play and team interaction.</p>	<p>activity. (Travel Tracker monitoring can be used to support this identification as well as observations during break/lunch times.)</p>
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Subject Leader:	Zoe Bembridge
Date:	20.07.23
Governor:	Andrew Rowse
Date:	21.07.23