

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 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 2019/20	£0
Total amount allocated for 2020/21	£17,710
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17,700
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,700

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>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</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>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.</p> <p>Please see note above</p>	17%
<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>	17%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	17%
<p>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?</p>	We allocated some additional catch up swimming in the summer term 2022.

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: July 2022	
<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>					<p>Percentage of total allocation: 58%</p>
Intent	Implementation		Impact		
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>		<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	
<p>Staff to be clear on the Intent, Implementation and Impact of PE across BVPS.</p>	<p>PE Lead supported by TA with Sport as a specialism to model expectations in PE and how the Intent, Implementation and Impact links to the teaching sequence that they follow.</p>		<p>£10,195</p>	<p>Clear coverage of PE across all year groups. Allocated PE evident within school timetables. Staff have greater confidence in supporting pupils progress and engagement in PE. Intent, Implementation and Impact</p>	
<p>Staff to be clear on where physical 'brain' breaks can support children's mental wellbeing and use these to help transition back to school after the Lockdowns</p>	<p>. PE lead and SLT to support staff in structuring brain breaks that involve physical activity to help children refocus in class.</p>			<p>More experienced staff have supported staff in a coaching and mentoring capacity to help support the integration of exercise to support the children. PE Lead has supported in SEND nurture provision to include high intensity Brain Breaks for ADHD children.</p>	
<p>Sports Teaching Assistant to lead and develop elevated levels of pupil participation in physical activities. place in this time</p>	<p>The role will support staff and in the delivery of sport. The TA will also support lunchtime supervisors and the sports leaders to ensure quality games take place in this time.</p>			<p>More pupils engaged in PE than before as all in kit. PE lessons are of a better quality as no time is spent changing. Pupils therefore, get an increased high quality allocation of PE twice a week. Majority of pupils were engaged in remote sessions</p>	
				<p>Sustainability and suggested next steps:</p>	
				<p>Further develop monitoring of PE through Class Dojo for PE manager to ensure consistency across all year groups. Key Stage 1 have noticed a range of basic skills have been needed to be revisited. Monitoring to close gaps needed.</p>	
				<p>Further exploration into SEND links and what physical exercise supports their needs. With school SEND at 25% could sport identify specific clubs to help them focus and develop their identified needs.</p>	
				<p>Continue with PE kit on PE days. Continue with promotion of PESSPA through website, social media and class DoJo for isolating children. Class DoJo is a permanent feature so lessons can be shared or live streamed if</p>	

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			involving PE.	pupils isolating in future.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 26%
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:
Catch up swimming sessions to be provided in Y5 and Y6 to ensure a large majority of children leave KS2 with at least 25m.	Children identified as not reaching 25m in Y4 will be targeted in Y5/6 to have extra sessions. Due to Lockdowns this will be a larger number to catch up with as children only had swimming sporadically.	£4515	Covid outbreaks still affected swimming but Y4 and Y5 managed more sessions than the previous year. Pupils are more confident in the water considering some had never experienced the swimming pool. Excellent progress made even if they have not hit NC level.	Sport has been an excellent tool to support the pupils mental and physical health but as with all subjects there are many gaps we are still trying to close as pupils especially from Key Stage 1 missing EY. In Key Stage 2 pupils need a focus on fairness and team sports.
Improvement in fine and gross motor skills.	Small/large group interventions within class/over lunch and even whole class to support development. Fun activities for example, large paintbrushes outside, yoga, origami etc		Activities were introduced across school Y3-6 caught up quickly and fine and gross motor skills built up well over the Autumn term. This was not the case in Year 1 and 2 and fine motor sessions are continuing in the style of Early Years.	In Key Stage 1 and Year 3 Early Years play and characteristics of effective learning are still needing to be modelled such as in turn taking.
Children to develop social skills through team sports and 'fair' sportsmanship	. In PE and at lunchtimes children to play team sports to support their social skills and encourage good sportsmanship when they lose		On-going and a focus for next academic year and yard development.	Development of yard into areas to support this with key adults should help us target specific children and year groups and bring in outside coaches and agencies.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Percentage of total allocation:
6%

Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Lunchtime staff trained in the Zones of Regulation and use language with children in team games to talk to them about any disputes both positive and negative.	CPD by CM/AF on Zones of Regulation for all Lunchtime staff .	£1000	CPD carried out for all lunchtime staff. Lower level issues have been dealt with using zones well but staff need further CPD in dealing with identified SEMH children and early intervention and spotting their triggers before a crisis.	De-escalation training for all staff and a focus on lunchtimes. SLT to ensure Positive Handling Plans and identified needs of SEMH children are shared with lunchtime staff.
Teaching staff to have CPD on using the Zones of Regulation for children in team games to talk to them about any disputes both positive and negative.	CPD by CM/AF on Zones of Regulation for all staff		Break times have worked well and the consistency of language has supported the children with teaching staff.	Regulation rooms have worked well inside of school. Development of a Regulation area outside is needed for children to access where all know to leave children to manage themselves to regulate.
Lunchtime staff to have a set rota that they stick to for games they play with the children on a daily basis.	Set rota that can be monitored. CPD by AF/GB/JT		Rota did not work as bubbles were in place then phases. Impact of absences due to COVID also impacted.	TA timetables to be changed to be on lunchtime rotas for longer and support 'play and socialization'. TAs to become facilitators of play and sport with lunchtime staff being mainly supervisors.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
6%

Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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	

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?:	
All zones/class to have a set of coloured resources which they are responsible for.	Resources purchased which can easily be differentiated on the yard so items can be quarantined if touched by a different class.	£1000	Resources supported children's play but lunchtime staff struggled when bubbles in place to manage team games. Children's social and personal development aspects need addressing through strict coaching and refereeing.	<ul style="list-style-type: none"> • Outside coaches on two lunchtimes and Sports TA other for team sports. • Referee training for older children. • Further team sport involvement across a range. • Development of school own teams after school to help support parents who do not access clubs for their children.
Staff have resources for brain breaks and team games available when needed. Lunchtime staff have resources for lunchtime games.	Resources purchased so there is enough to support social development effectively		In evaluations with teaching staff and lunchtime staff children struggle with 'fairness' and 'losing'. School rules are pushed and children find it harder to regulate in team sports. However all agreed we need to persevere to support the children as they need these skills to transfer to their play outside in the community.	<ul style="list-style-type: none"> • Develop 'play' clubs for younger children to support basic social play. • Develop school yard to develop this.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6%
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: £1000+	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Sport subscription includes opportunities for competitive sport. Football league - links/taster days with local clubs e.g. cricket, CVEA, team sports. Run sports days based on athletics Events – equipment and resources.	Travelling competitions limited this year due to COVID restrictions. This included: athletics, cross country, tennis, cricket, netball, basketball, gymnastics. Sports days were completed in Key Stages. Pupils took part in a range of activities.	£1000	Pupils achieved well and good engagement when opportunity to partake was available. Pupils enjoyed being able to work on PB's and compete in a range of House group activities to promote inclusivity.	Continue to invest – competitions may be back to normal next year so will incur further travel costs once again. Consider what sports/activities we could do within school to spark interest in the outdoors for the right reasons. Outdoor adventure etc.

Signed off by	
Head Teacher:	Mrs Sara Bainbridge
Date:	Autumn 2021
Subject Leader:	Mrs Amanda Foster
Date:	Autumn 2021
Governor:	Mrs Deborah Allan
Date:	Autumn 2021