

# 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



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£17,657
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17,260
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,260

## 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>	N/A
<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>	N/A
<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>	N/A
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	N/A
<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>	N/A

## 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

Academic Year: 2020/21	Total fund allocated:	Date Updated:		
<b>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</b>				Percentage of total allocation: 14.2%
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Increase and enhance the quality of provision and participation rates in outdoor play and games activities.	We have increased opportunities for all children to be physically active during the school day through the procurement and use of outdoor play equipment This is available in all outside spaces with Games Leaders trained on delivering personal challenges and team games with this equipment	£1840	Pupils are making better use of outside space around the school with targeted equipment made available in each of these areas for Games Leaders to support and encourage physical fitness at playtimes.	<p>To maintain use of equipment throughout the academic year 2022-23. A playground rota will be used for some of the larger equipment, to ensure staff are confident in using the equipment (training can be provided for this).</p> <p>Train key staff in Learn to Move intervention to enable pupils with developmental co-ordination needs to receive tailored support to improve motor coordination, gaining confidence and maximising participation in all curriculum subjects.</p> <p>Take the opportunity to repair our outdoor climbing equipment in 2022-3 to allow children to continue to develop their wider</p>

				range of outdoor activity. This will help with their mental health and well-being.
Enhance active outdoor learning further with an emphasis on wellbeing and health as well as physical development.	<ul style="list-style-type: none"> <li>We have taken the opportunity to repair our outdoor equipment to allow children to continue to develop their wider range of outdoor games. This will help with their mental health and well-being.</li> <li>We have increased opportunities for all children to be physically active during the school day through the procurement and use of outdoor play equipment.</li> </ul>	£621	<p>Intended impact is that children will get more use out of the outside equipment which hasn't been able to be in use due to needing repairs. This will help with pupils re-engagement and contribute to more physical activity.</p> <p>Pupils have engaged with a wider range of play opportunities during break and lunch times.</p>	To maintain use of equipment throughout the academic year 2022-23. A playground rota will be used for some of the larger equipment, to ensure staff are confident in using the equipment (training can be provided for this).
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				10%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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>KS2 pupils to further develop their confidence in sports leadership skills.</p>	<p>Continue to develop the role of play leaders for KS2 pupils. Increase CPD for pupils in training them up to lead assemblies and manage play equipment during play and lunchtime sessions.</p>		<p>Play leaders continue to operate at playtimes and revise the games on the playground weekly. Observations of children by staff show that children enjoy the games. Support is being given by PE Co-ordinator to help Sports Leaders with their Leadership skills and to ensure children across all year groups participate and to ensure the games provide a good level of challenge.</p>	<p>Regular meetings with Sports Leaders to gather feedback on how the organised games are working. PE Co-ordinator to model and demonstrate how to lead certain games.</p>
<p>Sports Day involves sports leaders from Y4 and ensures full participation from all members of the school community</p>	<p>To plan and deliver an effective and successful Sports Day, engaging older pupils in the role of Sports Leaders.</p> <p>To develop leadership skills in other whole school contexts inclusively, building upon the teaching from sports leadership input.</p>	<p>£80</p>	<p>This took place on 29 June 2022.</p> <p>Sports Leaders successfully helped to lead Early Years and KS1 Sports morning and play a key role in planning and delivering sports activities for KS2 sports afternoon. KS2 pupils have developed leadership skills and a wide range of pupils have been able to access these opportunities.</p>	<p>Continue with revised format to include more inclusive activities.</p>
<p>Enhance key children's wellbeing and health across the school</p>	<p>'Mindfulness Me Empowerment', led by external professional, including pupils whose engagement in PE and extra curricular sport / physical opportunities is below typical.</p>	<p>£1650</p>	<p>All children involved have made progress with processing their feelings and developing their mindfulness techniques. Children's social skills and understanding of team play and spirit has also developed as a result of these sessions – evidenced by teachers observations.</p>	<p>To be able to offer this programme in 2022 – 2023 and target more key children across the school.</p> <p>Continue to focus on improving engagement for the minority of pupils who are reluctant.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				39.7%
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:
High quality planning and teaching of PE and games in place across the school, also enabling CPD for class teachers. New scheme was brought in to enable teachers to show differentiation and progression across all aspects of PE.	Continue subscription to PE online scheme of work 'Get Set 4 PE' to be used by all teachers and support staff to plan and assess pupils	£275	All teachers have continued to use Get Set 4 PE effectively, continuing to deliver high quality lessons that link to the progression maps created for this academic year. Staff have also used this for their assessments.	Use subject leadership time for lesson drop ins and sampling next academic year, using the Trust wide 'developmental dialogue' approach.  Continue to monitor Get Set 4 PE assessments online and ensure staff are confident in assessing each area.
Assessment of PE is moderated and quality assured across the school leading to maximised progress in PE for pupils at all levels of achievement.	Dedicated leadership time for PE Subject Leader		The new Progression Map for PE ensures that all pupils have consistently high levels of access to a systematic, structured and progressively planned curriculum. All teachers have completed end of year assessments for 2021-2022 based on the year so far. Get Set 4 PE scheme has been used to make these assessments.	Review and monitor PE assessments from last year (2021-2022) and identify key areas of development across the school as a focus for the 22-23 academic year. Continue to ensure coverage and progression using the new progression documents. Focus on key vocabulary in PE for 2022-23. Plan dates for assessing PE (sampling) next year, where possible.

High quality planning and teaching of PE and games in place across the school, also enabling CPD for class teachers	Specialist PE teacher to teach indoor PE including gymnastics and/or dance/yoga to all classes, on a rota basis, two mornings per week, in collaboration with class teachers and acting as a mentor and trainer to class teacher and TAs.	£6847	Assessment evidence indicates good progress in PE for all pupils across each year group and in all aspects of the subjects. Teacher and support staff confidence in teaching PE has increased as a result of this CPD, delivered for the first time during 2021-22 at Hayeswood.	Audit staff confidence in delivering each aspect of PE during 2022-23. Use findings to identify CPD priorities for the next academic year. Review deployment of specialist teacher to maximise CPD impact.
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation: 34.0%

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:
Enhance active outdoor learning further with an emphasis on wellbeing and health as well as physical development.	<p>Forest School Specialist Teacher to teach Forest School 'active curriculum' to all children in Reception for two terms (Spring and Summer) one a half day a week with support of teaching staff in Reception. Specialist Teacher mentoring teaching staff during this programme.</p> <p>Forest School Specialist Teacher to teach Forest School 'active curriculum' to children in Year 1 in Autumn term for a half day a week with support of teaching staff in</p>	£5,270	<p>Teachers (Yr R and 1) and Specialist teacher initially assessed children using a resilience ladder and Leuven Well-being 'criteria'.</p> <p>All children across year R and 1 progressed by at least 1 step on these criteria and the class teachers have noted benefits to pupils' resilience in classroom as well as outdoor learning settings.</p> <p>The key children who were identified by the class teachers all made progress in their resilience and this</p>	<p>Evidence of children's learning – photographs, video and teacher observations shared with staff across the school and where possible, uploaded onto 'google drive'. Long term plan for FS provision to be re-defined during 2022-23.</p> <p>Continue to offer a 'Forest School's' club for the next academic year.</p> <p>Seek further opportunities to offer 'Forest School' to children in other year groups who haven't</p>



	<p>Year 1. Specialist Teacher mentoring teaching staff during this programme</p> <p>Forest School Specialist and member of teaching staff to run a lunchtime club for children in Year 2, 3 and 4. Specialist Teacher mentoring staff during this program.</p>		really supported their learning in class.	had the opportunity.
Further enhance children's ability to ride a bike and stay safe –on the road and in the community.	Bikeability course for children to ensure they reach the required national standard.	Free	100% of children across KS2 who attended the bikeability course passed the course, therefore reaching the national standard.	To be able to continue to offer this programme in 2022 – 2023 to KS2 children.
Enhance children's skills and learning in Cricket in KS2, also providing CPD for Teachers.	Cricket coaches to work with Class Teachers to deliver Cricket skills sessions to KS1 and KS2.	Free	Assessments and observations of sessions show that children had good levels of engagement with 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 skills and understanding of team play and spirit had also developed as a result of these sessions – evidenced by teachers observations. Cricket equipment has been purchased to continue to deliver high quality cricket coaching.	<p>To be able to offer this programme in 2022 – 2023.</p> <p>To ensure progression – share assessment and build on these skills for the current year 2 pupils soon to be year 3 and Year 3 pupils soon to be Year 4 in 2022-2023.</p> <p>To offer a cricket festival with Hayeswood and Colehill First Schools in 2022-3.</p> <p>Teachers share practice and resources to help coach their colleagues.</p>

Enhance children's skills and learning in Cricket in KS1/22, also providing CPD for Teachers.	AFC Bournemouth coaches visit pupils in Y2 and Y3 to deliver football skills sessions.	Free	Teacher confidence in delivering football skills has increased. Pupil engagement and enjoyment of football improved. Pupils for whom football was not a first choice activity engaged well.	To investigate delivering this programme again in 2022-3. To explore a football festival involving pupils from Hayeswood and Colehill schools in the next academic year.
Continue to offer a broad range of physical and sporting opportunities that will appeal to the full range of pupils' interests and aptitudes.	For the fourth year running, golf coach to deliver 6-week blocks of golf coaching for KS1. Target games are specifically mentioned in the new curriculum for KS1, but mainly focus on throwing, so this has allowed our children extra skill practice on finding targets using equipment).	£420	Pupils engaged well and showed high enjoyment. Links with local golf club have been further strengthened.	Introduce a golf festival involving pupils at Hayeswood and possibly also Colehill First Schools
High quality dance sessions to be accompanied by engaging music. To enhance whole school performances with a wide access of music genres.	To purchase a school Spotify account	£132	Access to a wide range of musical sources has increased pupils' access to a range of stimuli from a breadth of cultures and musical genres. Ease of access for teaching staff has reduced preparation time enabling better focus on teaching and progression.	Sustain account for 2022-23 and maximise benefits from its use.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2.3%
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'.  Offer opportunities for intra-competition at school.	£400	<u>Due to Covid -19</u> , the Wimborne Sports Partnership didn't organise any events this year.  Some intra competitive opportunities were planned but due to Covid-19 measures these were not fully realised.	Continue to liaise with Wimborne Area Schools to ensure similar events/ opportunities continue in the future.  Liaise with SGO to ensure all applicable events are advertised and attended, where possible.  Organise a programme of inter-school competition with Hayeswood First School. Host mini festivals, year group by year group, at each other's schools.

Signed off by	
Head Teacher:	Andrew Turrall
Date:	19 July 2022
Subject Leader:	Claire Dawson
Date:	19 July 2022