

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 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 2022/2023, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2024.**

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. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

Total amount carried forward from 2021/2022	£1,924
Total amount allocated for 2022/2023	£17,560
How much (if any) do you intend to carry over from this total fund into 2023/24?	£1,041
Total amount allocated for 2023/24	£17,560
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£18,601

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	Children: Enter and Exit water safely Float on back Walk across the floor of 5m Provide examples of swimming pool rules
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 2020.	45%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	42%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	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?	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.

Academic Year: 2023/24		Total fund allocated: £18,601		Date Updated: 15/07/24	
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: 10%
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?:	
Continue to improve children's physical health across the school.		Bikeability in Term 6 for Year 6 and Year 4 (20 th and 21 st June)		Free	
Continue to develop a mentality for physical activity. Widen pupils experience and knowledge of safe, appropriate playground games.		Increase sports equipment and physical movement equipment available at break times and lunchtimes. Use sports leaders and play leaders to deliver activities to KS1 and lower Key Stage 2. Increase range of physical activities available in the EYFS, particularly gross motor – purchase bikes/scooters.		£1,847.94	
				11 Year 4 pupils have achieved Level 1 Bikeability and are proficient at Level 1. 12 Year 6 pupils have achieved Level 2. Pupils have increased their knowledge and awareness of safe cycling. An increase in structured games outside has been evident, Year 5 and 6 play leaders have successfully planned and led activities for younger pupils, teaching them new games, reinforcing sharing and turn taking and increasing active play at lunch times.	
				Provide this opportunity to Year 4 and 6 in 2025. Continue to replenish resources as need arises. Train new Year 5 as Playground Leaders.	

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	Training for new sports/playground leaders.			
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	£609
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 promote physical activity as part of a healthy lifestyle: <ul style="list-style-type: none"> activity breaks WOW Travel Tracker initiative relaunch Walk to school week and Sustrans Event 	<p>Sports leaders and playground leaders to lead and engage children across the school in physical activity.</p> <p>Teachers to use 'brainbreaks' as an active way to increase activity.</p> <p>Train pupils to track active travel, distribute badges monthly to motivate pupils to Walk to School. Link with North Somerset Active Travel – AE.</p> <p>Participate in Walk to School Week/Month.</p>	<p>No cost</p> <p>No cost</p> <p>Actual £464</p> <p>£103 Walk to school resources</p> <p>£42 – Bling your bike backpack prizes</p>	<p>As above.</p> <p>Play Leaders have also led sessions within PE to further develop their skill sets.</p> <p>This has been of particular benefit in KS1, supporting regulation.</p> <p>Year 6 Eco-committee members have been proactive in collecting Travel Tracker data daily and distributing active travel badges each month.</p> <p><u>Walk to school week</u></p> <p>During Walk to School Week there was 85% active travel, this was an increase on the year to date prior to Walk to School month of 10% (up to end of April 75%).</p> <p><u>Bling your bike day</u></p>	<p>Train new Year 5 as Playground Leaders.</p> <p>Renew membership to Travel Tracker.</p> <p>Train new monitors to support data collection. Promote active travel in assemblies/newsletters.</p> <p>Engage with Active Travel events 2024/25</p>

	Participate in Sustrans Walk and Wheel Event.		<p>Children decorated their bikes and scooters. 6 reflective back packs were given as prizes for bikes and scooters that showed creativity but were still safe to ride.</p> <p>Numbers of children travelling using a bike or scooter increased on this day as the following data shows:</p> <p>Baseline: Bike = 6, scooter = 18 Friday 15th March (previous week): Bike = 2, scooter = 4 Thursday 21st March (previous day): Bike = 0, Scooter = 2 Friday 22nd March (BLING YOUR BIKE DAY): Bike = 12, Scooter = 23</p> <p><u>Sustrans Walk and Wheel Event</u> We have completed more active journeys this year than last year during the event 2024 = 1,013 2023 = 893 We were 68 overall in North Somerset for Active Journeys. We were 282nd for small schools out of all small schools in the UK.</p>	
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Key indicator 3: increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 11 %
Intent	Implementation	Impact	£2000	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
<p>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.</p> <p>To continue to address the identified CPD needs in terms of staff skill sets – gymnastics, dance, badminton, hockey.</p>	<p>Complete PE subscription</p> <p>Sports coaches for team teaching, teacher CPD and to improve teachers skill set - staff CPD one pm per week Terms 1-6, staff to rotate termly.</p>	<p>Cost identified in subscriptions with NSSPEA</p> <p>£2000</p>	<p>Curriculum reviewed to ensure clear progression of skills, wide range of sports covered. The use of the scheme has improved the range of activities, the vocabulary pupils are exposed to and ensured a clear structure to lessons.</p> <p>Staff have received CPD, specific to the units they teach and their class needs. Where staff changes have taken place mid-year new staff have also received CPD. Staff have a clearer understanding of implementing the Complete PE scheme plans and the wider teaching points, with pupil conferencing demonstrating: Pupils were able to recall the following key vocabulary from Term 4 when they were taught Badminton - shuttlecock, racket, net, smash, underarm/overarm and serving. They were able to demonstrate/explain these terms. 21/31 (68%) Year 5 pupils felt that they had improved their badminton knowledge and skills over the term. In Term 5 pupils have started their athletics unit and have been introduced to the following so far: short distance,</p>	<p>Continue to use Complete PE Scheme to build on delivering high quality PE lessons across the school.</p> <p>Provide further CPD for staff linked to the units they have not previously taught or have not previously been supported to deliver.</p>

			long distance, sprint, jog, percentage of speed power. They explained percentage of speed power as the amount of effort you put in to how fast you go at various points so that you can pace yourself over a longer distance.	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 62%

Intent	Implementation	Impact	£11,620
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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:
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Allow children to experience alternative sports across the school	Swimming - Additional swimming lessons and transport for children to reach 25m	Travel £548 Swimming £512 (Y6)	See percentages above.	Review outcomes at the end of Year 5 swimming and plan for additional sessions in Year 6 as required.
Children to experience a wide range of outdoor learning activities/opportunities.	Forest school All weather clothing to enable access to all for forest school and outdoor learning. Additional PE kit/suitable footwear.	£4,475 £286 actual	Outdoor clothing and wellies purchased to ensure that all children can fully participate. Children have utilised these over the year for Forest School, Mendips days and Walking trips.	Monitor wear and tear on purchased resources. Renew as need arises.

<p>To increase activity time and type at lunch time and after school.</p>	<p>Mendip activity days to broaden pupils' experience of outdoor adventurous activities.</p> <p>Sports coach to lead activities for identified groups on rotation at lunch times.</p> <p>Sports coach to lead an after school club – this will change termly and be offered to different year groups on rotation.</p> <p>Each term some spaces will be consciously offered to key children who would not regularly engage otherwise.</p>	<p>£3,299 actual</p> <p>£2500</p>	<p>KS2 Mendip days were booked to take place in February, this provided an opportunity for pupils to experience Outdoor, Adventurous activities that they have not experienced previously. They participated in the following activities: Year 3 – Frisbee golf and tobogganing Year 4 – Bush craft and low ropes Year 5 – Caving and climbing Year 6 – Low ropes and archery active</p> <p>Pupils surveyed at the end of term 1. Sports clubs planned as a result of survey. Spring Term Year 1-3 Football and Y4-6 Cricket and Rounders.</p> <p>Pupils were surveyed T1 about the activities they would like to experience at lunch time, this was feedback to RMC sports and the range of activities was increased in line with the children's requests. Children were provided with a wider range of activities, ones which increased engagement. The after school club arrangements changed mid year.</p>	<p>Continue to provide Mendip Activity Days for KS2. Review the activities based on cohort dynamics, value for money and providing new physical activities experiences for pupils.</p> <p>Survey pupils in Term 1 to ensure activities offered will promote engagement.</p>
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	Engage with RMC afterschool club to offer subsidised places to less active pupils. (From T4)	Within Sports Coach costs above	Pupil were surveyed about the physical activities/clubs they take part in outside of school hours. Children who were not engaged with clubs/activities were identified and available places were offered at RMC afterschool club. 28/35 pupils offered after school club spaces took up the opportunity and engaged with the after school sports sessions.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9%
Intent	Implementation		Impact	£1,712.52
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:
Increase participation in competitive sport across all key stages	North Somerset PE association membership	£1550 (includes Complete PE sub)	21 year 5 and 6 pupils took part in the North Somerset Dance Festival and performed at Weston Playhouse. They learnt 2 routines, performed to an audience and represented the school. KS1 Multi-sports @Becket 08.02.24. Children from KS1 were selected based on survey outcomes to encourage less active pupils to participate. Pupils said, 'I wish I could do this more often', 'I love archery, I've never done it before.' 'Please can we do this again tomorrow.' Pupils that are not usually were enthused by the range of PE activities available and new activities to them. 12 pupils from Year 2 and 3 were invited to Worle Village Primary School to take part in a Speed Stacking and Cornhole PE event. They learnt new skills and how to play games they had not had the opportunity to play before. They competed against other	Continue to use sports coaches to come in to school to provide additional opportunities. This is more sustainable than out of school events due to transport/staffing. Where MAT competitions and events take place pupil numbers involved will need to consider transport options and costs and staffing levels.
Provide children with opportunities to experience having an audience – building confidence and skill levels.	Participate in North Somerset Dance Festival	£55		
Provide opportunities for those that do not have this opportunity outside of school and those that are gifted and talented and need this nurtured/developed.	Attend North Somerset PE events Attend MAT PE events x 6 yearly	£107.52 (Travel)		

	In school competitions in Rivers Teams/Houses Sports Day House competition	Sports coach additional days costs above Trophy and reward stickers – costs included in resources.	schools, developing their accuracy and speed. A group of year 5 pupils attended an Athletics event at Hutton 05.06.24, having opportunity to complete events alongside MAT schools. All class received additional sports sessions prior to sports day, providing opportunity to practise events and build confidence. Children were rewarded for participation/effort as well as receiving stickers for placing in the first 3. Heats were run in classes prior to sports day in order that races could be organised based on grouping children with similar speed peers so a range of abilities of children won races on the day.	
		£17,789.46		

Signed off by	
Head Teacher:	Luci Amos
Date:	17.07.24
Subject Leader:	Zoe Bembridge
Date:	15.07.24
Governor:	Andrew Rowse
Date:	17.07.24