

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](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate 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 2020/2021, 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 our 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 2022. 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 2020/21	£6,000 to be spent on Forest Schools over 2 years
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,060

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 2022. Please see note above	85%
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	62%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	62%
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: 2021/22		Total fund allocated:	Date Updated:	
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: %
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:
Improve physical activity levels in our most inactive pupils: Outline any actions here. For example: • Daily physical activity initiatives • Training sports leaders/Bronze Ambassadors • Training LSAs and lunchtime staff to engage learners in active play at lunchtimes • Purchase quality equipment to be used to increase daily physical activity • Playground markings to provide activity and fitness ideas Ensure maximum uptake of our extra-curricular clubs to engage as many pupils in extra curricular clubs	PE Leader: As a school we contribute funding to sustain the Christchurch School Sport Partnership which provides the following opportunities: • Complete PE • Youth Sport Trust Primary Membership • Additional competitions outside of the School Games programme • Comprehensive CPD programme • PE Conference • Dance project and festival • Outdoor activity days • Primary Leadership Academy • Christchurch Sports Awards • Support from Dan Moody for team teaching and staff	£9193 £2,500 £200	Shooting stars has been set up to target less active/confident pupils. 50% of pupils from the inactive group are now accessing the CMO guidelines. Increase in 10% of pupils meeting CMO guidelines to a total of 80% Clubs delivered as lunchtime and after school. Average attendance at clubs is: 80% Increase in 15% of pupils attending extra-curricular clubs due to increased provision.	Continuously monitor physical activity levels and identify the most appropriate target groups to achieve maximum impact. Use Christchurch PE Conference to review, evaluate and plan for the next academic year.

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as possible.	training, intra tournaments • Dare to believe festivals • Can do water sports festival • Forest schools for all children at Burton Primary School • Daily mile • Class fit breaks • Brain breaks • Yoga Develop a team of 20 Y5/6 sports leaders through the Christchurch Primary Leadership Academy. Use the Dorset leadership awards to support pupils on their leadership pathway. Staffing costs to cover CPD, extra-curricular clubs and attendance to festivals Equipment needed for curriculum/clubs	£3,000 this year £500 £500	Extra-curricular clubs on offer: Football Y1-6 (4 clubs) Karate Gymnastics Netball Dance Rugby Basketball Forest school Shooting stars Wellbeing lunchtime club New playground markings and equipment in constant use at play/lunch times Sports leaders running clubs	New club for next year: Handball (invest in goals)
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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:
				%
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:
Develop teacher's skills and knowledge in activities that will engage and inspire our pupils to take part in life long physical activity. Engage learners in new a different experiences such as new sports and new experiences with local providers. Re-engage all learners in partnership events calendar. Work to achieve School Games Mark by recognising and encouraging the continued increase of inclusive sport and physical activity for all learners.	PE Leader: Embed Complete PE; staff meeting on What is High Quality PE? Use data from Koboca Report top requested activities from survey to shape training for teachers to ensure high quality lessons and clubs are provided in activities that interest pupils. Ensure teachers/TAs are confident to deliver activities requested by pupils using Complete PE/CPD. Sporting values used to encourage Sporting/good behaviour		High quality lessons delivered in engaging activities from Complete PE Happy engaged pupils. Teachers delivering high quality lessons. Pupils engaged in competitions, extra-curricular and community clubs following sessions. Increase to 70% of pupils accessing extra-curricular clubs Feedback from pupils. Achieved Gold level School Games Mark for 4th Year and currently applying for Platinum level	Observe lessons to monitor and evaluate the success of Complete PE

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment.	PE Leader: Staff confidence in delivering PE lessons was surveyed in September showing that 80% of teaching staff were confident in teaching all areas of the PE curriculum using Complete PE Provide opportunities for staff to access CPD opportunities through the Christchurch School Sport Partnership CPD programme. Use specialist coaches and providers for team teaching & staff training to increase the knowledge and confidence of staff in delivering PE. Purchase quality assured resources to support teachers and support staff.	£280 Rippa rugby coach Y3 £600 Wessex Orienteering Y2	Following staff CPD and training to increase confidence, knowledge and skills our most recent staff survey showed that 80% of staff are now confident in teaching all areas of the PE curriculum. - Increased staff knowledge and understanding - All teachers able to confidently plan, teach and assess National Curriculum PE using Complete PE - More confident and competent staff evidenced through feedback and lesson observations - More sustainable workforce including young leaders. - Enhanced quality of provision - Increased pupil participation in competitive activities and festivals - Increased range of opportunities - The sharing of best practice with other schools in the Christchurch Learning Partnership. - A more inclusive curriculum	Review staff confidence and competence in delivering high quality PE and school sport and allocate staff to upcoming CPD opportunities JB dance CPD NQT CPD for next year

			which inspires and engages all pupils, tri golf, handball - Increased capacity and sustainability	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Identify which activities pupils would like to try by year group, gender and least active groups. Ensure our school is providing activities that will engage the most pupils as well as the least active. Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events.	PE Leader: Provide opportunities for children with SEND, the least confident and the least active to attend exciting, varied and a new range of activities through the school sport partnership. Review extra-curricular activities through pupil voice/Sports Leaders. Employ sports coaches to provide appropriate extra-curricular sporting opportunities and to improve sports skills in children through increased opportunities in school Complete inclusive health check on the School Games Website to review our PE and school sport offer in terms of inclusion and use the action plan to develop our offer.		Registers from clubs have an average attendance of 70 % of pupils. Increase in attendance to extra-curricular clubs 10 pupils not accessing 30 mins of physical activity per day attended a club this year. Reduction of pupils not meeting 30 minutes physical activity per day	Complete pupil survey/conversations/ meetings with sports leaders to allow student voice to influence our extra-curricular sports programme. Introduce new club for next year due to our success in the School Games finals this year: Handball with Liz Roberts

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:
Provide opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome. Increased participation in School Games competitions. Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events. Select children who we feel would benefit most from the opportunities available in the Christchurch Partnership events calendar.	PE Leader Engage with School Games Organiser and attend competitions run by the Christchurch School Sport Partnership. Engage more staff/parents/volunteers and young leaders to support attendance at competitions. Identify a set number of competitions/events to provide transport to. Intra curricular tournaments: Inter schools tournaments:	£1000 Transport to swimming Young careers events	Engage with School Games Organiser and attend competitions run by the Christchurch School Sport Partnership. Engage more staff/parents/volunteers and young leaders to support attendance at competitions. Use external coaches to run competitions to increase pupils' participation. House/team: Sports Day/athletics Netball Handball Rounders Indoor athletics Netball (School Games finals) Football: mixed/girls Rugby Handball x3 (School Games	Review attendance data and identify children for appropriate opportunities. Continue to monitor % of pupils representing school in competitive sport and allow us to identify those that have not. Continue to attend Christchurch Partnership half-termly meetings to help shape the offer to ensure it is appropriate for our pupils and of the highest quality.

			finals) Tennis x2(School Games finals) Tri golf Quadkids Kayaking	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	