

# 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](#).



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£5280
Total amount allocated for 2020/21	£17110.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17090.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17090.00

## 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. <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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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. Please see note above	80 % were able to swim 25 metres
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	70% were able to swim all three strokes
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	It was felt that 100% of children would be able to describe land based safe self rescue even if they did not manage to achieve the first two categories
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?	<b>Yes/No due to pool being closed but will plan to use it in this was in 2021-2022</b>

## 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:		
<p><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</p>			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:
<p>To ensure all classes have 2 PE lessons per week, including lessons with school staff and with appointed sports coach/teacher using the sports premium.</p> <p>To ensure children have additional sports hours as part of clubs and after school and inter /intra school sporting activities above and beyond the two hours' class time. Focus on breakfast club activities dancing/music/outdoor areas for each class</p> <p>To focus on more on the daily 30 minutes of daily activity including daily mile twice a week for all pupils, wake and shake activities for all pupils</p> <p>To develop other clubs especially for KS1 with support from parents and bought in coaches such as Activsport</p>	<p>Sports teacher 4 hrs a week to coach alongside staff to ensure quality teaching provision and engagement of all pupils</p> <p>Activsports coach to teach alongside staff and provide after school sports clubs for KS1</p> <p>Continue to mark out and implement the daily mile in school and ensure that classes take part in bubbles or key stages</p> <p>Install projector and loud speakers with laptop in hall for wake and shake, dance and other movement activities such as yoga inside</p> <p>CPD opportunities for staff</p>	<p>Cost of M6 sports coach for 38 weeks at 4 hrs. a week</p> <p>Cost of Activsports coach once a week for 38 weeks</p> <p>Projector, speakers and laptop purchased/ reallocated to the hall to encourage dance yoga wake and shake for class bubbles and now for school £6412</p>	<p>Increased engagement of the children in sports to date and we have achieved and likely to sustain/exceed the recommended target in 2021-22 of an hour a day for every child.</p> <p>Increased numbers of sporting activities for KS1 especially afterschool clubs</p> <p>Impact- Increased participation in daily activities in hall or in bubbles or in outside area especially Class One and playground facility to be enhanced</p> <p>New equipment for each class so that bubbles can have their PE lessons without having to share equipment , purchased and being</p>	<p>Our after school sports clubs were well attended prior to COVID with 92% of key stage 2 children involved in after school sport prior to restrictions. Currently over 50 % are attending an afterschool sporting club such as tag rugby, netball and football with dance planned in class.</p> <p>Standards in NC PE are improving as a result</p> <p>We continue to strive to achieve 100%, and the introduction of an after school multisports for KS1 will increase this still further as we come out of COVID restrictions.</p> <p>Daily mile and activity at breakfast has increase</p>

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To increase pupil participation in extracurricular activities before and during school such as being active at Breakfast club, after assembly , new activities such as wake and shake, yoga	Consistent and regular- really active not sitting in lines waiting turns- get all pupils and staff to engage in whole school activity or preschool day activity.	Loud speakers for outdoor dance and dance videos or similar £1769 twice a year, ongoing until 2022	updated now that key stages are mixing again . Triage swimming sessions for juniors once pool is reopened and lessons are available, probably Summer 2022	percentages, and improves attitudes to learning  To improve the numbers and % of children able to swim 25m efficiently by the end of KS2 see final target area on swimming
To offer swimming above and beyond the usual curriculum provision and in the meantime teaching water safety and first aid in water skills.	Additional swimming sessions for those unable to swim 25 m in the juniors once swimming reinstated, possibly Spring Term 2022			

**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement**

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?:
To increase the profile of sport in the school through intra activities once bubbles are mixing again, school newsletter celebrating achievements, dance showcase, celebration assembly certificates, written reports in newsletter by the children themselves, noticeboards in hall, Forest school noticeboard and activities  PE awards in celebration Assembly- Awarded from class teacher lessons and maybe after school clubs for persevering and being safe with equipment and supportive of each other (three school values) Staff awarding PE specific certificates, sporting achievements outside school such as being man of the match or doing a charity walk	Planning to attend county wide dance festival in 2021-22 if it is available due to restrictions  This is a relatively new experience for the school which we have only done once before It allows the children to perform on a stage in front of a friendly audience of parents and friends.  In house Christmas dance showcase with dances from all three junior classes  Match write ups in newsletters or write ups from newsletters  To set up orienteering maps and	£3500	Intra activities aim to build on profile of existing activities - sports hall athletics, cricket, rounders, quick sticks hockey and the class teachers organized a very successful tag rugby tournament alongside other activities such as a pea scramble, Easter egg hunt, walking in the community.  Aim to raise profile of KS1 PE with their involvement in intra activities too, getting them into the active habit right from the start of their school life  Build on the profile of sports at special days involving the community such as Sports day
			Sustainability and suggested next steps:  Sports coach to continue driving the profile of PE and sport in school and building on staff expertise and confidence so that this can be sustained with fewer hours from coach.  The specialist will on hand to assist new staff, especially new and other less experienced staff  Use of professional coaches in other areas of the PE curriculum such as Gloucester rugby Pupils are proud of their achievements and this will impact on self-confidence and self-esteem, this will in turn impact on learning

<p>celebrated, involvement in activities such as Walk to school day</p> <p>To increase and build upon sports reports in newsletters and on website and also on the PE boards in the hall as well as regular mentions on assemblies and celebration assembly once activities and competitions start up again eg Kwiksticks in October</p> <p>Membership of Youth sport trust for £200 to help audit the sports provision</p> <p>Can get a discount for cluster arrangements and training becomes cheaper</p>	<p>stations around school/ Stow to encourage activity in school.</p> <p>Active literacy and active numeracy activities in other areas of the curriculum and additional breaks as required</p> <p>Cross curricular activities e.g. active music, orienteering, small bursts of activity in the school day, e.g. short activities when it is right for the teacher to do it</p> <p>Whole school training to buddy more confident staff with less confident staff around PE and utilising CPD courses to full effect, now that Covid restrictions are lifted</p>		<p>which continues to be very popular, with all participating in the morning round robin activities based on our curriculum athletics. This includes: standing long and triple jump, foam javelin throwing, rounders ball throwing and putt the hockey ball. This has had a very beneficial effect on our performance at the cluster athletics and was performed in key stage bubbles this year</p>	
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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: 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:
The employment of a specialist PE teacher to upskill class teachers during curriculum time has continued this year to support new staff and those changing year groups  Renewed and continuing emphasis on upskilling new members of staff again	To employ a PE specialist to continue to up skill our teaching staff, particularly in the areas of gymnastics, dance, hockey and athletics.  Continue to assist staff to develop their PE skills and become confident	£3500	To ensure that by the end of the year the majority of PE is taught confidently by the class teacher.  Aim to use the new specialist working with particular staff.  To ensure the school fully uses	In future the school aims to continue to up skill staff and students through the PE specialist, and also through our current class teachers.

<p>with an emphasis on gymnastics and dance.</p> <p>Increasing staff confidence on the schemes of work which are being used as the basis for PE planning and are proving beneficial as all children are following the same PE curriculum pathway.</p> <p>Increasing staff confidence and knowledge to ensure consistency in content and enabling transfer of skills from one class to the next.</p> <p>To make the most of cluster CPD opportunities such cluster training for staff in netball and cricket.</p> <p>Paying for more staff to learn to be Forest schools trained and supporting staff to run Forest school sessions in curriculum time</p>	<p>to teach a range of activities, rather than their own favourite sport</p> <p>To continue to use and extend the usage of the Schemes of work which have proved very useful to date. They allow us as a school to follow the same basic curriculum, ensuring continuity of skills across the board</p> <p>Mrs. Salter, teacher of class 2 stated: <i>The schemes of work are a great help allowing me to progress week by week in an appropriate way, and there is less unnecessary repetition. I also like the continuity of our approach to PE meaning better progress is made from class to class. I am definitely much more confident teaching PE now.</i></p>		<p>courses to further their skills in particular areas, these include hockey, netball, cricket and tennis.</p> <p>To ensure there is consistency in the transfer of skills from one class to the next.</p> <p>The school will continue to fulfil the curriculum requirements of the Sainsbury's School Games Gold award and will aim for platinum next time as all evidence is in place and would have been awarded just prior to pandemic</p>	<p>Staff will become confident enough to be able to assist any NQTs/students joining the school.</p> <p>Staff will take responsibility for the majority of our school games events and intra house competitions.</p> <p>Aim to fully utilise lunchtime supervision staff to lead lunchtime activities and to encourage being active throughout the lunch break</p> <p>Continued excellence of subject leadership</p> <p>Skills knowledge and understanding of pupils will significantly increase</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: 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:

<p>Additional achievements:</p> <p>To ensure an improved overall picture with a better range of all national curriculum activities.</p> <p>Now include gym, dance, athletics, major team games including quick sticks and cricket. Spend could be on cricket coaching and possibly more tennis provision.</p> <p>A/S provision now includes dance and aim for this to continue – aim to develop an after school club for years 2 and 3 based on ball games/skills.</p> <p>Aim to possibly employ a TA or coach for additional KS1 club in addition to the sports specialist once restrictions are lifted</p> <p>Aim to include more provision for those not in clubs, lunchtime yoga clubs or activities which are not for natural sports people</p> <p>To increase the amount of PE and sport equipment available in school and the ease with which it is accessed within bubbles and key stages</p> <p>To use funding for bike ability in Y5 and Y6</p>	<p>The employment of a specialist PE teacher to up skill class teachers during curriculum time has continued. This year the emphasis has been on upskilling new members of staff again with an emphasis on gymnastics and dance.</p> <p>To consider other after school clubs possibly tie in with after school child care provision at the hub</p> <p>To buy sports equipment and to use the newly purchased container more effectively and use new projector and equipment in hall to promote yoga and dance for non-specialist</p> <p>To buy sports hall equipment in total To use outdoor screen more effectively</p> <p>To buy in specialist sports coach such as multi skills rugby or cricket once a week and to aim to encourage children to take part who otherwise don't take part</p> <p>To identify those not attending any club and to run a fun fitness club or something similar at 12 noon in the school day</p>	<p>£2000</p> <p>To undertake all PE opportunities which are offered through the sport partnerships and cluster activities</p> <p>Arrange pupil survey of what they would like to see as part of wider pupil voice</p> <p>Interrogation of online pupil survey to address needs identified by children</p> <p>Additional cost of additional 1 hr a week approach £25 a week over 10 weeks</p>	<p>Miss Betley and Mrs Townsend have worked in tandem to date in their role of PE coordinator and specialist teacher, encouraging after school participation and enabling school games activities to be entered. This was suspended due to Covid but staff are trying to think out of the box in terms of provision for bubbles and classes now that restrictions are being lifted.</p> <p>School staff secured the services of rugby and cricket coaching for the third year running. This gives weekly specialist coaching for all junior classes</p> <p>Children able to access equipment readily and report feeling well equipped in each bubble/ key stage .</p> <p>New clubs will be up and running and higher proportions will be attending, with kit and on time once restrictions are lifted.</p>	<p>We continue to strive to achieve 100%, and the introduction of after school multi skills for KS1 may help increase participation along with many clubs using volunteer time and support from staff and parents</p> <p>Purchase of new sports equipment to extend the range of activities and ensure that each bubble has its own set - this is helping to keep cupboards tidier, equipment for accessible and keep curriculum equipment separate from extracurricular equipment.</p> <p>To use funding and sources of equipment and kit from sustainable courses such as that acquired through support of PTFA e.g. medals purchased by parents as a donation, professional looking sports kit and coats for away matches</p> <p>Transport to and from matches and events outside school once restrictions are lifted</p>
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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:
<p>Good prior to pandemic and starting to pick back up again already but aim to improve by spend on transport and occasionally might need TA help and the costs attached to this to take children to activities</p> <p>To use some of the funding on more gymnastics and sport hall athletics equipment and for bubbles / classes</p> <p>Urgent need for curriculum sports equipment to be replaced ongoing such as bags of footballs, netballs and rugby balls</p> <p>Possible use of orienteering activities for less engaged pupils</p> <p>Attending some development competitions and bringing B or C teams to compete once restrictions are lifted</p> <p>To develop level 1 intra school competitions within school</p> <p>To develop level zero games where they compete against themselves on a bouncy castle to get a better score on the</p>	<p>Our competitive sport had gone from strength to strength prior to the pandemic mainly through the Sainsbury's School Games events.</p> <p>In the year prior to COVID we entered twenty activities which include festivals for year 3/4 in rounders and orienteering these are occasions when the whole of year 3 and 4 participate. We hope to restart those sessions and monitor the amount of active involvement across the school.</p> <p>We have been particularly successful in both netball and quick sticks hockey this year, something we feel is due to improved curriculum teaching and better after school provision.</p> <p>Aim to sustain and build on this an also to purchase equipment as required for competitive games and sports</p>	£3,500	<p>92% of class 5 (year 5 and 6) have taken part in two or more competitive activities, 100% have taken part in one. We have over 90% of our children participating in sport after school and crucially outside of school.</p> <p>Our club links are proving successful too, with children joining Bourton gymnastics Club and road runners. This is alongside those already playing rugby at Stow and football at Bourton Rovers and Moreton Rangers and a child playing for Leicester City</p> <p>This year saw our third entry into the area panathlon games. These are aimed at those who do not regularly take part in school teams for whatever reason, our children came had a brilliant time</p>	We are looking forward to the cluster athletics where each child in key stage 2 will participate, this means 100% of children have a chance to represent the school in a competitive situation, and of class 5, 92% will take part in two or more competitive activities over the year.

bouncing –look for the biggest personal best improvements in each bubble/ class				
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Signed off by	
Head Teacher:	Rebecca Scutt
Date:	July 2021
Subject Leader:	Hannah Betley
Date:	July 2021
Governor:	Trudy Bartlett
Date:	July 2021, revisited October 2021