

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool Revised July 2021

Commissioned by



Department for Education

Created by





STJEB

Under the <u>Quality of Education</u> 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.

 $Please visit \underline{gov.uk} for the revised Df Eguidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. Df Eencour ages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium. \\$

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

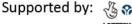
Schools are required to <u>publish details</u> of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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	£8,936
Total amount allocated for 2020/21	£17,270
How much (if any) do you intend to carry over from this total fund into 2021/22?	£
Total amount allocated for 2021/22	£17,210
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£

Swimming Data

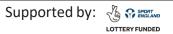
Please report on your Swimming Data below.

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	60%
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	75%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	75%
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













Action Plan and Budget Tracking

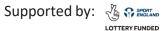
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21	Total fund allocated:	Date Updated:		
primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to knowand be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieveare linked to your intentions:	Funding allocated:	Evidence of impact: what dopupils now know and what can they now do? What has changed?:	Sustainability and suggestednext steps:
-Continue to educate children in the value and benefits of a healthy active lifestyle, ensuring pupils are engaged in regular physical activity.	- Through PE lessons and sport, ensure our children understand the role of movement in the development of their own physical literacy, fitness and wellbeing. Gauged with regular staff and pupil voice surveys and walk throughs - Continue to deliver the PE curriculum with all pupils participating in 2 hours of curriculum PE each week Build links with local community sports clubs through our head of sport and ensuring pupils/parents have access to this information. At school or through school website - Development through school SDP - CPD with MDS team - Purchase Resources - Train Peer mediators - Lead and encourage worship/assemblies on importance of physical activity (teacher	Equipment£78 Training £111	higher quality PE teaching allowing them to make better progress. Pupil concentration, commitment, selfesteem and behaviour evidenced in behaviour log and staff feedback -Positive behaviour and a sense of fair play enhanced with our federation core values —	surveys, pupil voice and













	& pupil) - Further encourage use of initiatives such as the active blasts through GetSet4PE -Teachers who are delivering PE have access to GetSet4PE and regular CPD/Team teaching with Head of Sport to ensure high quality lessons and resources availableWake and Shake introduced enabling children to start their day feeling energised and ready to learn. Potential to improve punctuality and attendance in school. Also used at breaktimesActive Blasts – throughout the school day through GetSet4PE. Staff aware of how to access these resources to encourage and engage in active blasts away from timetabled PE lessons and break timesIntroduce a scheme to encourage more pupils (families) to participate in active travel to school programme (walk, cycle, run, scooter)		- children across the school more active on a daily basis and enjoy being active evidence in pupil survey and varied PE Curriculum map on GetSet4PE -Happy, smiling faces first thing in the morning. Children find it fun and active and enjoy it not being to structured (pupil voice) -Children enjoy the blasts. Pupils stay on task in the classroom. Reduced disruptive behaviour, fidgeting in classroom.	Staff and pupil voice. Monitor behaviour. Parent survey, Pupil & Parent rewards system.
Key indicator 2: The profile of PE	SSPA being raised across the school as a to	ool for whole sch	nool improvement	Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the	Make sure your actions to achieveare linked to your intentions:	Funding allocated:	Evidence of impact: what dopupils now know and what can they now	Sustainability and suggestednext steps:
pupils to knowand be able to do and about what they need to learn and to consolidate through practice:			do? What has changed?:	













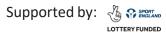
and be able to do and about	intentions:	:	can they now do? What has	
Your school focus should be clear Make sure your actions to what you want the pupils to know achieve are linked to your		Funding allocated	·	Sustainability and suggested next steps:
Vour school focus should be alser	Make cure your actions to	Funding	Evidence of impacts what do	Sustainability and suggested
Intent	Implementation		Impact	
			9	, ,
Key indicator 3: Increased confidence,	, knowledge and skills of all staff in te	aching PE and sp	ort P	ercentage of total allocation:
gam	es)			
	er local floorball leagues (not school			
	reness in PE/Sport in school and the I community		without parents being able to attend	
and the impact this has on raising			Pupils able to participate in floorball	even
-Inve	estigate staff branded sports clothing		positive role models in the school	
	sting sports festivals within our eration and for the wider community		 Peer mediators/ sports leaders impacting importance of sport/activity by being 	
	Support younger children.		children as possible to participate.	festivals
- He	lp run and record the events for Sports		competitive sport within school. As ma	ny community regarding
	restigate Peer Mediators leading their club for younger pupils at lunchtimes.	Festivals £300	offer during curriculum PE Interhouse competitions raise profile	Share best practice with of wider schools and
scho		Hosting Sports	pupils enjoy the variety of activities on	Chana haat uuratisa 194
	intra-house festivals in the lower		pupils enjoy their PE lessons and that	games impact on children
	er Mediation programme er Mediators to help run and organise		- Pupil interviews/surveys inform us that	at Survey/review school
	velop a team of sports leaders through Peer Mediation programme	1200	 Continued progression of all pupils du curriculum PE lessons. 	ring maintain high standards
	are we keep constancy for our pupils	County PE Lead £200	in a safe and sensible manner.	coaches and coaching to
	itifying good coaches and practice and	Country DE Load	each other, exercise self-discipline and	
	nployment of sports coaches –		- Children learn to respect and work wi	- term
	eloped through is prominent place in schools SDP	Conference£90	a high profile and are celebrated across life of the school	·



what they need to learn and to

consolidate through practice:









changed?:

Staff will expertise in the teaching of PE and pupils will benefit from receiving consistently high quality PE lessons from their class teachers Key indicator 4: Broader experience o		E subscripti on £660 Sporting governin g body CPD £250 Federation HoSPORT £10000 Cover where needed for external CPD £126	Staff skill base increasing through	Continued staff surveys - top and tail of each half term to see how the staff feel regarding that unit both before and after delivering. Identifying areas to work on. Continued external CPDs Flexibility in the timetable to allow team teaching and CPD with Head of sport where possible.
Intent	Implementation		Impact	
	•	Eunding	-	Sustainability and suggested
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your		Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:
and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	













For children's skills and competence in physical activity to grow across a variety of sports and activities both i	Pupils offered the chance to participate in the Cheltenham Arts dance festival – Practice sessions through school clubs	3 x Mini buses	1 *	Continue to attend the event in the coming years and open it up to more pupils.
a competitive and non-competitive environment	Offer pupils the chance to attend a live sporting event – to experience elite sport	Transport	'	Review trip
	Increased opportunities for a wider range of sporting clubs at both lunchtimes and afterschool. Pupils attend taster sessions	Transport £305 Tickets	Pupils like the taster sessions and	Continue with tasters and open
	before signing up. Use specialist sports coaches in lessons and clubs where appropriate to further the range of sports on offer and use links to	Equipmo	sign up numbers have increased following this, pupils have enjoyed Tag Kabaddi, Cheerleading, Tag Rugby, SAQ, Netball, Football,	up to more sports available using local clubs where possible too
	the wider community. Encouraging children to be physically active outside of PE lesson and lead healthy lives through Forest School, community walks and		Floorball. Pupils enjoy the sports coaches – evident in pupil voice and feedback in surveys	Continue to use sports coaches and develop relationship with local groups to host events of GCB, GRFU GFA etc
	engagement in our school's local environment . Encouraging our pupils to be adventurous and	Coaches £189		002, 014 0 0711 00
	take risks in an outdoor environment individually and part of team			













Key indicator 5: Increased participation	on in competitive sport			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 :	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
For more NCSF pupils to take part in competitive sport across a range of different competitions, both intra school and inter federation or inter school sport and activities.	Continued participation in School Games events (school games has changed its ethos – encouraging more sport for all) Ensure transport is available for events – ensuring that all pupils have equal access to competitive sport and not relying on parent transport solely All pupils in KS2 given the opportunity to compete in competitive sport withing school in a range of 'House' games each term. All pupils to take part in 'sports day' in the	Entry £400	More pupils getting the chance to take part in School Games events across the year. Mini buses booked and timetables flexible All KS2 children will have taken part in competitive sport in more than one sport.	Games scheme Mini buses continued to be booked, look at getting all staff trained Continued festivals throughout the
	Entered a weekly floorball league across the Cotswolds Increased fixture programme for KS2 both internally (Federation) and externally against local schools	£1200 Medals/s tickers £20	Pupils feedback through voice and weekly news updates Increased competition for places in the floorball team (limited numbers covid)	Enter more teams to the league and start a training programme in the summer term ahead of the winter league













	Forest School £2200	

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	











