

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020



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 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 2022. 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 until July 2022:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • New Outdoor equipment for children to use during break and lunch times • The use of a new PE teaching scheme to enable teachers to deliver a range of sports in a cohesive way that allows for progression of skills. • The new outdoor Astro Pitch is used regularly during break and lunch time play but also during PE lessons • The use of top qualities coaches to teach PE lessons and lead after school clubs has allowed the children access top quality coaching and learning. It has also allowed Staff to receive CPD by watching and participating in lessons with coaches. • Continue to ensure that children have 30 minutes of exercise each day with 2 hours of structured PE lessons per week 	<ul style="list-style-type: none"> • Improve the teaching and assessment of PE across the school. Teachers are now using the new PE scheme and are referring to the PE components and composites document when planning and preparing PE lessons. Foundation subject assessment across the school has been overhauled and staff are now using a consistent approach for all subjects along with incorporating Rosenshine’s principles. • Improvement of Outdoor Education activities such as Orienteering. Due to changes around the school site, the school orienteering mapping is slightly outdated therefore the school needs to be remapped and labelled so that children across the school can complete orienteering lessons. Staff may also need CPD sessions on orienteering to ensure they understanding what to do. We would also like to improve the Key Stage 1 playground by repainting the games on the ground and getting some new equipment for the fences to be used during break and lunch times. • Increase the % of pupils able to swim in key stage 2. Due to the restrictions of the pandemic, there has been limited swimming opportunities for key stage 2 meaning there are less children able to swim 25m. Swimming has begun in the Autumn term this year, so that we can catch up on this and make sure children in year 4 and 5 who have not been swimming yet, have the opportunity to do so

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES

If YES you **must** complete the following section

If NO, the following section is **not** applicable to you

<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>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 2022.</p>	<p>80% (25 out of 31 pupils) can swim over a distance of 25 metres</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>80% (25 out of 31 pupils) can use a range of strokes</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>80% are able to perform safe self-rescue in different water-based situations</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>No</p>

If any funding from the academic year 2020/21 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year:	Total fund carried over: N/A	Date Updated:		
What Key indicator(s) are you going to focus on? Key indicators 1,2 and 4				Total Carry Over Funding:
Intent	Implementation		Impact	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:
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 the future.

Academic Year: 2021/2022		Total fund allocated: £16,727		Date Updated: July 2022	
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: 38%
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:	
<ul style="list-style-type: none"> Improve playground by adding new games/lines/activities to tarmac. Provide resources for daily physical activity during lunchtimes. 	<ul style="list-style-type: none"> Meet with companies to develop new markings on playground that can be used in lessons, clubs and during lunch times. This includes relining netball court, adding fitness trail and other images/activities Ensure all children use sports equipment to help develop core skills during daily activity times by having sessions with sports coach. 	<ul style="list-style-type: none"> £3100 £3300 	<ul style="list-style-type: none"> Pupils able to use the new lines at break and lunch time to encourage movement and physical activity Pupils are more active as they have more structure to their playtimes. They are also participating in a range of sports 	<ul style="list-style-type: none"> Look at completing retarmac and lines on other playground. Encourage year 6 children to be sports leaders in these lunch time clubs and aim clubs at younger children. 	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 18.6%
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:
<ul style="list-style-type: none"> All pupils to leave St. Augustine's being able to swim 25 metres in a recognised stroke Renew subscription to PE scheme- GETSET4PE- to continue support of PE teaching throughout the school 	<ul style="list-style-type: none"> Provide catch up swimming sessions for year 6 children and also years 4 and 5 who have also missed swimming due to the pandemic. <p>GetSet4PE has been used across the school and so therefore we want to renew this subscription so that we can really benefit from all the added extras of the scheme such as assessment, knowledge and skills information.</p> <p>7</p>	<p>£2422</p> <p>£700</p>	<p>Swimming sessions have run throughout the year. Pupils from years 4, 5 and 6 have had sessions. There were 11 children from year 6 who were considered to not be able to swim 25m in a recognised stroke. 4 of these children can now do 25m in a recognised stroke and the other 7 children have grown in confidence in the water and are able to swim some distance.</p> <p>Staff have reported that the GetSet scheme has been extremely useful for their teaching and CPD it offers a range of sports along with a good sequence of lessons for each.</p>	<p>New year 4 cohort to begin swimming in the Autumn term alongside non swimmers of year 5.</p> <p>Staff to continue using GetSet4PE to assist in their teaching of PE. PE lead and staff to use more of the resources to aid planning and assessment of PE.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				37%
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:
<ul style="list-style-type: none"> Improve skills and confidence of PE teaching by providing external coaches for PE lessons to ensure the delivery of high quality PE 	Use external coaches to support staff CPD	<ul style="list-style-type: none"> £6300 	Children receive high quality lessons from specialist coaches whilst staff are receiving weekly high quality CPD which has improve confidence of teaching along with giving teachers tools on ways to teach different sports.	Continue to offer this support and ensure any staff who are wanting more CPD to strengthen PE knowledge receive this.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 5%
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:
<ul style="list-style-type: none"> Offer children a range of after school and lunch time clubs. 	<ul style="list-style-type: none"> Liaise with external coaches 	£900	Children's love and ability in different sports is growing. Children are able to participate in a wide range of clubs at lunch time and after school including tag rugby, netball, football and basketball.	Liaise with external sports coaches to see what they can offer in the new academic year and look at broadening range of sports that we can offer

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:
<ul style="list-style-type: none"> Participate in events set up by Primary Sport (Secondary Schools) so that children are able to participate in games/events with other schools 	<ul style="list-style-type: none"> Liaise with organisers and ensure children can attend events 	<ul style="list-style-type: none"> 	Children participated in a range of events set up by Budmouth School including football, rugby and netball. Children also involved in friendly football and netball matches against a number of different primary schools. This gave children chances to be competitive and play in matches to build confidence and teamwork.	Continue to be part of communication group with Budmouth for future events held there along with arranging friendly matches.

Signed off by	
Head Teacher:	Mrs Emma Berry
Date:	July 2022
Subject Leader:	Miss Eleanor Lane
Date:	July 2022
Governor:	
Date:	