

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool Revised July 2021

Commissioned by



Department for Education

Created by





COLD ASTON

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.

 $Please visit \underline{gov.uk} for the revised Df Eguidance including the 5 keyindicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. Df Eencour ages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium. \\$

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to <u>publish details</u> 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 the constant of the sacademic 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	£16,760
Total amount allocated for 2020/21	£16,690
How much (if any) do you intend to carry over from this total fund into 2021/22?	£
Total amount allocated for 2021/22	£16,690
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£

Swimming Data

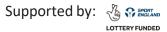
Please report on your Swimming Data below.

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. 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	
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 2020. Please see note above	80%
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	80%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80%
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.

Academic Year: 2020/21	Total fund allocated:	Date Updat	ted:	
	of <u>all</u> pupils in regular physical activity – Chie at least 30 minutes of physical activity a day i		ficers guidelines recommend that	Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to knowand be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieveare linked to your intentions:	Fundi ng alloca ted:	Evidence of impact: what dopupils now know and what can they now do? What has changed?:	Sustainability and suggestednext steps:
-Continue to educate children in the value and benefits of a healthy active lifestyle, ensuring pupils are engaged in regular physical activity.	- Through PE lessons and sport, ensure our children understand the role of movement in the development of their own physical literacy, fitness and wellbeing. Gauged with regular staff and pupil voice surveys and walk throughs - Continue to deliver the PE curriculum with all pupils participating in 2 hours of curriculum PE each week Build links with local community sports clubs through our head of sport and ensuring pupils/parents have access to this information. At school or through school website - Development through school SDP - CPD with MDS team - Purchase Resources - Train Peer mediators - Lead and encourage worship/assemblies on importance of physical activity (teacher & pupil) - Further encourage use of initiatives such as	Equipment £78 Training £111	higher quality PE teaching allowing them to make better progress. Pupil concentration, commitment, selfesteem and behaviour evidenced in behaviour log and staff feedback -Positive behaviour and a sense of fair play	surveys, pupil voice and













	-Teachers who are delivering PE have access to GetSet4PE and regular CPD/Team teaching with Head of Sport to ensure high quality lessons and resources available. -Wake and Shake introduced enabling children to start their day feeling energised and ready to learn. Potential to improve punctuality and attendance in school. Also used at breaktimes. -Active Blasts – throughout the school day through GetSet4PE. Staff aware of how to access these resources to encourage and engage in active blasts away from timetabled PE lessons and break times. -Introduce a scheme to encourage more pupils (families) to participate in active travel to school programme (walk, cycle, run, scooter)		across the school - children across the school more active on a daily basis and enjoy being active evidence in pupil survey and varied PE Curriculum map on GetSet4PE -Happy, smiling faces first thing in the morning. Children find it fun and active and enjoy it not being to structured (pupil voice) -Children enjoy the blasts. Pupils stay on task in the classroom. Reduced disruptive behaviour, fidgeting in classroom. Improved motivation and engagement in learningEncourages independence, builds confidence. Instils active healthy lifestyle for the whole family. Road safety awareness, environmental benefits.	focus. Staff and pupil voice. Monitor behaviour. Parent survey, Pupil & Parent rewards system.
Key indicator 2: The profile of DES	SSPA being raised across the school as a tool f	or whole sch	ool improvement	Percentage of total
Rey maleator 2. The profile of FES			oor improvement	allocation:
,				_
Intent	Implementation		Impact	allocation: %
Intent Your school focus should be clear what you want the pupils to knowand be able to do and about what they need to learn and to consolidate through practice:		Fundi ng alloca ted:		allocation: % Sustainability and suggestednext steps:
Intent Your school focus should be clear what you want the pupils to knowand be able to do and about what they need to learn and to consolidate through practice: To embed the idea that physical activity is of the highest importance	Implementation Make sure your actions to achieveare	Fundi ng alloca	Impact Evidence of impact: what dopupils now know and what can they now do? What has changed?: - Personal development (physical skills, thinking skills, social skills and emotional skills). Evident in walk throughs and pupil survey - Attainment and achievement, behaviour	allocation: % Sustainability and













cons - De Pee - Pe intra -Inv club - He Sup -Hos and -Inv the PE/S	d coaches and practice and ensure we keep stancy for our pupils velop a team of sports leaders through our Mediation programme er Mediators to help run and organise the a-house festivals in the lower school. The stigate Peer Mediators leading their own for younger pupils at lunchtimes. Ip run and record the events for Sports Day. Foort younger children. Sting sports festivals within our federation for the wider community estigate staff branded sports clothing and impact this has on raising awareness in Sport in school and the local community er local floorball leagues (not school games), knowledge and skills of all staff in teaching and staff in teaching and school school games)	County PE Lead £200 Hosting Sports Festivals £300	each other, exercise self-discipline and in a safe and sensible manner. - Continued progression of all pupils of curriculum PE lessons. - Pupil interviews/surveys inform us to pupils enjoy their PE lessons and that pupils enjoy the variety of activities of offer during curriculum PE. - Interhouse competitions raise profil competitive sport within school. As muchildren as possible to participate. - Peer mediators/ sports leaders importance of sport/activity by being positive role models in the school - Pupils able to participate in floorbal without parents being able to attend	coaches and coaching to maintain high standards hat Survey/review school games impact on children Share best practice with wider schools and community regarding festivals
				%
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 will expertise in the teaching of PE and pupils will benefit from receiving consistently high quality PE lessons from their class teachers	-Subscription to GetSet4PE, so staff have ready to go outstanding PE lessons and resources. These lessons have adaptions for inclusivity and teach all the necessary skills not only for the national curriculum but for an active life.	subscriptio n £660	feedback and staff voice surveys Staff skill base increasing through	Continued staff surveys - top and tail of each half term to see how the staff feel regarding that unit both before and after delivering. Identifying areas to work on.
	-External CPD/course through sporting governing bodies eg RFU, England Netball, ECB.	governing body CPD £250	Pupils receiving high standard PE lessons every week delivered by class teachers, aided by tailored timetable and team	Continued external CPDs Flexibility in the timetable to allow team teaching and CPD with Head of sport where











	-Regular staff meetings dedicated to PE/Sport to develop staff and discuss best practice -A tailored timetable to ensure Head of Sport can be at as many lessons to give CPD and team teach throughout the year each week	£10000	teaching/regular observation feedback each lesson	possible.
Key indicator 4: Broader experience o	f a range of sports and activities offered t	o all pupils		Percentage of total allocation:
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:
For children's skills and competence in physical activity to grow across a variety of sports and activities both in a competitive and non-competitive	Pupils offered the chance to participate in the Cheltenham Arts dance festival – Practice sessions through school clubs Offer pupils the chance to attend a live	3 x Mini buses	Performance in March 2022 – Pupil voice and observation to follow	Continue to attend the event in the coming years and open it up to more pupils.
environment	sporting event – to experience elite sport Increased opportunities for a wider	Transport £305	To take place next term	Review trip
	range of sporting clubs at both lunchtimes and afterschool. Pupils attend taster sessions before signing up.	Tickets £182	Pupils like the taster sessions and sign up numbers have increased	up to more sports available
	Use specialist sports coaches in lessons and clubs where appropriate to further the range of sports on offer and use links	Equipment	following this, pupils have enjoyed Tag Kabaddi, Cheerleading, Tag Rugby, SAQ, Netball, Football, Floorball.	possible too











to the wider community.			
		Pupils enjoy the sports coaches – evident in pupil voice and	Continue to use sports coaches and develop relationship with
		feedback in surveys	local groups to host events of
	Coaches		GCB, GRFU GFA etc
	£189		











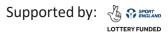


Key indicator 5: Increased participation	on in competitive sport			Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure 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:
For more NCSF pupils to take part in competitive sport across a range of different competitions, both intra school and inter federation or inter school sport and activities.	Continued participation in School Games events (school games has changed its ethos – encouraging more sport for all) Ensure transport is available for events – ensuring that all pupils have equal access to competitive sport and not relying on parent transport solely All pupils in KS2 given the opportunity to compete in competitive sport withing school in a range of 'House' games each term.	Games Entry £400 Midas training £180 Mini bus –	Mini buses booked and timetables flexible All KS2 children will have taken part in competitive sport in more than one	Games scheme Mini buses continued to be booked, look at getting all staff trained Continued festivals throughout the
	All pupils to take part in 'sports day' in the summer term and represent their 'House'	Fuel £1200	sport.	Continued pupil, staff, parent voice/surveys
	Entered a weekly floorball league across the Cotswolds Increased fixture programme for KS2 both internally (Federation) and externally against local schools Encouraging children to be physically active outside of PE lesson and lead healthy lives through Forest School, community walks and engagement in our school's local environment. Encouraging our pupils to be adventurous	Medals/sti ckers £20 Forest	Increased competition for places in	Enter more teams to the league and start a training programme in the summer term ahead of the winter league











and take risks in an outdoor environment individually and part of team		

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	









