

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



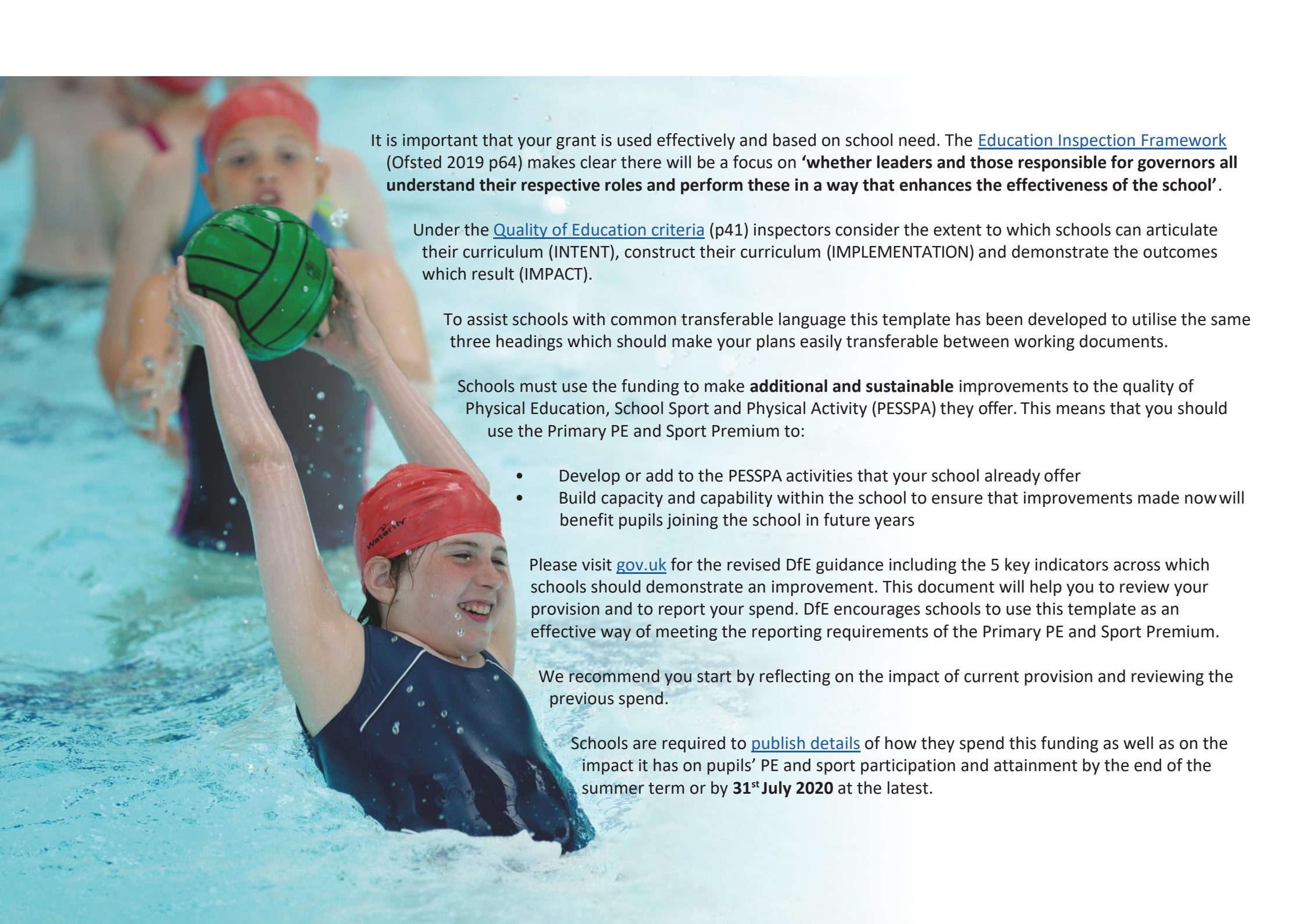
Department
for Education

Created by



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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2020** at the latest.

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 2020. To see an example of how to complete the table please click [HERE](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2024:	Areas for further improvement and baseline evidence of need:
<p>All children were able to access varied sporting opportunities after school.</p> <p>New gymnastic equipment</p> <p>Football & Netball courts remarked</p> <p>New Netball equipment including posts, bibs, balls etc.</p> <p>Introduction of Football club open to all KS2 children</p>	<p>Skills development of teaching staff- staff audit completed – areas of need developed following the staff questionnaire</p> <p>Development across MAT PE opportunities/activities for pupils & staff</p> <p>Enhanced learning of sport through our termly enrichment days.</p> <p>Further extra-curricular sporting activities through sports fixtures at local schools</p> <p>Improve the sport equipment held at school to offer more opportunities in learning different sports</p>

Meeting national curriculum requirements for swimming and water safety.	
<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 2023.</p>	30%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	30%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	30%

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, diving skills

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: 2023/24		Total fund allocated: £17,200		Date Updated: 19/06/2024	
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>					Percentage of total allocation:
					91%
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?	
Provide the opportunity for children to access varied sporting opportunities after school.			£5,700	<p>Provide Free After School Clubs The school now has a one or more sports clubs taking place every evening of the week, providing a range of sports building upon the curriculum. These clubs have built up the profile of the subject in the school and have also led to the success and opportunities for the children to represent the school in external fixtures/ tournaments throughout the year. Clubs include; Tag Rugby, Football, Cricket, Hockey, Rounders, Dance, Running, Basketball, Inclusive games</p>	
Enable the children to have the opportunity to take part in more			£1710	<p>Provide Free Lunchtime Clubs Equipment has been improved to</p>	
					Continue with clubs – vary activities depending on children’s level of interest. Provide more opportunities for Key Stage 1
					Continue with provision – develop into friendly lunchtime

<p>structured team sports during their lunchbreak</p> <p>Increase the amount of sports equipment we have within the school and invest in new equipment to provide a variety of sports on offer.</p>		<p>£1000</p>	<p>aid this, as has the use of staff, external companies and Year 6 sports leaders. This includes football, cricket, multi sports, and other play equipment focussed on OAA</p> <p>Increase amount of PE equipment</p> <p>The school has invested in a range of items to ensure the curriculum is taught to a high standard, without any barriers to teachers of children. This includes; basketballs, basketball hoops, netballs, footballs, new football goals, pitch marking, hockey sticks, hockey balls, rugby balls. Staff and children have felt supported through this, allowing high quality PE to be taught.</p>	<p>competitions between teams.</p> <p>Develop sports leadership programme, to provide a structured lunchtime table throughout the year</p> <p>Increase equipment to teach a range of sports successfully</p> <p>Continue to build and maintain the PE equipment in school, linked to the curriculum.</p> <p>Begin to build the equipment to increase opportunities for more sports in after school clubs.</p>
<p>Provide younger children with specific motor skills through sport</p>	<p>Provide Forest School activities for children</p>	<p>£2850</p>	<p>Provide EYFS skills in sport session</p> <p>The EYFS curriculum has been developed to feed in more directly with the whole school progression, built upon a foundation of fundamental movement skills. Training in this has also been given to staff.</p>	<p>More CPD for staff on EYFS PE, including external CPD</p>

<p>Provide targeted children with specific team building skills through sport intervention</p> <p>Provide outdoor activities to all children in KS1 & lower KS2</p>		<p>£2850</p> <p>£4665</p>	<p>Mentoring</p> <p>Provide targeted pupils with team building skills</p> <p>This has taken place throughout the year. Providing children with the opportunity to engage in tasks requiring teamwork, communication, problem solving and perseverance skills. This has had a clear, positive impact on these children.</p> <p>Provide sessions to improve</p> <ul style="list-style-type: none"> • Learning about the natural environment • Learning in problem solving skills • Encourage emotional wellbeing • Encourage children to have a positive impact on the environment and to respect & care for the natural world <p>The impact of forest school has had a positive impact upon the school. All classes have had a forest school session and</p>	<p>Continue with weekly provision building sessions to improve confidence and interpersonal skills</p> <p>Offer this to more targeted pupils in our school.</p> <p>Provide external opportunities for children to develop team building schools eg. Hiking trips</p> <p>Continue CPD for staff to allow them to take these sessions more regularly with their class.</p>
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			targeted pupils have had forest school sessions through the year. Staff have also received CPD, as well as the opportunity to team teach with the Forest school lead.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				N/A
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?:
Give children the opportunity to enhance their learning through sport	Introduction of Inter schools sports fixtures	N/A £50.00	<ul style="list-style-type: none"> Girls in yrs 1 & 2 taken to local primary schools for sports fixture. Mixed year 5 & 6 Football events. <p>Children in our school have taken part in a range of sports throughout the year. These have been organised by the PE lead, the affiliate to the Bristol Schools for football or by taking part in School Games events.</p> <p>Sports day provided the chance to celebrate sport in the school as has weekly sports profiles on the children and the sports star of the week certificate.</p>	<p>Sustainability and suggested next steps:</p> <p>Participate in future Central Bristol events aimed at this age group.</p> <p>Affiliate to the Bristol Schools for Football</p> <p>Investigate local sporting heroes to visit the school.</p> <p>Organise an End of Year celebration to acknowledge sporting success in and outside of school</p> <p>Introduction of the sports leader scheme</p>

			Sports leaders are recognised within the school and have helped with events/ lessons within the school.	Develop the sports leader scheme in school Provide more opportunities for ks1
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation: 7%
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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:
Staff to increase knowledge and confidence in teaching PE.			<p>Staff have been given CPD about the new PE curriculum and provided with planning to be adapted to the needs of their learners. There has been a focus upon physical literacy and having a clear progression through the school.</p> <p>PE coordinator has received CPD from external companies</p>	<p>PE coordinator led staff CPD in areas highlighted in staff questionnaire and monitoring visits.</p> <p>PE coordinator to attend more CPD to increase knowledge and feedback to staff.</p> <p>PE coordinator to give ongoing CPD by team teaching with staff and working on development points/ monitoring</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation: 2%
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Intent	Implementation	Impact
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<p>To ensure all children leave year 6 being able to swim 25m/ or is confident and safe in the water.</p>	<p>Top up swimming for year 6 children to have extra opportunity to learn to swim before they attend secondary school.</p>		<p>children a chance to try new things.</p> <p>What is the difference in the % of children able to swim 25m+ 30%</p>	<p>To start swimming lessons earlier in the school year & provide top-up sessions later in the year if necessary. Swimming also offered from Year 5</p> <p>To promote local swimming lessons to families.</p>
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<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation: N/A</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>Fixtures and tournaments throughout the academic year, giving as many children as possible the opportunity to participate in sporting competitions</p>	<p>Local Sports Partnership</p>	<p>N/A</p>	<ul style="list-style-type: none"> Girls in years 2, 3 & 4 taken to local football matches <p>This is now fully integrated into the school calendar with fixtures for both boys and girls weekly in a range of sports. This has included qualifying and taking part in county events, as well as hosting fixtures and tournaments at our school. Girls have the opportunities to join with mixed gender fixtures and also have their own dedicated clubs/ fixtures.</p>	<p>Increase levels of confidence with number of whole sports activities & competitive fixtures.</p> <p>Both hosting and travelling to other local schools</p> <p>Particularly aiming for more girls participation</p> <p>Aim for more events for key stage 1.</p>
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Head Teacher:	R James
Date:	
Subject Leader:	J Ford (PE Lead)
Date:	
Governor:	
Date:	