

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool  
Revised July 2021



Commissioned by



Department  
for Education

Created by



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 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, 2021/2022 as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidence of 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 2023. 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 2021/2022	£4,106
Total amount allocated for 2022/23	£19,630
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2022/23	£23,736
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£23,736

### 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? 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. Please see note above	89%
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	89%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	89%
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?	Yes

## 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:	Percentage of total allocation:
<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>			
Intent	Implementation	Funding allocated:	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> <ul style="list-style-type: none"> <li>• Development and expansion of the PE curriculum and extra-curricular to offer increasingly varied opportunities</li> <li>• Audit and analysis of all PE equipment to ensure primarily safety, but also the continued provision of new and useable equipment</li> <li>• Sports equipment inspection by accredited company as recommended by AfPE</li> </ul>	<p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> <li>• Purchase of replacement Tennis rackets, balls, speed hurdles, foam javelins and bibs</li> <li>• New purchase and replacement of 30 old Gymnastic mats and 2 unusable benches</li> <li>• Employ the services of ‘SportSafe’ to complete a safety inspection on all sports equipment</li> </ul>	£2020	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <ul style="list-style-type: none"> <li>• Prominence of Tennis teaching now allow expansion of net/wall games on our curriculum</li> <li>• Children encouraged and advised to join local Southbourne Tennis Club for engagement and opportunities outside school</li> <li>• New lightweight Gym mats allow easy movement and storage and increased Gym opportunities</li> <li>• All equipment safe to use and compliant</li> </ul>
			<p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> <li>• Continue to build positive relationships with local clubs to ensure an achievement pathway for children</li> <li>• Continue to modernise and evolve our Gymnastic offerings by auditing all equipment on a yearly basis</li> <li>• Ensure equipment is safe and compliant with regulations on a two-yearly basis</li> </ul>

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

Percentage of total allocation: 62%		
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> <ul style="list-style-type: none"> <li>• Provide more active and focussed playtimes away from traditional means</li> <li>• Use of PESSPA as a reward for suitable KS1 &amp; KS2 children who may otherwise struggle to engage in other subject areas</li> <li>• Increased tools for our SEN children to help aid self-regulation and calming</li> </ul>	<p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> <li>• Expansion of our Sport Leader offerings. Year 6 SL's to now offer 2 days of structured playtimes with younger children</li> <li>• Purchase of 7 outdoor tables tennis tables, alongside suitable flooring and accessories (table covers, bats and balls)</li> <li>• Purchase and installation of separate monkey bars and horizontal bars to aid proprioception</li> </ul>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <ul style="list-style-type: none"> <li>• Year 6 Sport Leaders have worked alongside EYFS children all year</li> <li>• Learnt the importance of organisation, time-keeping, discipline and responsibility</li> <li>• SL's continues to be popular among our children, with many requests for increased training numbers</li> <li>• Impact of new table tennis tables not yet established – impact to be measured over time</li> </ul>
	<p>Funding allocated: £16,724</p>	<p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> <li>• Explore the possibility of bringing two groups to Sport Leader training (one one allowed currently)</li> <li>• Train up Year 5 Sport Leaders to allow two years of positive engagement with younger children</li> <li>• Analyse the impact of the new table tennis tables on behaviour outcomes among upper KS2</li> <li>• Analyse the impact of the new outdoor table tennis tables on outcomes for those children with additional needs</li> <li>• Continue to add to outside playtime resources</li> </ul>

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:	
				11%	
<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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<ul style="list-style-type: none"> <li>Employ specialists to work alongside non-PE staff who teach their own PE, notably Year 5 and Year 6</li> </ul>		<ul style="list-style-type: none"> <li>Employ the specialist services of Bournemouth Rugby Club and 'Rippa Rugby' to work alongside staff</li> </ul>		<ul style="list-style-type: none"> <li>Improved outcomes for those children not taught by specialist PE Teacher</li> <li>Non-PE staff provided with detailed lesson plans as well as 1:1 coaching and analysis by Rippa Rugby</li> </ul>	
		Funding allocated:		Sustainability and suggested next steps:	
		£2640		<ul style="list-style-type: none"> <li>Ensure monitoring of non-PE specialist staff with opportunities for group teaching and constructive observation</li> <li>Expand curriculum offerings using the services of local coaching opportunities</li> </ul>	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:	
				3%	
<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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
		Funding allocated:		Sustainability and suggested next steps:	

<ul style="list-style-type: none"> <li>• Introduction of varied curriculum offerings to our EYFS children</li> <li>• Development of declarative and procedural knowledge from the very beginning of their PE journey</li> <li>• Provide a greater range of playtime activities to allow children the opportunity to have increasingly active playtimes</li> </ul>	<ul style="list-style-type: none"> <li>• EYFS receive specialist coaching from Rippa Rugby</li> <li>• Invitation to EYFS children to join our popular Tag Rugby club and work with highly skilled coaches</li> <li>• Purchase of new playtime equipment for younger children</li> <li>• Purchase and installation of three new outdoor Basketball hoops and nets</li> </ul>	<p>£540</p> <p>£212</p>	<ul style="list-style-type: none"> <li>• Non-specialist teaching staff more confident in their ability to teach PE lessons</li> <li>• Multiple requests for an additional Tag Rugby club for EYFS and Year 1 children due to on-going popularity</li> <li>• Less opportunities for playtime arguments as children engaged in active play</li> <li>• New basketball hoops extremely well used</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the possibility of an EYFS only starter club in Tag Rugby</li> <li>• Ensure continuity of learning throughout all ball skills topics and build on the 'Rippa Rugby' foundations during lower KS1</li> <li>• Continue to monitor and audit the range of playground equipment and look to invest in more permanent structures for playtime</li> </ul>
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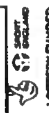


Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:	
				7%	
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p> <ul style="list-style-type: none"> <li>• Allow entry to all Bournemouth School Games led competitions and events</li> <li>• Provide our children the opportunity to compete against children from other schools</li> <li>• Improve both the competitive spirit of our children as well as increased opportunities for life-long engagement</li> <li>• Allow increased participation in competitive events</li> </ul>	<p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> <li>• Purchase yearly BSSA membership</li> <li>• Entry into Football, Rugby and Athletics competitions</li> <li>• Introduction and development of new opportunities to Year 4 girls via the 'This Girl Can' Festival</li> <li>• Attend Young Sports Leader training</li> <li>• Provide external cover by agency/cover supervisors to allow PE lead to attend events</li> </ul>	£1600	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <ul style="list-style-type: none"> <li>• Greater opportunities for more children to attend thanks to 'Can Do' competitive events</li> <li>• Town champion and four second places finishes at Bournemouth Town Sports</li> <li>• Greater engagement of year 4 girls within PE lessons – asking to try different sports</li> <li>• Year long successful Sport Leader programme on Tuesdays and Thursdays</li> <li>• Teams entered in Football, Rugby, Indoor Athletics, Town Sports and a number of participation festivals</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in the annual BSSA Autumn meeting and conference to discuss new ideas for 2023/24</li> <li>• Continue to provide numerous opportunities for competitive and non-competitive sport</li> <li>• Encourage hard to reach groups to compete via increased 'can do' events</li> </ul>	

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Created by:	Physical Education Active Partnerships
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UK COACHING



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