

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the  
Department for Education

Created by



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:

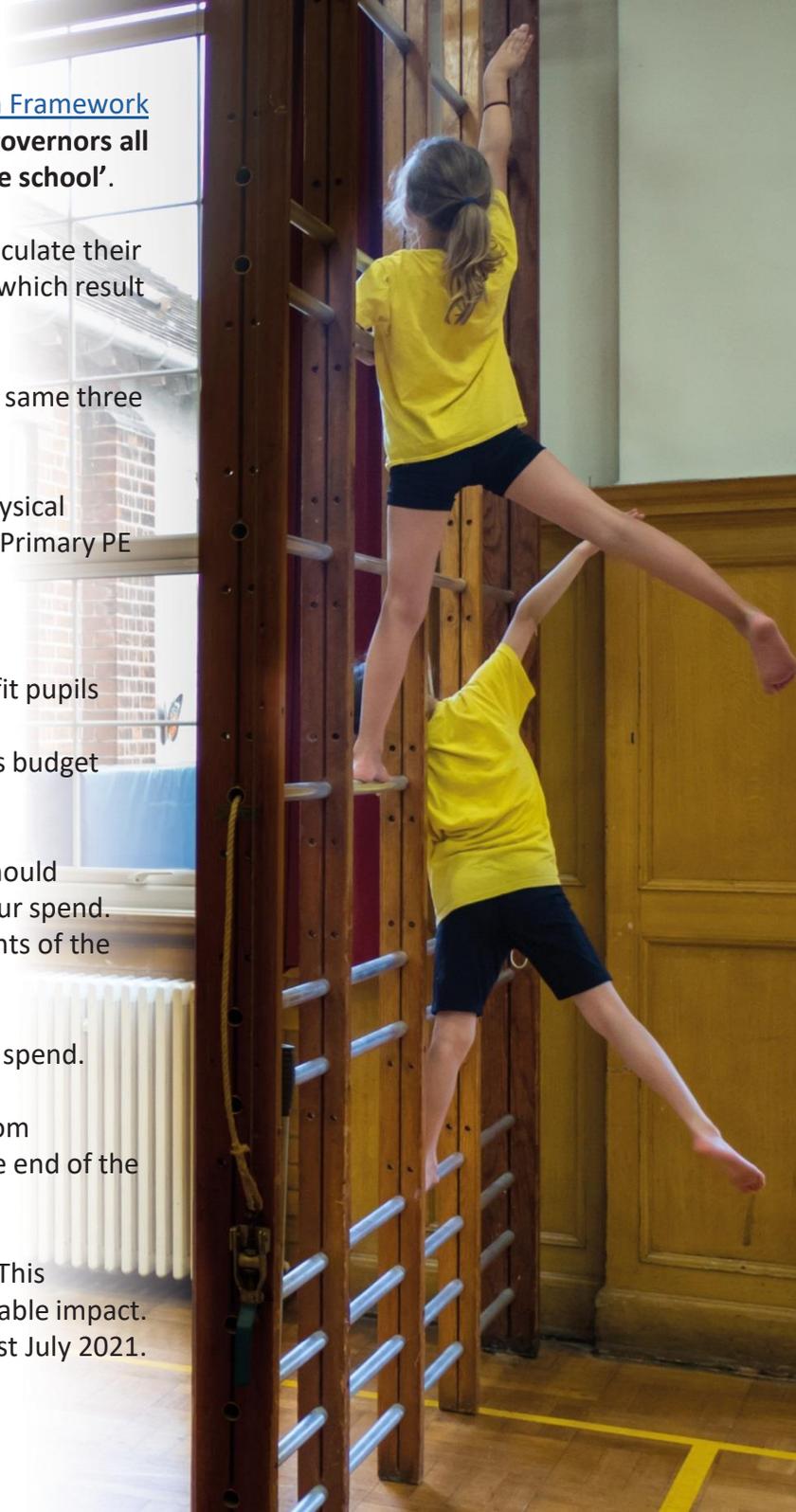
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](http://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 by the end of the summer term or by **31<sup>st</sup> July 2021** 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 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 until July 2020:  | Areas for further improvement and baseline evidence of need:   |
|--|--|
| <ul style="list-style-type: none"> <li>• Additional club link – Trowbridge Wanderers and set up an SEN football club working alongside Wiltshire Disability Association</li> <li>• Achieved Gold in Secondary Pentathlon and Final place NAK – Wiltshire Disability sports</li> <li>• West Wilts Dance festival and the Forum(Bath)</li> <li>• Cross Country SEN events</li> <li>• Introduction of balance ability through staff training and purchase of Equipment</li> <li>• Introduction of lunchtime/break time equipment boxes to engage pupils in physical activity</li> <li>• Continue to have strong links with other schools</li> <li>• Improved and updated equipment</li> <li>• Implemented lunchtime clubs</li> <li>• Positive links with other collaborative partnerships – West Wilts and Chippenham, clubs, Bath rugby, Disability Cricket.</li> <li>• Physical activity work for pupils during lockdown, including evidence sharing by parent use of Evidence for Learning, yoga, dance challenges, fitness cards and the specialist sport practitioner sessions using technology.</li> <li>• Maintaining physiotherapy sessions and provision</li> <li>• Adapted PE curriculum and resources enabled continued PE Provision when classes were working within 'bubbles'</li> <li>• Covid friendly Sports Week</li> <li>• Increased use of the community to support physical well-being by walking</li> <li>• Wider use of the school's outside space for physical development</li> </ul> | <p>Improving fitness and wellbeing and access to outdoor provision to support recovery curriculum and pupils fitness levels following lockdown</p> <p>Balance ability Development and purchasing of Small bikes/Scooters and storage for all pupils to access.</p> <p>Rebound Trampettes for classrooms/play areas for pupils to access regularly</p> <p>Improve outdoor playground sports equipment to enhance physical activity at playtime</p> <p>Staff training for MOVE Term5 all staff and then a number of select staff to be trained as leaders for MOVE across the school</p> <p>Purchase and develop Soft play equipment for development of fundamental movements in a soft play setting</p> <p>Learning in the Natural environment development building on and expanding Forest schools training</p> <p>PMLD Staff training, for example Rachel Bown and MATP</p> <p>Further staff training for Hydrotherapy and swimming</p> <p>Increase participation in competitive sport</p> <p>Develop equipment and training in line with New curriculum, including big sensory/vestibular development activities such as swings, trampolines, ramps, climbing and safe spaces, to ensure that we continue to broaden the curriculum offer.</p> <p>Increase the number of sports clubs run at lunchtimes</p> <p>Staff training for Yoga</p> <p>To develop cross class PE groups to better meet the needs of all pupils</p> <p>Further home/school development of healthy lifestyles</p> <p>Further TA development in organising and leading games and physical activities at playtimes</p> <p>Ongoing attendance and performance at the Wiltshire Dance Festivals</p> <p>To reinstate activities that were removed due to Covid restrictions, such as , horse riding and swimming, including swimming TAs</p> |

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

**Total amount carried forward from 2019/2020      £16,925**

**+ Total amount for this academic year 2020/2021   £32,860**

**= Total to be spent by 31st July 2021                £40,493**

|   |                    |
|---|--------------------|
| <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 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> |                    |
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of atleast 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 2021.</p> <p>Please see note above.</p>   | <p>% 2/7 - 28%</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>Please see note above.</p>  | <p>% 1/7 - 14%</p> |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>   | <p>% 0</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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>  | <p>Yes/No</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: £40,493 |  | Date Updated: October 2021   |  |
|--|--|-------------------------------|--|--|--|
| <b>Key indicator 1:</b> 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:<br>13.5%   |
| 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?: |  |
| To improve regular access and engagement in physical activities through daily timetabled yoga, wake or shake, mindfulness, physio, MOVE  | Staff training and familiarisation of activities. Purchase of sets of class-based equipment, e.g yoga mats.  | £2,000                        | Class packs were purchased and in daily use for some activities. Full participation and enjoyment from pupils, enhanced by reduced transitions. Training for yoga postponed due to Covid.  |  | Further training to be carried over to 21-22. Alignment of opportunity across the school.  |
|  | Balance ability development at Chippenham and purchase of small bikes and scooters   | £1500                         | Due to Covid restrictions pupils had very little access to normal sessions   |  | To be continued in 21-22   |
| To enable pupils to self-regulate emotions through physical activity and increase opportunities for sensory circuits during the school day, for example extension of rebound   | To extend teacher knowledge to ensure that equipment is used effectively<br>Purchase of items such as trampettes and therapy balls for classrooms and play areas<br>Provide growth mind set, wellbeing acidity, high intensity work outs, breathing flexibility sessions | £2000                         | Teacher knowledge development training delayed due to Covid restrictions. Some equipment, such as trampettes and therapy balls in place and supporting pupils' sensory diet and regulation |  | Development of teacher knowledge to be carried forward to 21-22<br>Further equipment to be purchased, such as, swings and ramps. Further activity development to be planned for. |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement   |  |                    |   | Percentage of total allocation:  |
|--|--|--------------------|---|--|
|  |  |                    |   | 24%  |
| 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:   |
| Build capacity and capability in the school to ensure that improvements made now will benefit pupils joining in future years.<br><br>To develop equipment and training in line with the new curriculum | Teacher release time to design/prepare/purchase specific programmes<br>To support parents in providing sports equipment/physical activities until after school clubs can resume.<br>Incorporate into lunchtimes to develop PE ability, motivation and stamina. | £10,000            | No training took place due to Covid restrictions.<br>Class based equipment was developed that supported the new curriculum with activities and skills that could be developed in the classroom or outside. Some lunchtime clubs were able to run within bubbles. During lockdown physical activities were shared virtually or through task that parents could support with limited equipment. Parents were able to share evidence through Evidence for Learning.<br>A successful Covid friendly Sports week took place. | Further training to be resumed in 21-22.<br>Further teacher release and curriculum team time to be planned for.<br>The successes from lockdown and Covid restrictions will be developed and reused.<br>Continued opportunities to support parents will need to be planned for to ensure successes are continued. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport   |   |                    |   | Percentage of total allocation:  |
|---|---|--------------------|---|--|
|   |   |                    |   | 22%  |
| 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:   |
| To train staff in Rebound therapy to improve movement, balance, tone, fitness and communication skills.   | To source and book training for 2 staff members<br>To purchase a rebound suitable trampoline  | £3,500             | Postponed due to Covid Restrictions   | To carry over this target to 21-22   |
| To further develop the functional mobility and physical skills of all our pupils and train staff in Move in Chippenham                                      | Move senior practitioner training to be carried out Chippenham Campus   | £3000              | Postponed due to Covid Restrictions   | To carry over this target to 21-22   |
| Continued use of specialist coaches to develop staff skills in lessons  | To book a timetable of coaches to work in lessons with teachers and support the curriculum focus  | £500               | Virtual dance sessions were able to take place this supported teachers in developing alternative ways of teaching dance when face to face sessions are not possible<br>No other coaches were able to attend due to Covid restrictions       | To continue to develop the range of coaches in line with the curriculum throughout 21-22   |
| To support teachers in implementing COVID 19 safe activity sessions   | Government guidance for COVID 19<br>PE CPD sessions based on staff feedback<br>Sharing good practice at staff meetings<br>Develop the responsibility for PE across the school ensuring all teachers are leaders for PE<br>Ensuring existing links continue and are strengthened over time<br>Continue to develop knowledge and best practice. | £2000              | Virtual staff meetings were held. Sharing good practice was a weekly agenda item. Sports equipment was purchased and successfully used, A high level of engagement from pupils was reported and teachers felt more confident in leading PE. | Feedback from our adapted PE provision will be used to enhance the PE offer in the future. |

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|  | Purchase sports equipment for bubble groups to ensure COVID safe |  |  |  |
|--|--|--|--|--|

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils   |   |                    |   | Percentage of total allocation:<br>27%  |
|---|---|--------------------|---|---|
| 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 to access Forest schools to improve health and wellbeing with access to outdoor spaces.  | Implement a new outdoor space with access for all pupils at Chippenham campus                     | £5000              | The Forest School area at Chippenham is now fully accessible and engaging for pupils and staff. Pupils have had full access to this throughout their return to school   | To continue to develop the outdoor play spaces to enable all pupils to access the outdoors and be involved in physical activities. Further staff training to initiate and run activities. Investigate the use of older pupils as Play Leads to support activities |
| Development of outdoor facilities to enable all pupils to access a range of activities during lessons and learning at lunchtime                                     | Outdoor sports equipment purchased and staff trained to use and run activities                    | £2000              | Basketball hoops, a range of items to support ball games, parachutes, Scooters, multi skills packs and therapy balls have been purchased and pupils and staff are using them for outdoor PE and physical activity during break times                                  |   |
| To provide additional swimming sessions to all eligible primary pupils focusing on skills development, sensory needs, self-confidence, socialisations and enjoyment | Venue booked<br>Additional staff training to provide sufficient trained staff<br>Transport booked | £3000              | Due to Covid restrictions and ongoing pool closure only 2 groups were able to access swimming for 6 sessions. 100% of pupils improved their confidence, 100% participated fully, 100% made progress with basic water skills, 60% demonstrated recognised swim actions | To continue to offer extended swimming access 21-22 to reduce the gap in learning experienced by the pool closure   |

|   |  |       |   |   |
|---|--|-------|---|---|
| To provide a range of alternative sporting activities to meet the needs of all learners | Opportunities for horse riding and donkey therapy arranged<br>Transport in place | £1000 | Horse riding could not take place due to Covid restrictions<br>6 donkey therapy sessions were able to run for PMLD groups.<br>100% engagement from pupils,<br>90% interaction and participation,<br>90% development in confidence.<br>Improvement of strength and coordination was not measured due to the short number of sessions | To aim to re-establish horse riding 21-22.<br>To continue to offer donkey therapy.<br>To continue to broaden the experiences offered. |
|---|--|-------|---|---|

| Key indicator 5: Increased participation in competitive sport  |   |                    |  | Percentage of total allocation:   |
|--|---|--------------------|--|---|
|  |   |                    |  | 13.5%   |
| 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:  |
| Access to and an increase range of competitive sports, including ongoing involvement with disability cricket – table cricket, NAK, Boccia, Swimming, Disability Athletics (Panathlon) and Festivals. | Intra house competitions for classes/personal challenges to be set up and run<br>Regular attendance at competitions as timetabled by WASP, CS and the SSCOs | £5,500             | No events took place due to Covid  | This is a high priority for next year. Pupils must have access to this and continue to use the links created. |