

# 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](#).



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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£7028
Total amount allocated for 2020/21	£19380
How much (if any) do you intend to carry over from this total fund into 2021/22?	£21615
Total amount allocated for 2021/22	£19380
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£40995

\*Provisional plan written – funding allocations to be reviewed and tweaked once confirmation of fund has been received.

## 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><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></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><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.</p> <p>Please see note above</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><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	%
<p>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?</p>	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.

<b>Academic Year:</b> 2021/22	<b>Total fund allocated:</b> £40,900	<b>Date Updated:</b> 25/10/21 01/02/22		
<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				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:
We want to incorporate physical activity into the school day through physical movement breaks.	Staff meeting recap of physical brain break activities that can take place within the classroom.	Existing resources being used		
We want the children to be physically active during break and lunchtimes.	Bubble bag/box are used during lunchtime.  Activity timetable to be created to promote the children's active involvement in games at break and lunchtimes.  Free standing climbing equipment provided and maintained to enable the children to develop gross motor skills, coordination and strength.	£3250      £1800		

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We want our children to improve their fitness over the course of the academic year.	Daily mile set up in the mornings. Physical fitness assessments are completed at the start of the year as a baseline then again in Term 6. Active brain breaks, twice weekly PE lessons and active lunch and play times are used to encourage the children to remaining active.	Existing resources being used		
We want our children to be active outside during curriculum time, outside of normal PE sessions.	10 weeks of outdoor learning provision provided by external provider for an afternoon a week to supplement PPA offer.  Maths on the move introduced	£4000  £200		
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: %
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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 is viewed as important by children and staff and all come ready to take part.	Spare kit for children (easy to wash and dry) provided by school to ensure that all children wear kit. No child to do PE without kit. Letter/ note to go home regarding PE kit.  PE kit provided for reception children to set expectations for changing for PE and being involved from the start of their school life. Sports T-Shirt then provided in Years 3 and 5.  Staff PE kit worn ( purchased for new staff)	£100  £300  £300		

All children leave FCEA being water safe and able to swim more than 15 m.	Year 5 to continue weekly swimming lessons. Coach costings.	£3600		
	Y6 non swimmers are provided with opportunities to become water safe and improve distance swimming through crash course swimming sessions.	£2000		
We want to promote active travel to school for all pupils.	Introduce active travel day each week/month. A lock will be placed on a bike/scooter in the bike shed. The pupil whose bike this is will receive a prize.	£350		
	Children in EYFS are supported in accessing active travel through learning to ride a variety of bikes/scooters within provision.	Purchased last academic year		
	Bikeability workshops will be provided to pupils in Year 4 and 6 to ensure that they can travel to school safely.	£900		
	3x bike storage sheds to allow new bikes to be stored in EYFS and further storage for bikes ridden to school.	£4600		
We want PE achievements to be showcased and celebrated by the whole school.	PE display in the hall showcasing results of competitions both within school and outside of school.	N/A		
We want our children to meet aspirational sports role models.	Sport lead to organise a visit from an athlete to talk to the children about their career.	£500		

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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	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:

consolidate through practice:				
We want our teachers to feel confident in teaching new sports.	Blocks of specialist lessons will be taught by external coaches. Teachers will observe these sessions being taught.	£5000		
We want our teachers to feel confident in teaching existing sport provision.	Support with planning by PE lead. New skills progression developed to support staff.	£500		
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
We want to give our pupils the opportunity to experience new physical activities which aren't able to happen in school.	Year 6 pupils to go to Kilve activity centre to do rock climbing and high ropes.	£2500		
We want our pupils to have taster sessions of new sports they may like to try.	Sports workshops taking place in school: Yoga, Archery, Dance, Boxing, martial arts	£3000		

<p>We want the children to be given the opportunity to study dance within the curriculum following a successful workshop last academic year.</p>	<p>Teacher lead sequences of learning embedded within long term curriculum plans.</p> <p>CPD sourced for sport lead to support the planning of this.</p>	<p>N/A</p>		
<p>We want children to have access to a broad range of sports as enrichment provision.</p>	<p>Staff led clubs with a sport focus to take place.</p> <p>Premier sports continue to operate at Fishponds. School to ensure a wide range of sports are provided.</p> <p>Funded sports clubs offering new sports opportunities eg Boxing, tri golf, multi sports</p>	<p>N/A</p> <p>£2000</p>		
<p>We want to ensure we can run sports that the children have enjoyed during workshops or specialist teaching in future years.</p>	<p>Pupil voice around the level of enjoyment of each workshop or specialist sport teaching session.</p> <p>Buy equipment needed to run the sports played.</p>	<p>£1500</p>		
<p>Pupil voice identified that pupils enjoyed gymnastics and had missed this during Covid restrictions therefore we want to provide this opportunity for the children as well as adding more gymnastics opportunities through different equipment.</p>	<p>Sports coach and sports premium lead to meet to identify equipment needed to elevate gymnastics provision.</p> <p>Purchase equipment</p> <p>Organise extra-curricular activity.</p>	<p>£3500</p>		



<p>We want our EYFS pupils to have access to equipment that promotes physical development throughout the day, with a broader range of opportunities available.</p>	<p>Free standing climbing wall to be created.</p> <p>Variety of physical development equipment ordered.</p>	<p>£1000</p>		
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Key indicator 5: Increased participation 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:
We want our children to have the opportunity to compete in competitions against other schools.	<p>Sports lead to sign up for Schools Games.</p> <p>Children to participate in schools games tournaments.</p> <p>Making links with local schools to arrange matches in football and other sports.</p> <p>Transport to go to competitions provided.</p>	£3000		
We want our children to have access to competitive tournaments within school.	<p>Sports Day will take place in the summer term.</p> <p>Mini tournaments will take place throughout the year eg. basketball term 2 (inter house competitions within PE lessons).</p> <p>Results of interhouse competitions will be displayed</p>	£200		

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

Created by:



Supported by:



Governor:	
Date:	