

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](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£ 0
Total amount allocated for 2020/21	£17,800
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17,950
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,950

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>	<p>We spent £489.77 for catch up swimming for Year 6.</p>
<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 2022.</p> <p>Please see note above</p>	<p>39% - 2020/1</p> <p>By the end of the academic year, 2 children did not meet the expectations. 93% have achieved this target.</p>
<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>	<p>39% - 2020/1</p> <p>By the end of the academic year, 2 children did not meet the expectations. 93% have achieved this</p>

	target.
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	39% - 2020/1 By the end of the academic year, 2 children did not meet the expectations. 93% have achieved this target.
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/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: £17,950		Date Updated: 12 th July 2022			
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: 61% (some of this has been accounted for above)		
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 increase activity levels across the school post-Covid Lockdowns, ensuring that each child takes part in at least 30 minutes exercise each day.		<ul style="list-style-type: none"> ➤ Lunchtime supervisor employed to actively engage pupils at lunchtime. ➤ Play leader training (Yr 5) – Rachel Kenyon (FCC). Children to teach children in younger years different games to keep them fit and active ➤ Boxes of equipment replenished for play leaders to use with children. ➤ Replenishing of playground equipment ➤ Year groups to participate in the daily mile ➤ Increase After school activities on offer for KS1 and KS2 ➤ Year 6 children to attend Bikeability sessions ➤ Sensory circuits on offer for our SEND children, delivered by trained TAs in this area 		Bikeability- Time (free) Sensory Circuits- time Time TA for daily mile lunch time club £1400		<ul style="list-style-type: none"> ➤ Children are kept fit and active during school lunchtimes. Lunchtime supervisor to work with different year groups at lunchtime. ➤ Improved behaviour, fewer playground fall outs. ➤ Children actively engaged at Children to receive additional time keeping activity. Children to be encouraged to cycle to school post training ➤ SEND children keeping activity and receiving additional activity during the school day. ➤ Tennis, hockey and football on offer to pupils in Autumn 1, changing the activities over the academic year to engage all pupils. 	
				Y5 children have been trained as Young Leaders by Rachel Kenyon. This happens each break and lunch time. Y6 peer mediators encourage KS1 to be active. These both have helped to keep the children active and has helped to reduce the number of play time problems and friendship concerns. Y6 are participating in the weekly mile currently which has boosted their engagement in the classroom curriculum. They have also felt more ready to learn. JK (TA) to have a daily running club x3 per week in January. The children engaged well with			

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				<p>the daily mile and were striving to beat their record/time from previously. Children were heard to be setting their own targets and aspiring to be like those who are known to be active already. To continue this next year.</p> <p>ASC activities – football, tennis, multi-skills. Positive engagement in after school clubs has led to a good understanding of teamwork, the importance of being active and learning a new skill/sport. To continue this next year.</p> <p>Bikeability has taken place in Term 6 for Y6 children. Positive improvement in Year 6s who then cycled to school in the summer term rather than being driven to school. Increase in active minutes a day for Y6. To continue this next year.</p> <p>Next steps: To continue to improve fitness levels with the daily mile next year. To also continue the work with play leaders in year 5 and peer mediators in year 6.</p>
<p>To provide Forest school opportunities to Reception, KS1 and KS2 to develop children’s physical literacy (competency, enjoyment, confidence, knowledge and understanding)</p>	<ul style="list-style-type: none"> ➤ Purchase in new equipment and replace old so that all children can actively engage including PP, vulnerable and those children less engaged in their learning. 	<p>Forest school training course and teaching of Forest School - £8552.38</p> <p>(teaching of Forest school across all</p>	<ul style="list-style-type: none"> ➤ Improvement in children’s behaviour across the school, problem solving skills, social skills and increase a love of learning ➤ Fewer behaviour incidents recorded 	<p>KH has run forest school with Y1 children.</p> <p>LR has started forest school with R.</p> <p>All children in Reception and Y1 have benefited from Forest</p>

	<ul style="list-style-type: none"> ➤ Trained FS staff to deliver high-quality sessions to children within Reception, KS1 and lower KS2. ➤ To actively engage all pupils in learning outdoors, developing problem solving skills, child-initiated learning and social skills including communication and language. ➤ Children to actively participate in Forest school across the Key stages, becoming engaged with nature and learning through ➤ Development of the Forest school's section on website and class pages. ➤ Children to share during assemblies what they have done/going to do. ➤ Teacher audit on children taking part- both before and after (Link to Mental health and well-being) 	age ranges)	<ul style="list-style-type: none"> ➤ Parents to have a greater understanding of the benefits to FS. ➤ Children to speak with confidence about Forest Schools. ➤ Audits demonstrate an increase in 	<p>School. Children have developed skills of exploration, creative thinking and social skills. For the children in KS2 who have attended, it has helped to regulate their emotions and supported positive behaviours for learning.</p> <p>Next steps: discussions to be had - Is it possible for other children to benefit from Forest School?</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation: 20% (some of this has been accounted for above)
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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:
PE council – children to be an active part of PE discussions and decisions around improving sports across the school	<ul style="list-style-type: none"> ➤ PE Councillors are elected for each year group ➤ Fortnightly meetings with Deputy Headteacher ➤ Raise funds for sports equipment they would like ➤ Council to speak with their class 	Staffing time	<ul style="list-style-type: none"> ➤ Pupils actively engaged in making decisions about sport across the school ➤ Pupils actively involved in deciding how we can improve activities/equipment on offer ➤ Children involved in deciding 	PE council set up. 2 children from each class attend. Meetings are minuted and well attended when they have happened but need more meetings next academic year.

	about changes they wish to implement		on interhouse activities and the organising of these events	<p>Children feel they have a voice in school and their ideas are taken seriously.</p> <p>Sports council were present on sports day to help out with the races and setting up. This gave them a sense of ownership.</p> <p>Next steps: AMc to develop and lead on the sports council next academic year.</p>
To increase the time that children are physically active both during and after school	<ul style="list-style-type: none"> ➤ Increase the number of sporting clubs on offer for our pupils from Reception to KS2 ➤ Daily mile challenge for our pupils during the school day ➤ Vary the sports on offer to pupils to increase their participation ➤ School to take part in Vale and Academy festivals (for more reluctant children) and competitions. ➤ Interhouse sporting activity held once per term 	<p>GetSet4 PE £528</p> <p>Inspection and repairs for indoor and outdoor equipment £132</p>	<ul style="list-style-type: none"> ➤ Children speak positively about sports and are enthusiastic in taking part ➤ Increase of the number of children attending after school sports clubs, especially in KS2 ➤ Increase in % of girls and key year groups participating in sports. 	<p>Gloucester Rugby coach has come in for Y3&4 for a taster session. If offered again, to take up the opportunity as the leader inspired the children and engaged reluctant and inactive children.</p> <p>Tennis taster session run to promote after school club.</p> <p>Tag rugby event held at FCC for UKS2. 12 children attended.</p> <p>Children enjoyed the opportunity to compete against other schools in the academy.</p> <p>Jenny King has supported the children with the daily mile.</p> <p>This has been taken up well by the children and has boosted enthusiasm for running. This has shown an increase in activity levels with children.</p> <p>Y5 and Y6 Young Leaders have been present and active during lunch times. This has helped to reduce play time problems and to keep children active.</p>

				<p>ASC activities have increased. Football, multi-sports, tennis all on offer. Children are accessing clubs after school which is helping to improve activity levels.</p> <p>Bikeability has taken place in Term 6 for Y6 children. A rise in children cycling to school in Year 6 in the summer term. Y4 and Y6 competed in the QuadKids competition. Y4 reached the second stage with the Vale. (18% attended – Year 4; 17% attended Year 6). This boosted the confidence and engagement of the children in PE lessons and in their learning behaviours in the classroom.</p> <p>Next steps: Are there other club opportunities? Dance club?</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:
			2% (some of this has been accounted for above)
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 to be engaged and excited by PE lessons. Teachers to have the confidence to teach a range of games (eg tennis, hockey, boccia)</p>	<ul style="list-style-type: none"> ➤ Staff, especially ECT to use Getset4 PE to support their teaching of a range of sports which may be unfamiliar ➤ Improvement in Staff CPD to attend training that is on offer through the Vale sports' package ➤ ECTs to become familiar with GetSet4 PE 	<p>Sports Academy Buy in- £3458</p> <p>Getset4PE- £528</p>	<ul style="list-style-type: none"> ➤ Increase in staff confidence in teaching a range of sports on offer ➤ Increase in confidence for our ECTs in the delivery of PE ➤ Children receive a greater range of sports and higher quality lessons, building on skills and knowledge from previous years ➤ 	<p>Get Set4PE provides staff with planning to support their delivery. However, the progression wasn't clear. This was addressed by reallocating sports. There will now be clear progression moving forward as teachers will understand the knowledge and skills progression.</p> <p>Term 6 – sports premium money was used to buy equipment such as dodgeballs and hockey sticks. Staff make good use of GetSet4PE.</p> <p>Assessment of data: PP – 75% expected SEND – 71% expected</p> <p>KS1 – 92.5% expected 2.5% greater depth KS2 – 85% expected 5% greater depth</p> <p>Overall 87% expected 4% greater depth</p> <p>Next steps: To continue to monitor staff confidence with sports being taught.</p>
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<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Percentage of total allocation: 17% (some of this has been accounted for above)</p>
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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:
<p>Staff to have the knowledge to deliver a range of sports on offer for our children.</p> <p>To engage children in sports.</p>	<ul style="list-style-type: none"> ➤ Staff training via the Vale Sports offer – remote training available for staff ➤ ECTs to attend training for particular sports they feel they need greater support. ➤ Staff meetings to focus and train staff in a particular sport where confidence is lacking ➤ Staff audit to identify training needs ➤ Use of scheme to support and develop the teaching of a range of PE for staff ➤ Rachel Kenyon and FCC sports' leaders to deliver training to both children and staff in certain sports 	<p>Getset4 PE £528</p>	<ul style="list-style-type: none"> ➤ Increase in staff confidence to teach a range of sports on offer for our pupils. ➤ ECTs to develop confidence teaching a range of sports to pupils. ➤ Staff to network with other schools ➤ PE Lead to identify training needs and to lead staff meeting training ➤ Children's PE is varied with sports on offer ➤ PE builds on skills and progression providing clear sequence over the years in a range of activities. ➤ Peer on peer coaching encourages children to participate in new sports. 	<p>Get Set4PE provides staff with planning to support their delivery. However, the progression isn't clear – needs to be mapped out clearly. RW connected with another school who use GetSet4PE and looked at how they managed to allocate sports to ensure there is progression. RW to shared with staff at the end of the summer term. There are now no units of PE being repeated within a phase and there is clear progression. A range of sports are offered through GetSet4PE and we will continue to use this next academic year. Progression for mixed age group classes is still unclear this year and needs further work. There is a positive increase though in the number of sports on offer.</p> <p>Next steps: Staff confidence audit to identify skills and</p>

				needs for further development. Long term planning to be adapted to ensure that there is progression of knowledge and skills and that there is no repetition with mixed age classes. To consider how GetSet4PE works with mixed aged classes.
New sports equipment to be purchased for sports	<ul style="list-style-type: none"> ➤ Identify new equipment needed to be purchased and repaired to improve participation in sports during lessons, after school clubs and breaktimes ➤ Equipment that can no longer be used will be replaced 	<p>Equipment for sporting events £1320</p> <p>New equipment £1580</p>	<ul style="list-style-type: none"> ➤ Children engaged in activities during and after school ➤ Children kept active at breaktimes ➤ Increase in positive behaviour at playtimes and lunchtimes 	<p>Term 6 – sports premium money was used to buy equipment such as dodgeballs and hockey sticks, which supports the scheme that we currently use to ensure all sports can be taught. Staff make good use of GetSet4PE.</p> <p>Children are engaging well in PE lessons due to there being sufficient PE equipment for the children to use.</p> <p>Next steps: Continue to monitor PE equipment and ensure broken equipment is replaced.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				20%
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:
For pupils to develop a love of sport and participate in both friendly competitions and competitive activities	<ul style="list-style-type: none"> ➤ Children across the school from KS1 to KS2 participate in festivals ➤ All children have the opportunity to participate in a variety of sports ➤ Within PE lessons there is an element of competition to enthuse pupils ➤ All pupils have the opportunity to participate in competitions both in-house and within our Academy eg: swimming galas, tag rugby, netball, football for girls ➤ Achieve at least Silver Mark in sports 	Academy Recharge Rachel Kenyon £3458	<ul style="list-style-type: none"> ➤ Children develop a love of sports and speak with enthusiasm and energy. ➤ Children to uptake new sports outside of school ➤ Children to share with the rest of the school sports' news in newsletters, assemblies and the website to generate interest and excitement ➤ School to watch interhouse sporting activities to generate future interest and participation. ➤ High levels of interest in sport from boys and girls, PP, SEND, vulnerable children ➤ Increase in % of children participating in festivals, competitions and after school sporting activities on offer ➤ Increase in children seeking new sports in the wider local community 	<p>Tag rugby event held at FCC for UKS2 children.</p> <p>QuadKids competition for Y4 and Y6 at FCC.</p> <p>Both events enthused the children with regards to sport and competing against other schools. Sports day was held June 2022 and parents and carers invited in to share in the celebrations. Sporting competitions and festivals have been limited this year to due covid and cost of coach hire. Hoping this will change next year and there will be an increase in those attending sporting events.</p> <p>Next steps: Consider sporting competitions in school. To look towards the Sports' Mark for next academic year.</p>

<p>Increase in sports on offer to our pupils from the wider community encouraging children to participate in new sports outside of school</p>	<ul style="list-style-type: none"> ➤ Invite local community sports clubs into school including taster sessions eg: tennis, cricket ➤ Children to take part in these sports within the Academy competitions ➤ Teachers to gain CPD from taster sessions 		<ul style="list-style-type: none"> ➤ Children to actively take part in sports' competitions for which they may not usually participate ➤ Increase in pupils attending local sports' clubs as a result of taster sessions and activities run. ➤ Teachers increase in confidence to teach a range of sports. 	<p>Taster session for tennis for KS1 (November 2021) Taster rugby session for LKS2 (October 2021) ASC for tennis, multi-sports and football, hockey. Field used by local community football teams for training. This meant that our children continued the love of sports at lunchtime through regular football opportunities on our school field. It also engaged our girls with football. Children's engagement in PE lessons is increasing and fitness levels are improving in the children post Covid.</p> <p>Next steps: Continue the growth next year.</p>
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Signed off by	
Head Teacher:	<i>S.Elliott</i>
Date:	20/7/2022
Subject Leader:	Rebecca Wilson
Date:	20/7/2022
Governor:	Hannah Boon
Date:	