

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.

Total amount carried over from 2021/22	£0
Total amount allocated for 2022/23	£16, 590
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£16, 590
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£16, 590

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	
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 2021.	88%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
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?	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: 2022/23		Total fund allocated: £16,590	Date Updated: 16.6.22	
<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>				
Intent	Implementation		Impact	Next Steps
Swimming lessons for children in Years 4/6 to ensure they can swim at least 25 metres and perform safe self-rescue.	The Olympiad to provide three swimming instructors and use of their swimming pool. Children to attend a nine week booster course of swimming and safe self-rescue.	£400	Swimming is a lifelong skill. Children have learnt water safety including the ability to swim. The children's physical fitness, confidence and independence has improved. Swimming has also positively impacted on the children's social skills and mental well-being.	To be continued in the next academic year.
Increase attendance of after school sport clubs and range of sport clubs on offer	Fortius to provide sport club once week. Dance club provided once a week. School to seek visitors and external providers to offer further sporting opportunities	£350	Attendance of after school clubs has increased. The impact of this has improved skill development and physical fitness of children attending. The clubs have also supported the children's social interactions, teamwork and cooperation whilst developing an interest in sports.	Review range of clubs we offer – discuss with pupil leadership team.
Provide targeted playtime activities and resources to increase activity during these times – Opal Playground.	Complete pupil voice about what playground equipment the children want. Buy equipment and ensure playground leaders are responsible. Work alongside Opal mentor at improving outdoor break time provision	£2123	Children have more opportunities and activities at break times now. This has improved behaviour at break times, developed skills and improved the well-being of pupils. This has impacted positively socially and physically on the children.	Continue to review action plan alongside Opal Playground working team. Regularly monitor play types at break and lunch times.

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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
Intent	Implementation		Impact	
<p>Embed use of playground leaders to support with equipment, leading and officiating of playground games and PE lessons.</p> <p>PE Lead/Sports Coach to meet with children and discuss sports they would like to learn in school – adapt curriculum map if necessary.</p> <p>Introduce playtime awards – playground ambassadors to lead on this.</p>	Staff to support playground leaders in training them to lead games with others and officiate.	£100	Playground leaders from our pupil leadership team have supported with the supervision and safety of break times. They have supported with resolving conflict between younger children, ensuring children feel included. Our playground leaders have acted as role models for the younger children.	Train playground leaders in Term 1 during next academic year.
Cycle proficiency and walk to school initiatives to continue.	Cycling proficiency for children in Years 5/6 and encouragement of all children to cycle, scooter, walk etc. to school.	£350	Children have learnt a lifelong skill whilst learning how to cycle safely. They have built independence and mobility whilst also improving their fitness, confidence and self-esteem.	Continue in next academic year.
<p>Development of outside areas to be used by all children</p> <p>Review playground markings to support teaching of sport and PE.</p>	Markings on playground to be implemented when needs be (e.g. athletics track)	£500	<p>Decrease in number of lunch time behaviour incidents.</p> <p>Improvement in children taking part in different play types – improving the physical and social skills.</p>	Review playground markings.
Promote a love of sport and PE	Rocktopus to work with each class at creating a sport song for the school – to be used for PE lessons, warm ups, wake and shake.	£400	Promoting a love of sport has positively impacted on the children's mental well-being and physical fitness. We have seen an improvement in the children's motor skill development as well as their cognitive development - decision making, problem	

			solving. We recognised that resilience and confidence was often low with some children. Creating a love of sport has improved self-confidence and self-esteem.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Intent	Implementation	Impact	
Fortius Sports Coach to provide all teaching staff with CPD, to upskill them and ensure they are confident at teaching all areas of PE.	Staff to work alongside Sports Coach to upskill which will in turn have a positive impact on teaching and learning on PE. Resources made readily available for staff.	£6167	QFT has been provided in PE for all children, ensuring a love of sport has been developed and there are high expectations when it comes to PE.
Provide adequate resources for staff to be able to teach PE and so children can access high-quality PE	Replenish sporting equipment to deliver the national curriculum expectations.	£300	Equipment available for staff to provide high quality PE lessons.
			Audit equipment alongside curriculum map to ensure high quality PE lessons continue

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Intent	Implementation		Impact	
Encourage children to participate in a range of sports and physical activity.	Map out PE curriculum so a range of sports are covered across the academic year.	£100	QFT has been provided across a range of sports to ensure all children are given a range of opportunities to experience and excel.	
Partner with our academy schools to provide further sporting activities	Partner up with other Vine Schools to ensure children can participate against children their age and widen their experiences.	£300		Further develop this in the next academic year – inter-house competitions.
Range of sport clubs to be provided after school for all children – dance, football, rugby, multi-skills, hockey, netball	Ensure extracurricular clubs are available to children of all ages and are changed each term. Drama workshops in school.		The impact of this has improved skill development and physical fitness of children attending. The clubs and workshops have also supported the children’s social interactions, teamwork and cooperation whilst developing an interest in sports.	Review range of clubs and workshops we offer – discuss with pupil leadership team.
Improve children’s mental health, including training and support for staff and parents.	Place 2 Be Mental Health Support	£5000	Incorporated My Happy Mind into our curriculum – children have gained a better understanding of themselves and others.	Embed further into our curriculum and engage parents.

Key indicator 5: Increased participation in competitive sport

Intent	Implementation		Impact	
Participating in competitive sporting competitions within the academy	Create competitions between the three Vine Schools, including Sports Day	£500	Competitions have provided children with the ability to develop their skills in game situations. It has supported children with teamwork, sportsmanship and confidence building.	Continue and map out competitions for the next academic year.
Participating in competitive sporting competitions within Wiltshire School Games	Pupils to attend tournaments run by Wiltshire School Games and Fortius PE		38% of children from Year 1 – 6 participated in competitions.	Increase % of children taking part in competitions.

Signed off by	
Head Teacher:	C.Brugger
Date:	16.6.22
Subject Leader:	S.Carter
Date:	16.6.22