

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



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](#) (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 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).

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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>All students in school are engaged in 2 hours of physical activity per week through playtime and lunchtime activities and PE and Games sessions.</p> <p>During the Covid-19 pandemic the profile of PE and Physical Activity increased greatly with pupils and parents recognising this through daily exercise in the mornings and PE sessions throughout the lockdown home learning period.</p> <p>All children in school (Reception - year 4) have had access to specialised coaching in a range of sports within the school year.</p> <p>When Covid restrictions allowed, clubs were taking place in the school hours with some being used to target identified children.</p> <p>PE/School sport and physical activity were used to support and overcome some of the challenges that have arisen as a result of the pandemic - to benefit social, emotional and cognitive wellbeing, and to ensure positive changes in behaviour.</p>	<p>Intensive CPD is planned with effect from September 2021 to develop the confidence in teachers' ability to teach physical education, including gymnastics and to ensure a smooth rollout of the new PE curriculum.</p> <p>Ensure all staff are familiar with the new PE progression documents for Wimborne Academy Trust.</p> <p>Further opportunity to participate in competitive sports in a range of settings if COVID guidelines allow this.</p>

<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.</p>	<p>N/A</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>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.</p>	<p>N/A</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>N/A</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>N/A</p>
<p>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?</p>	<p>N/A</p>

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 2020-21: £17657	Date Updated: July 2021		
Key indicator 1: 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: 44.8%
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 make better use of outside space around the school with targeted equipment made available in each of these areas for each class bubble.	<ul style="list-style-type: none"> Play equipment made available in all outside spaces with recommendation on what to do with it to assist teachers and TAs 	£3760	A targeted set of equipment for each class bubble gave pupils the opportunity to use age appropriate play equipment to keep them physically active during both break time and lunchtime play and in outdoor provision for EY.. Staff members were able offer provision during break and lunch play to enable the children to have physically active and demanding exercise opportunities.	Organise equipment back into central sheds and allocate to areas not bubbles for 2021-22. Purchase further equipment to address identified gaps/ needs.
All children across the school have the opportunity to participate in sport specialised coaching in a range of sports.	<ul style="list-style-type: none"> All classes will have access to specialised coaching (golf and football) during school hours to encourage participation. 	£2300	All children in school have experienced regular specialised coaching. Engagement in these sports during play times using the equipment has increased. The children's knowledge of sports and the skills involved in them has	To continue to offer children specialised coaching during school hours to allow across school participation.

<p>Pupils with developmental co-ordination needs continue to receive tailored support to improve motor coordination, gaining confidence and maximising participation in all curriculum subjects.</p>	<ul style="list-style-type: none"> ● Learn to Move intervention planned and delivered as 'Pirate Club' by specialist TA; Learn to Move principles applied in PE lessons in class 	<p>£350</p>	<p>improved. A number of children are now participating in these clubs outside school in the community.</p> <p>The 'Learn to Move' intervention ran during Autumn and Summer terms not the Spring because of the <u>Covid 19 lockdown</u>. Children were selected based on previous assessments or observations of areas of need. Evidence from attendance so far shows that children are making progress and have either reached their target (green) or are working towards (orange). Targets are shared and written by Specialist TA and Class Teacher and reviewed by them also. This helps to ensure their personal physical target is developed in intervention time, PE lessons and in general class time, where possible.</p>	<p>Regular meetings / feedback with specialist TA. Look at 'Learn to Move' targets and 'Intervening for success' tracker over the last academic year, and continue to work on the targets if new ones are not ready to be tackled in the next academic year 2021-2022.</p>
<p>Pupils with significant delays in physical development and / or social communication skills are supported to engage in a full programme of PE and play opportunities as part of curricular and play provision.</p>	<ul style="list-style-type: none"> ● Support for key identified pupils from adults in the absence of sports leaders, owing to bubble restrictions in place due to Covid. ● Support during PE lesson time for key EYFS pupils 	<p>£1507</p>	<p>Support was put in place for key learners from the start of the Autumn Term, focusing on physical development, social co-operation including turn taking, and social communication. The impact of this was the rapid progress made by key identified pupils, all of whom achieved or partially achieved their personalised targets.</p>	<p>This will need to continue for 2021-22 with further identified pupils.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				3.1%
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:
KS2 pupils to further develop their confidence in sports leadership skills. KS1 and YR pupils participate in Skills 2 Play activities with enjoyment and enthusiasm.	<ul style="list-style-type: none"> Continue to develop the role of sports leaders for KS2 pupils through the 'Skills 2 Play' initiative. 	£150	<p>This was due to take place in Spring 2021. Due to <u>Covid-19 and lockdown</u>, this did not happen.</p> <p>Bubble systems for the whole year impacted the use of sports leaders. Each class gave opportunities to different children to be their own individual leaders rather than Year 4 children.</p>	Now that bubble systems will not be in place from September 2021, new sports leaders will be selected and we will look to give them training for this in Autumn 2021. Games ideas and sharing of skills will be shared by PE lead to the sports leaders.
Ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in sporting celebration.	<ul style="list-style-type: none"> Ensuring the Physical Activity is a strong strand during the covid-19 lockdown period. Teachers emphasising the use of Physical Activity within their home learning activities sent home. Participation in the daily workouts during the lockdown period. Celebrating the children's sporting success both in and outside school hours during assembly times. 	£180	Children are excited to share their news during assembly times. Children engage positively with play opportunities. Very low incidents of poor behaviour. Staff members and children alike commenting on their enjoyment when playing with others with the equipment. Children are excited to participate in the sports that are on offer during the school hours.	Continued discussions with children and staff to ensure the play equipment still has a positive effect on the children's attitude to physical activity. Use of pupil voice enhanced in terms of provision of opportunities for 2021-22.

<p>Sports Day involves sports leaders from Y4 and ensures full participation from all members of the school community.</p>	<ul style="list-style-type: none"> To plan and deliver an effective and successful Sports Day, engaging older pupils in the role of Sports Leaders 	<p>£220</p>	<p>This was due to take place in June 2021. Due to Covid-19 and bubble systems, a school sports day did not happen as planned. However, the children were able to take part in an 'activity day', led by a specialist teacher, as part of which all members of the school community bubble were able to participate in different sporting events. This was impactful - it raised pupils' self-esteem and was enjoyable for all, based on highly positive pupil feedback.</p>	<p>Now that bubble systems will not be in place from September 2021, we will aim to run a sports day to the whole of the school community and include more inclusive activities in order to fully integrate pupils with disabilities.</p>
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation:</p>
				<p>5.6%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<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>High quality planning and teaching of PE and games in place across the school, also enabling CPD for class teachers.</p>	<ul style="list-style-type: none"> Specialist PE teacher to teach gymnastics and/or dance to all classes, on a rota basis, for one morning per week, and to deliver games for KS1 and KS2 one morning per week in collaboration with class teachers and acting as a mentor and trainer to Class Teacher and TAs. 	<p>None for this year</p>	<p>Availability of PE specialist was impacted due to Covid - 19 lockdown and this initiative has been pushed back to September 2021.</p>	<p>Rollout of specialist teaching planned to commence w.e.f September 2021.</p>

<p>Assessment of PE is moderated and quality assured across the school leading to maximised progress in PE for pupils at all levels of achievement.</p> <p>High quality planning and assessment of PE across the school to improve progression across all disciplines.</p>	<ul style="list-style-type: none"> • Dedicated leadership time for PE Subject Leader • Resubscribe to PE online scheme of work 'Get Set 4 PE' to be used by all teachers and support staff to plan and assess pupils. 	<p>£350</p> <p>£290</p>	<p>This did not take place as planned due to lockdown in January 2021 coinciding with a change of PE lead due to staff leave. All teachers have completed their own end of year assessments for 2020-2021, taking into account COVID 19 during the Spring Term. The new Get Set 4 PE scheme has been used to make these assessments.</p> <p>PE lead carried CPD in staff meeting to show teachers how to use and assess on the website. This scheme of work is now fully established across the school.</p>	<p>Review and monitor PE assessments from last year (2020-2021) and identify any gaps where some key areas were not able to be taught – e.g. Spring Term topics where school closed due to <u>Covid – 19</u>. Identify what skills need to be taught as a priority next academic year in Autumn to ensure coverage and progression. Plan dates for assessing PE (sampling) next year, where possible.</p> <p>Ensure new PE progression plans link with 'Get Set 4 PE'. Continue to train staff how to use the scheme to ensure they link with progression plans.</p>
<p>Subject leader to be supported to gain subject leadership skills and keep on top of ever changing school sport regulations regarding covid.</p>	<ul style="list-style-type: none"> • Dedicated leadership time to develop subject leader's knowledge and to ensure they are constantly up to date with changing regulations. 	<p>£350</p>	<p>Subject leader has increased confidence and subject leadership skills to lead professional learning for all staff. Subject leader is confident with the knowledge and understanding of the PE curriculum using 'Get set PE' across the school and where progression is happening.</p>	<p>Continue to work with internal and external leaders, working in line with Covid guidance. Ensure subject leader is confident in the new PE curriculum being used in school from May 2021</p>

Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils				Percentage of total allocation:
				43.6%
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:
Enhance active outdoor learning further with an emphasis on wellbeing and health as well as physical development.	<ul style="list-style-type: none"> Forest School Specialist Teacher to teach Forest School 'active curriculum' to all children in Reception and year 1 - one a half day a week with support of teaching staff in Reception / year 1. Specialist Teacher mentoring teaching staff during this programme. Forest School Specialist and member of teaching staff to run a lunchtime club for selected children in Year 2, 3 and 4. These children were chosen as pupils for whom this provision would benefit their wellbeing. 	£5480	<p>Specialist teacher initially assessed children using a resilience ladder and Leuven Scale well-being criteria. Teachers observed that children's fine and gross motor and physical development had improved. They also noted that children's engagement and emotional well-being was positive. All children made at least 1 step on these criteria and the class teacher has confirmed the benefit to pupils' resilience.</p> <p>Targeted pupils demonstrate enhanced self- and learning esteem, improved communication and collaborative skills and enhanced resilience to challenge as observed by teaching staff and Forest school specialist.</p>	Evidence of children's learning – photographs, video and teacher observations shared with staff across the school and where possible, uploaded onto 'google classroom / tapestry'.
Further enhance children's ability to ride a bike and stay safe –on the road and in the community.	<ul style="list-style-type: none"> Bikeability course for children to ensure they reach the required national standard. 	Costed above £280	Children across KS2 who attended the bikeability course passed the course, therefore reaching the national standard. Awareness of basic safety and skill in cycling significantly enhanced.	Continue to offer a 'Forest School' club for the next academic year if possible. Seek further opportunities to offer forest School provision to other year groups, only if possible. To be able to offer this programme again in 2021 – 2022

<p>Enhance children's skills and learning in Football in KS1 and KS2, also provide high quality CPD for Teachers.</p>	<ul style="list-style-type: none"> Wimborne Town FC football coaches to work with Class Teachers to deliver football skills sessions to KS1 and KS2 classes 	<p>Costed above</p>	<p>Assessments and observations of sessions show that children had high levels of engagement for this sport. Attainment was also high, with 80% of children working at the expected level or above in this area. Children's social skills and understanding of team play and spirit had also developed as a result of these sessions – evidenced by teachers observations.</p>	<p>To offer this programme again in 2021 – 2022 to KS1 and KS2 children.</p> <p>To be able to offer this programme in 2021 – 2022.</p>
<p>Enhance children's skills and learning in golf for pupils in KS1 and KS2, in order to widen active participation of all pupils and also provide CPD for Teachers.</p>	<ul style="list-style-type: none"> Golf coach to work with Class Teachers to deliver Cricket skills sessions to KS2. 	<p>Costed above</p>	<p>Assessments and observations of sessions show that children had good levels of engagement for this sport. Attainment was also high, with 80% of children working at the expected level or above in games generally by the end of the year. Children's social and physician skills, including control and coordination skills also developed as a result of these sessions – evidenced by teachers observations.</p>	<p>To be able to offer this programme in 2021 – 2022. Teachers share practice and resources to help coach their colleagues.</p>
<p>Enhance children's skills and learning in Orienteering and Map reading in KS2, also CPD for Teachers.</p>	<ul style="list-style-type: none"> Orienteering specialist to work with PE lead to remap the school and fit plaques, with consideration to cross curricular opportunities. 	<p>£250</p>	<p>This could not be scheduled for the current academic year and is now planned for Autumn 2021.</p>	<p>Arrange staff CPD and possible delivery of coaching sessions to the children. Ensure staff are confident in using the new map, when complete, to teach orienteering in KS2.</p>

Enhance key children's wellbeing and health across the school.	<ul style="list-style-type: none"> Mindfulness Me Empowerment sessions for targeted pupils led by external mental health practitioner professional. 	£1400	Observations of sessions by the leader and classroom teachers show that all children involved made progress with processing their feelings and developing their mindfulness techniques. Children's social skills and understanding of team play and spirit had also developed as a result of these sessions – evidenced by teachers observations.	To be able to offer this programme in 2021 – 2022 and target further key children across the school.
Subsidising club fees for children identified as being more vulnerable.	<ul style="list-style-type: none"> Identify which pupils could be encouraged to engage in a sporting activity. Liaise with club leaders and finance to consider opportunities 	£300	Participation of children who would otherwise not take part in extra curricular activities due to financial barriers increased.	To continue to offer this support in 2021-22 to ensure participation for all.

Key indicator 5: Increased participation in competitive sport

Percentage of total allocation:

2.8 %

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?:
Pupils of all ages access inter-school friendly competition in a range of sports, and gain positive benefits from participation.	<ul style="list-style-type: none"> Participate in a core package of inter-school competition through the 'Wimborne Area Sports Partnership'. 	£490	<p>In the academic year 2018-2019 we met the criteria to achieve GOLD Sportsmark Award.</p> <p><u>Due to Covid -19</u>, Sportsmark have carried this achievement over for the year 2019-2020.</p> <p><u>Due to Covid -19</u>, this continued to not be possible to carry out in the</p>
			Sustainability and suggested next steps:
			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

			year of 2020-21. Planned competitions for all year's within school have taken place in 'bubbles', giving all pupils an opportunity to work as part of a team.	Award in the future.
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Signed off by			
Head Teacher:	Andrew Turrall	Subject Leader:	Claire Dawson
Date:	22 July 2021	Date:	22 July 2021