

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](#).



Details with regard to funding

Please complete the table below.

How much (if any) do you intend to carry over from this total fund into 2022/23	£ 916
Total amount allocated for 2022/23	£17,210
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2022.	£ 17, 210

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 2020. Please see note above	90%
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	90%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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 – Year 2 swimming

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: 2022/23		Total fund allocated: £17,210		Date Updated: July 2023	
<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: %
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: £6124	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
All pupils to have access to and engagement in, an increased amount of regular physical activity opportunities	<ul style="list-style-type: none"> • Improve the uptake of lunch time and after school clubs • Continue training of Lunchtime play leaders/MDAs who encourage the use of the markings, equipment and zones - in bubbles • Audit timetable and provision map for PE • Links to local activities promoted in school and through newsletters • External clubs – look at costings and provision and how this can be subsidised <p>Equipment/ maintenance for resources</p>		<p>Leadership time/ admin time - £622</p> <p>Cost to pay staff to plan and deliver clubs - Staffing £4586</p> <p>Gloucester Rugby for all – £916</p>	<p>Clubs offered to all children across school. Training offered to staff. Lunch time and after school clubs offered.</p> <p>PE Lead - Sports leaders have completed their training – they deliver sessions each lunch time.</p> <p>Links have been set up in order to establish external links for sporting events across the county</p> <p>Children to enjoy sport and talk about what they have achieved – collect this in pupil voice</p>	<p>Sustainability and suggested next steps:</p> <p>Burford partnership established and running effectively</p> <p>Work with the school’s trained ‘Young Leaders’ along with organiser, Rachel Mills to ensure that regular physical activity is encouraged at break and lunch times.</p>

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			Girls football club – Lunch Footy Kids Gloucester Rugby club Basket Ball club	
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: £2818	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Children can articulate and understand the importance of a healthy lifestyle and participation in PE and summer activities	<ul style="list-style-type: none"> • Curriculum health and physical activity units for year groups, covering healthy lifestyle choices, learning behaviours in and through physical activity – coverage and skills • Celebration assemblies include Physical Activity, Mental wellbeing to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils and their families to aspire to being involved in the assemblies. Link this to the vision of SHINE • Profile of the school to be raised through PE & sport activities, involvement in events and competitions within school, local 	<p>Burford partnership £2056</p> <p>Youth Sport trust membership – £262</p>	<p>LTP created and shared with all staff linked to Burford Partnership sporting events including skills ready for competitive sports. All staff to partake in training – REAL PE – 2 x Twilight all staff</p> <p>PE Lead to complete School Games mark Gold audit</p> <p>Competitive sports were held throughout the year within school and the cluster. These include – dance, rugby, cricket, quadkids, football, Boccia</p>	<p>Sustainability and suggested next steps:</p> <p>Continue to celebrate successes in PE during celebration assemblies linked to COGs and SHINE</p> <p>School to compete in various Burford partnership events as well as inter school competitions throughout the year</p> <p>Updated PSHCE curriculum with units covering ‘health’. – using jigsaw</p>

	community & across the Burford Partnership <ul style="list-style-type: none"> • Audit Teacher confidence and plan a CPD cycle over this year and next • To Purchase REAL – PE – Jasmine and deliver training to ALL staff • Youth sports trust membership 			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	£1650 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: £3112	Evidence of impact: what do pupils now know and what can they now do? What has changed?: Sustainability and suggested next steps:
Pupil take part in high quality PE and sports lessons that are differentiated to support the less able and challenge the more able. Staff to feel confident with their delivery and using the resources	<ul style="list-style-type: none"> • Using the Burford Partnership membership plan CPD opportunities • Professional development including: whole school training, ongoing curriculum support, access to courses, bespoke mentoring for individual staff. • Non contact time for PE Lead • Access to resource – REAL 	Funding PE Leadership time- £1278	Evidence of impact: what do Young Leaders programme complete and the year 6 children are taking their role seriously. ‘Health check’ completed thus aiming for silver – a very positive outcome; non-contact time has enabled the lead to make these contacts and provide networking opportunities. – go for gold Sustainability and suggested next steps: Working towards ‘Gold’ School Games Award which recognises achievement amongst less/more able in PE. Use ‘REAL PE’ for whole school training and curriculum support. Use PE non-contact time for

	<p>PE programmes and intervention programmes to implement immediately and develop over time.</p> <ul style="list-style-type: none"> • Whole staff REAL PE INSET training • Support from other lead PE teachers in Oxfordshire • implementing the scheme and evaluating impact through monitoring 		<p>next year but lockdown has stopped that at the moment – we will be gathering evidence</p> <p>Lead has completed a number off CPD events which he will cascade to staff as part of the next plan (Challenge Sport and Education). Complete PE Webinar by the PE Team.</p> <p>Lead was in touch with another school PE Co-ordinator looking at time and training to support the school.</p> <p>Complete PE is now implemented</p> <p>New shed and equipment has been purchased and now all in place.</p>	<p>arrangement of sporting events; work with Burford partnership, after school club organisation and inter-school competitions.</p> <p>Work with partnership to enhance PE coverage and teaching.</p> <p>Formal observations of PE to evaluate impact once initial whole school training and support has been completed.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

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: £8705	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p>Offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. - Focus particularly on providing diversity and options for small school with limited number of staff.</p>	<ul style="list-style-type: none"> • Wide variety of clubs offered to all year groups including external providers. • CPD for staff to focus on developing skills in a wider range of activities within the curriculum and across clubs. • Focused lunchtime clubs or activities - lead by an external professional for one term • To develop forest school/outdoor learning across the whole school • Swimming to Year 1/2 	<p>Funding</p> <p>Cricket coach - £810 -</p> <p>£939 – gardening and nature</p> <p>Football goals and shorts - £33+£70+£212</p> <p>Storage tubs - £350</p> <p>Forest school staff - £1438</p>	<p>Evidence of impact:</p> <p>We have delivered a wide variety of clubs this year including –</p> <ul style="list-style-type: none"> • Nature • Gardening • STEM • Craft all 20 (Crafty cup) • Girls football • Tag rugby • Footie kids • Basket ball <p>These have been offered to all children and school have funded PP children</p> <ul style="list-style-type: none"> • Children in Year 1 and 2 given the opportunity to go swimming for lessons in Term 5 and 6. 	<p>Sustainability and suggested next steps:</p> <p>To run and deliver a variety of clubs to all children</p> <p>Children in Year 1 and 2 to enjoy swimming with school</p>
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Head Teacher:	R Veeder
Date:	
Subject Leader:	Garth Lenton
Date:	
Governor:	
Date:	