

# 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	£8640
Total amount allocated for 2020/21	£19000 + £8640 carried over
How much (if any) do you intend to carry over from this total fund into 2021/22?	£7983
Total amount allocated for 2021/22	£19000
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£26983

## 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>	92%
<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>	92%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	92%
<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>	No (limited pool availability due to Covid-19)

## 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:	
<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: 10.18%
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?:	
<ul style="list-style-type: none"> <li>Continued enhancement of 'physical development' strand of the Early Learning Goal in EYFS</li> <li>Improvement of gross motor skills in EYFS that make PE in KS1 more accessible to all children</li> <li>Investment in resources to aid active learning during Phonics, Literacy and Numeracy</li> </ul>	<ul style="list-style-type: none"> <li>Purchase of a variety of new equipment for children to use throughout their outdoor learning area</li> <li>Regular discussions with head of EYFS to ascertain different gross motor needs of children and how this overlaps into PE</li> <li>Investment into active learning resources to improve fine and gross motor skills</li> </ul>		£2000	<ul style="list-style-type: none"> <li>Improvements in their ability to throw and catch</li> <li>Allows further exploration of different movements</li> <li>Able to mount steps and climbing equipment using alternate feet</li> <li>A greater understanding of the gross motor needs of children throughout the 'physical development' strand</li> <li>Improvement in control, coordination in large and small movement and able to negotiate space safely</li> </ul>	
				<ul style="list-style-type: none"> <li>Continued development of these skills through the PE curriculum in Year 1</li> <li>Regular liaison with KS1 teachers to enable any gaps to be bridged</li> <li>Early catch-up intervention throughout year 1 for children not secure in their physical development Early Learning Goal</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: 38.35%
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:
<ul style="list-style-type: none"> <li>Improvement in behaviour through the use of active, structured playtimes</li> <li>Significant contribution to the 30 minutes of activity recommended by the CMO</li> <li>Provide a year round solution for completion of the daily mile to improve concentration levels and active learning</li> <li>Create a visually stimulating environment in which the children can complete their mile run whilst also enjoying doing it</li> <li>Provide a safe space for children who can struggle with sensory needs in PE</li> <li>Work on development of upper-body strength, co-ordination and team work whilst also addressing sensory needs</li> </ul>	<ul style="list-style-type: none"> <li>Purchase of individual playtime boxes for year 2 to year 6 children</li> <li>Boxes contain a host of PE equipment for children to enjoy in a safe manner</li> <li>Allocate an area of our field to lay an artificial Daily Mile running track</li> <li>Kit out our sensory room with two gymnastic agility trestles, linking equipment and ladders for the children to use</li> <li>Equipment can be used in a cross-curricular context and is available for children to use without needing to use PE equipment</li> </ul>	<p>£6645</p> <p>£895</p>	<ul style="list-style-type: none"> <li>Children across the school experiencing more active play</li> <li>A reduction in the number of playtime disagreements</li> <li>Children begin to enjoy running and look to join running club after school</li> <li>All children throughout the school completing a mile a day, a significant contribution to the recommended daily activity</li> <li>Less disruption to class teachers and within PE lessons</li> <li>Children able to use this calming safe space and return to class, making greater progress</li> </ul>	<ul style="list-style-type: none"> <li>Provide 'Young Sport Leader' training to Year 6 children so they can assist with active playtimes</li> <li>Upskilling on TA's so further support children remaining fit and active</li> <li>Begin to offer class rewards for the class who can run the furthest distance between them</li> <li>Base intra-school competitions and activities around the new track and use it during PE lessons as well as for the Daily Mile</li> <li>Continued development of our sensory room into an increasingly relevant and useful space for children to use</li> </ul>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				2.29%
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:
<ul style="list-style-type: none"> <li>Maintain regular communication and access to INSET opportunities in the local Bournemouth area</li> <li>Obtain external recognition of our PE provision through partnerships that increase profile and raise participation</li> <li>Improve knowledge of 'Kobocca' – an online sports software that allowed competition during Covid-19 lockdowns</li> <li>Provide intervention for children with sensory needs through sensory circuits</li> </ul>	<ul style="list-style-type: none"> <li>Continue on-going membership of the Bournemouth School Sports Association (BSSA)</li> <li>Application and award of the School Games award</li> <li>Take part in online training course surrounding the use of Kobocca in primary school competition</li> <li>Head of PE to sign up for a sensory circuits online course beginning in January 2022</li> </ul>	£450 (including supply)	<ul style="list-style-type: none"> <li>Access to online training courses, online competitive events and the latest guidance during Covid-19 pandemic</li> <li>Award of the Silver School Games Award for recognition of the schools commitment to, and quality of, school PE and sport</li> <li>Children given access to online competitive competitions with other schools even during a pandemic</li> <li>Greater sensory provision for our most needed children</li> </ul>	<ul style="list-style-type: none"> <li>Continue membership and access to competition and INSET as we progress from the pandemic</li> <li>Work towards the Gold award for PE and school sport provision</li> <li>Use Kobocca to offer competitive intra-school competition among different classes and year groups</li> <li>PE lead to train up a number of TA's in the running of sensory circuits so that the needs of all our children can be met</li> </ul>



Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 28.92%
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:
<ul style="list-style-type: none"> <li>To further improve the scope, number and quality of after school sports clubs offered to our children</li> <li>A continuation of rugby provision to build on the links formed throughout the previous academic year</li> <li>Continue to foster and build links and relationships with external coaches/companies</li> <li>Offer a talent pathway for high achieving children that allows them access to sport specific training and coaching</li> <li>Audit of all PE stock and replenishment of old equipment</li> </ul>	<ul style="list-style-type: none"> <li>Offer of free select after school sports clubs so that they're accessible to all children</li> <li>All children receiving pupil premium payments to receive free after school sports clubs</li> <li>Curriculum coaching by 'Rippa Rugby' to provide continuation of after school clubs</li> <li>Talent pathways secured for rugby and tennis through Bournemouth Rugby Club and Southbourne Tennis Club</li> <li>Invest in new equipment for hockey, cricket, tennis and basketball</li> </ul>	<p>£640</p> <p>£1152</p> <p>£1035</p> <p>£2857</p>	<ul style="list-style-type: none"> <li>High uptake of sport clubs by those children on pupil premium</li> <li>As a % of number, pupil premium children outnumber those who pay for clubs</li> <li>Both year 4 and year 6 rugby club are full and waiting lists in use</li> <li>A number of children receiving both curriculum tennis and rugby now attending clubs outside school</li> <li>Greater ability to teach more complicated areas of the curriculum</li> <li>Introduction of new sports to the curriculum (Hockey &amp; Cricket)</li> </ul>	<ul style="list-style-type: none"> <li>Continue to maintain and harbour links with Foundation Sports and their after school offering</li> <li>Maintain regular auditing of their sport clubs to ensure quality of their coaching is maintained</li> <li>Begin to enter the rugby competition ran by Bournemouth Rugby Club</li> <li>Begin to take year 6 children to Southbourne Tennis Club to make use of their facilities post Covid-19</li> <li>Introduce new after school clubs and provide greater learning experiences</li> </ul>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				20.26%
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:
<ul style="list-style-type: none"> <li>Be prepared for competitive events to begin again after Covid-19</li> <li>Provide the best opportunities for children to achieve highly</li> <li>Look to enter the Indoor Athletics competition for the first time with a full cohort of children</li> <li>Provide opportunities for more able children to compete in competition gymnastics</li> </ul>	<ul style="list-style-type: none"> <li>Purchase of new football kits for the children to wear at competitive events</li> <li>Purchase of new boxes, beams, vaulting and springboards for teaching of 'flight' in gymnastics</li> <li>Purchase of Hi-Steppers, standing long jump, standing triple jump and tunnels for use in indoor athletics</li> </ul>	<p>£352</p> <p>£2246</p> <p>£1385</p>	<ul style="list-style-type: none"> <li>Allows year 6 boys, year 5 boys, and year 5/6 girls to play competitive football matches</li> <li>Children can achieve greater depth in gymnastics as we now have the facilities to offer competitive gymnastics</li> <li>A number of competitions ran by BSSA are now accessible to the school</li> </ul>	<ul style="list-style-type: none"> <li>Greater access to different competitions including BSSA football tournaments and the Dorset Cup</li> <li>Increase our provision for gymnastics club to an upper KS2/Competition standards</li> <li>Become regular attendees at BSSA indoor athletics</li> <li>Access to an indoor athletics after school club</li> </ul>

Signed off by	
Head Teacher:	



Date:	
Subject Leader:	
Date:	
Governor:	
Date:	