

# 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 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](#)





## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£6, 195.50
Total amount allocated for 2020/21	£22,795.50
How much (if any) do you intend to carry over from this total fund into 2021/22?	£3,181.236
Total amount allocated for 2021/22	£19,851
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19, 614.264

## 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>	N/A
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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. Please see note above	N/A
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	N/A
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	N/A

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.

<b>Academic Year:</b> 2020/21	<b>Total fund allocated:</b> 19,614.264	<b>Date Updated:</b> 15.07.21		
<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: %34.2%
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:
<p>Further develop children’s engagement in the fitness activities and opportunities on offer at playtimes and lunchtimes.</p> <p>Children have a repertoire of games to play at playtimes and lunchtimes.</p> <p>Older children teach younger children how to play a range of active playtime games.</p>	<ul style="list-style-type: none"> <li>Year 4 children to apply for sports playleader role and attend training with lunchtime supervisory assistant in charge of play leaders.</li> <li>Designated lunchtime supervisory assistant to co-ordinate role of play leaders.</li> <li>Discuss with play leaders ideas to help encourage children to be more active at break times using the knowledge and skills gained from their playground leader training.</li> <li>Ask children from each class to offer suggestions for changes to activities on offer at break times.</li> <li>Play leaders and lunchtime supervisor to meet with headteacher to discuss and</li> </ul>	<p>Overtime:£40 (4 hours)</p> <p>Play Leader Tee shirts:£40</p> <p>Badges:£7.56</p>	<ul style="list-style-type: none"> <li>Sports play leaders to use the knowledge and skills gained from their playground leader training at the beginning of the year to help involve children on the playground during break times and lunchtimes alongside lunchtime supervisor.</li> <li>Lunchtime supervisor organises a variety of playground games and activities on rotation.</li> <li>Year 4 and sports leaders engage with younger children in school to engage them in structured activity in lunchtimes and playtimes.</li> <li>More structured and purposeful active</li> </ul>	<p>Continue to appoint and train year 4 play leaders. Regular meetings with Sports Play Leaders to gather feedback on how the organised games are working. Regularly update Playground Rota in light of this. Begin process of selecting ‘Sports Leader’ for next academic year – application form. Inform pupils for next academic year about applying to be a ‘Sports Leader’. Inform year 4 pupils about the application process and what the job involves. Continue with revised format to include more inclusive activities in order to fully integrate pupils with disabilities.</p>

<p>To improve the physical health and wellbeing of children who are reluctant to take part in typical lunchtime sport activities.</p> <p>To ensure children are all able to engage in a wide range of sporting activities in all weathers to ensure they engage in at least 30 minutes of exercise a day.</p>	<p>action ideas.</p> <ul style="list-style-type: none"> <li>• AFC Bournemouth delivered 4.5 hours of instruction on playground games to teach younger children.</li> <li>• Purchase of gardening tools and planters.</li> <li>• Visiting experts invited into school to educate children about growing their own food.</li> <li>• Application for a grant of £250 for the purchase of water butts for children to carry water to the planters.</li> <li>• Erect a marquee in the school field for the winter months.</li> </ul>	<p>Tools: 240.08 Planters: £562.33</p> <p>£5,480 marquee £337,744 matting</p>	<p>playtimes.</p> <ul style="list-style-type: none"> <li>• A full range of p.e activities are taught.</li> <li>• All children engage in at least 30 minutes of activity a day.</li> <li>• Time is not wasted walking to the village hall and more time is spent teaching.</li> <li>• Children engaged in active lunchtimes during rainy days.</li> </ul>	<p>To launch the gardening club.</p> <p>To embed lunchtime and after school gardening club.</p> <p>To encourage the less active pupils to attend gardening club.</p> <p>To create a group of parent helpers.</p> <p>To grow a range of healthy vegetables to be used in hands on healthy eating cookery activities in school.</p> <p>To erect a marquee for the winter months and use it daily for the 21/22 winter.</p>
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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:
				7.96%
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:
Celebration worship every week includes a celebration of sporting achievements to encourage all pupils to aspire to being involved in a range of sporting activities both at school and out of school.	Achievements celebrated in worship (including those from home and school eg: certificates, cups, match results + notable achievements in lessons etc). <ul style="list-style-type: none"> <li>• Sporting achievements and attendance at local fixtures promoted on school website.</li> <li>• Website, parent mail and notice boards in school will raise the profile of PE and Sport for all visitors and parents.</li> <li>• Dates of events on school website and diary dates After school clubs and local clubs promoted and displayed by the school.</li> </ul>	N/A	Increase of children celebrating sporting achievements at school. This was also notable during the lockdown period with many families not only sending in evidence of maths and english home learning but there was significant take up of the fitness challenges and children were also proud of their personal fitness challenges they had set themselves and celebrated these with school.	Contine to celebrate children's sporting achievements. Promote games values and celebrate these weekly. Invite a wider range visitors into school to share their sporting achievements with the children.
Sports Day involves sports leaders from Y4 and ensures full participation from all members of the school community.	P.E lead planned sports day with Year 4 leaders. Sports day delivered with year four leaders organising the races. Full day of activities including morning carousel (in bubbles) and afternoon races. Sports day stickers purchased.	supply:£120 stop watches £92.95	Increased involvement of Year 4 play leaders due to COVID has demonstrated the benefits of involving them more in organising and running sports day. A whole day of activities with carousels in the morning and races in the afternoon worked well and will continue next year. All children were actively engaged in all activities and all	Further involvement of Year 4 sports leaders in sports day. Continue to offer a full day of sports day events.



<p>Increase understanding of how Physical Education can impact on pupils' emotional and social wellbeing.</p> <p>P.E Lead</p>	<p>P.E Lead engages in Level 4 qualification in 'supporting pupils wellbeing through physical education' by the afPE.</p> <p>P.E lead implemented an emotional and social wellbeing based approach to P.E in KS2.</p> <p>P.E Lead delivered twilight INSEt to staff to advocate the role of P.E in promoting pupils' emotional and social wellbeing.</p>	<p>£350 course fees</p> <p>£1000 supply</p>	<p>took part in a race.</p> <p>Staff recognise current challenges to pupils throughout and after lockdown.</p> <p>Children are more active throughout the day and not just in P.E lessons.</p> <p>Outdoor physical activity clubs after school show increased uptake.</p> <p>Social and emotional emphasis placed on planning on planning of p.e.</p>	<p>P.E lead to empower pupils to take care of their own emotional and social wellbeing and P.E lead to draw on physical education to assist colleagues to support pupils' emotional and social wellbeing in their own practice.</p>
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<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>				<p>Percentage of total allocation: 29.6%</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>Sustainability and suggested next steps:</p>

<p>Celebration worship every week includes a celebration of sporting achievements to encourage all pupils to aspire to being involved in a range of sporting activities both at school and out of school.</p>	<p>Achievements celebrated in worship (including those from home and school eg: certificates, cups, match results + notable achievements in lessons etc).</p> <ul style="list-style-type: none"> <li>• Sporting achievements and attendance at local fixtures promoted on school website.</li> <li>• Website, parent mail and notice boards in school will raise the profile of PE and Sport for all visitors and parents.</li> <li>• Dates of events on school website and diary dates After school clubs and local clubs promoted and displayed by the school.</li> </ul>	<p>N/A</p>	<p>Increase of children celebrating sporting achievements at school. This was also notable during the lockdown period with many families not only sending in evidence of maths and english home learning but there was significant take up of the fitness challenges and children were also proud of their personal fitness challenges they had set themselves and celebrated these with school.</p>	<p>Contine to celebrate children's sporting achievements. Promote games values and celebrate these weekly. Invite a wider range visitors into school to share their sporting achievements with the children.</p>
<p>Sports Day involves sports leaders from Y4 and ensures full participation from all members of the school community.</p>	<p>P.E lead planned sports day with Year 4 leaders. Sports day delivered with year four leaders organising the races. Full day of activities including morning carousel (in bubbles) and afternoon races. Sports day stickers purchased.</p>	<p>supply:£120 stop watches £92.95</p>	<p>Increased involvement of Year 4 play leaders due to COVID has demonstrated the benefits of involving them more in organising and running sports day. A whole day of activities with carousels in the morning and races in the afternoon worked well and will continue next year. All children were actively engaged in all activities and all took part in a race.</p>	<p>Further involvement of Year 4 sports leaders in sports day. Continue to offer a full day of sports day events.</p>
<p>Increase understanding of how Physical Education can impact on pupils' emotional and social wellbeing.  P.E Lead</p>	<p>P.E Lead engages in Level 4 qualification in 'supporting pupils wellbeing through physical education' by the afPE.  P.E lead implemented an emotional and social wellbeing based approach to P.E in KS2.</p>	<p>£350 course fees  £1000 supply</p>	<p>Staff recognise current challenges to pupils throughout and after lockdown.</p>	<p>P.E lead to empower pupils to take care of their own emotional and social wellbeing and P.E lead to draw on physical education to assist</p>

	P.E Lead delivered twilight INSEt to staff to advocate the role of P.E in promoting pupils' emotional and social wellbeing.		Children are more active throughout the day and not just in P.E lessons.  Outdoor physical activity clubs after school show increased uptake.  Social and emotional emphasis placed on planning on planning of p.e.	colleagues to support pupils' emotional and social wellbeing in their own oractice.
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

Percentage of total allocation:

28.17%

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:
Taster sessions and blocks of sessions introducing children to a range of traditional and non-traditional sports and health enhancing activities during the school day.	Liaise with sports coaches to come into school for taster sessions in boules, cricket , football, multiskills and tennis. Lunchtime tennis sessions for all KS2 children weekly for seven weeks. Purchase of sports and playtime equipment.	Dorset cricket board coach: £240  cricket equipment £417.00 general equipment: £939.80	100% of KS1 and KS2 pupils engaged in all activities. 33% of pupils who engaged in cricket at school joined the village cricket club and attend weekly. 30% of pupils now attend the after school football club. Parents informed of sessions available locally	Research the possibility for more taster sessions next year and ask children's opinion as to their preference.

<p>Develop an orienteering course around the school grounds to encourage cross curricular learning and new involvement in orienteering.</p> <p>To continue to develop our lunchtime and after school club sport provision.</p> <p>Providing funded clubs targeted at most vulnerable pupils.</p>	<p>Liaise with orienteering coach Jason Falconer to map the school and set up orienteering course.</p> <p>Planned orienteering block of six weeks for year three and four.</p> <p>Football club organised for the spring and summer term *when children back at school) After school cricket Club (Autumn term)</p>	<p>£350.00</p> <p>Champion sports: £600 Cricket: £60</p>	<p>Map reading skills developed</p> <p>Working independently and as a team</p> <p>Football Club and Cricket Club attended to capacity. Participation of children who would otherwise not take part in extra-curricular activities due to the financial barrier.</p>	<p>Build confidence in teaching orienteering for all teachers and TAs. Introduce orienteering opportunities into other areas of the curriculum</p> <p>Due to COVID 19 our sports club provision were limited this year - in the next academic year we aim to offer a wider range of different after school sport clubs over the year. In addition to this a gardening club and cookery club will be introduced.</p>
<p>Continue to enhance active outdoor learning further with an emphasis on wellbeing and health as well as physical development using forest school.</p>	<p>Forest School Specialist Teacher (from local pre-school and main feeder pre-school) to teach Forest School 'active curriculum' to all children in Reception and year one for half a day a week. <b>This took place in the Autumn and Summer terms due to COVID- 19 closure.</b> Teaching and TA staff support the Forest School teacher.</p>	<p>£2,320</p>	<p>Teacher assessed children against the Leuven scales at the beginning of the year. Due to COVID-19 was not possible to make a full end of year assessment based on a full year in school however, the class teacher has noted that children's physical development, both gross and fine has improved. Results also indicated that pupils' emotional well -being and engagement had increased. The pupils' concentration and perseverance to solve problems has improved and their ability to work in teams. The two year groups working together in one</p>	<p>Forest School equipment to be purchased by school. Forest School waterproofs to be purchased for reception and year one children. Continue to work with specialist teacher.</p> <p>Investigate the possibility of an after school club.</p>

<p>To improve the emotional health and well being of more vulnerable pupils through the delivery of a carefully developed range of outdoor activities led by specialist leaders from the Outdoor Learning Centre, Leeson House.</p>	<p>Year 2,3 and 4 children selected based on the class teacher and SENCOs assessment of their mental health and wellbeing returning to school after lockdown.</p> <p>Specialist leaders attended school weekly for</p>	<p>£600</p>	<p>class have quickly begun working together, preparing them for becoming one class in the following year.</p> <p>Most targeted pupils demonstrate enhanced self- and learning esteem, improved communication and collaborative skills and enhanced resilience to challenge as observed by teaching staff back in the classroom.</p>	<p>To deliver a similar programme in the year 2021/22</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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:
Pupils of all ages access inter-school friendly competition in a range of sports, and gain positive benefits from participation.	Participate in a core package of inter-school competition through the 'Wimborne Area Sports Partnership'.	N/A for this academic year	In the academic year 2018-2019 we met the criteria to achieve GOLD Sportsmark Award. Due to Covid -19 we have been unable to pursue this for the last two academic years.	Continue to liaise with Wimborne Area Schools to ensure similar events/ opportunities continue in the future. Continue to liaise with SGO to ensure all applicable events are advertised and attended, where possible. Work towards achieving the Platinum Award in the future.
First aid training for sufficient numbers of staff to ensure children can participate in a wide range of off site sports events.	Identify staff to attend first aid training Book First Aid training Staff attend training		First Aiders available for active events including residentials, competitions and trips.	Continue to monitor numbers of staff qualified to administer first aid to ensure adequate staffing is always available for the school to participate in off site events.

Signed off by	
Head Teacher:	Mrs Jo Hancock
Date:	20.07.21
Subject Leader:	Mrs Anneka Green
Date:	20.07.21

Governor:	Geoff Bates
Date:	23.07.21