

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



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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 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 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	£0
Total amount allocated for 2021/22	£17,487
How much (if any) do you intend to carry over from this total fund into 2022/23?	£13,026 (Spent by end of July'22)
Total amount allocated for 2022/23	£17,487
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£13,026 (Spent by end of July'22)

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 2021. Please see note above	0%
What percentage of your current Year 6 (21-22) cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	20%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	40%
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?	Yes £1327.00 Year 6 (21-22)

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: 20211/22		Total fund allocated: £17,487		Date Updated: Reviewed 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: %
Intent	Implementation		Impact		
<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> <ul style="list-style-type: none"> • Children know and understand why they should take part in 60 minutes physical activity a day with 30 minutes being at school; they participate in 30 minutes of physical activity a day. • Children can identify physical activity – not just through sports. • The pupils take part in 30 minutes of physical activity a day in school, or the equivalent over the school week. • Children are trained as Forest School leaders to achieve key life skills and train/support younger pupils in outdoor learning • Children who live in a built-up residential area have access to outdoor, natural space to explore and learn key skills. • Providing targeted activities or support to involve and encourage the least active 	<p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> • Play and Lunch -time activities – range of equipment. Introduce outdoor Table Tennis tables. Replace large football nets and goals, also Netball posts and basketball nets. • Classes provided with their own set of playtime equipment and re-stock as needed. • Outdoor areas improved in Reception & KS1 to promote active, outdoor learning and physical development. • Forest School sessions to continue. • “Dough-disco” used in Reception & KS1 to encourage fine motor skills • Go- Noodle and other online movement platforms to be used as sensory breaks for well-being and improved concentration techniques 	<p>Funding allocated:</p> <ul style="list-style-type: none"> Outdoor lesson equipment and resources to be maintained across the year £2,200. Table tennis tables. £300 New football and netball posts. £500 Basketball nets. Forest School (Y1-Y6) £1320 Dough Disco – equipment and resources Ongoing improvements to be made to encourage Physical Development in 	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p> <ul style="list-style-type: none"> • Children are willingly participating in more physical activity throughout the school week. • Children know a wide range of outdoor and indoor activities are physical activities and that physical activity is not just participating in traditional sports. They talk about exercise as part of healthy living. • Forest School sessions have enabled children to achieve key life skills, support their mental well-being, links to year group curriculum and experience outdoor activities that are not available to them in an urban setting. • Children have used the outdoor spaces we have access to at school through den building, day camping and scavenger hunts. 	<p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> • Continuation of more physical activity throughout the school day with all children. Use of playground markings, playtime equipment, GoNoodle, Dough Disco, scooters and balance bikes. • Continuation of Forest school sessions for two year groups per term across the next academic year. • Outdoor classroom areas are updated, enhanced and revamped to provide stimulating environments for children to play and learn. • Basketball posts – foam exterior. • Reception outdoor area resurfaced and designed. *Obtain 3 quotes for work. 	

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<p>children.</p> <ul style="list-style-type: none"> • Encouraging active play during break times and lunchtimes. • Establishing, extending or funding attendance of school sport clubs and activities and holiday clubs, or broadening the variety offered. • Continuation of a Daily Mile initiative. At least 3 times per week, logging miles and competing with national competition. • Design and put in place an outdoor Trim Trail. 	<ul style="list-style-type: none"> • Teacher’s model and talk about physical activity as being important long term. • Playground markings to be utilised including Daily Mile markings. • Wake and shake/Dancing to music at break times. • Seasonal sports promoted e.g. Tennis during summer and Wimbledon. 	<p>Reception outdoor areas to improve gross and fine motor, on entry.</p> <p>Additional stereo/speaker £99.</p>	<ul style="list-style-type: none"> • Those children who are less active have been actively encouraged by staff to participate in outdoor activities and after school clubs such as dance and Balanceability. • Children and staff use the Daily Mile and other playground markings to teach the children new physical games. • School Council designed a Trim Trail and their ideal playground. 	<ul style="list-style-type: none"> • EYFS outdoor area to be planned and designed for continuous provision into year 1 and improvement of fine and gross motor skills. • Play Cube to be incorporated into EYFS/KS1 area • Orienteering teaching becomes an integral part of the whole school curriculum –making full use of the outdoor resource we have available within a built up residential area. • Trim Trail for KS2 to be installed.
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p>
				<p>%</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>

<ul style="list-style-type: none"> Stakeholders of HWPS know and understand why Sports and physical activity is promoted across the school. Pupils raise the profile of physical activity across the school by wearing full school PE 'Uniform' on PE days that is suitable for both indoor and outdoor physical activity. This will promote pride and the sense of TEAM in the school community, as well as the importance of physical activity. Staff wear sports kit. Children look to the school vision and values to underpin difference and diversity in sports and physical activities. Children know and understand the effects of physical activity on their health and learning. Actively encourage pupils to take on leadership or volunteer roles that support the delivery of sport and physical activity within the school (such as 'sport leader' or peer-mentoring schemes). Sports Day improvements, resources and awards to share competitive race event, in smaller year group gatherings/houses. Embedding physical activity into the school day through encouraging active travel to and from school, active break times and holding active lessons and teaching. 	<ul style="list-style-type: none"> Planned assemblies: Importance of physical activity and links on wellbeing and improved cognition; Rights of the Child. New pupil PE Uniform worn for the full day when pupils are being taught PE. Staff dress appropriately to teach PE and outdoor activities. Posters including "Difference and Diversity" around school. Assemblies e.g. Para-Olympics. School Council lead on the PESSPA being raised and sharing messages and supported by: pupils/teachers. Increase Sports or physical activity after-school clubs. e.g. Girl's football, dance, football, netball, boxing, cricket and tennis Social media – promote walking, cycling, scooting to school. Re-engage with Play Rangers or other community groups, when able to do so. PE resources for sports day, celebration and awards (medals and certificates). Balloon arch. Contact GCC Travel Team to engage in Travel Plan and local initiatives. 	<p>Visits and visitors, assemblies.</p> <p>Sports Leadership time see above.</p> <p>PE kit £2,900</p> <p>Posters. D&D resources</p> <p>School Council</p> <p>Work with children in groups/classes – Autumn Term'21. Staffing budget</p> <p>£650</p>	<ul style="list-style-type: none"> Sports Lead has led Assemblies focussed on physical and mental wellbeing, healthy eating and the importance of movement. SL able to gain feedback from children – positive about sports development and activities. All pupils wear PE Uniform on PE days and swimming days. Allowing for more physical activity and a sense of TEAM. Parents have really appreciated the PE kits. Some children have been upset if parents have not been able to provide the kit, as they appreciate wearing them. Difference and diversity taught throughout the curriculum, in assemblies and shown on posters around school are visual reminders. School Council helped to design outdoor areas (Dream Playground) giving ownership to pupils. After school clubs able to return after Covid-19. Pupils across the school have had opportunities for football clubs and dance clubs; Reception class and Year 1 have had Yoga sessions for movement, reflection and well-being. Most children walk or scoot to school. The bike sheds are full and we have a few parents travelling by car from other areas of Cheltenham. Other school messages have made pupils aware of the need to be 	<ul style="list-style-type: none"> Sports lead to continue to focus in assemblies throughout the academic year, on physical activity, wellbeing and Rights of the Child. PE Uniform to continue to be worn by pupils on PE and swimming days. Purchase part of PE kites, encourage pupils to return "Pre-loved" kit to re-share. Increase number of After School clubs lead by outside sources to provide experience and expertise to all pupils. Sportily local group to be explored to come in for play and lunchtime sports. Sports Lead to monitor the curriculum and ensure the range of teaching: dance, gym and sports games. Identify those children who do not usually participate in After School clubs through questionnaires; Use the PSHE Schools Nursing feedback for height/weight to target pupil needs for increased activity. Pupil Voice conferences with PE lead - termly. Pupil Sports Leads/Ambassadors. GCC Travel Plan and increased community engagement on bikes and using the increased cycle paths in the county.
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			<p>physically active, such as less screen time for all.</p> <ul style="list-style-type: none"> GCC Travel Team engaged with school and attended the Summer Fair; bid submitted for bike sheds and scooter parking. 	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
<ul style="list-style-type: none"> Curriculum Lead is confident in identifying strengths and areas for development, and reporting on the impact in teaching, learning and assessment (triangulated/ agreed by a member of SLT). Teachers are clear and confident about their teaching and assessment of Sports. Pupil outcomes improve and children attain age-related outcomes. Teachers/Teaching Assistants CPD developed in outdoor learning, pupil values and life skills. 	<ul style="list-style-type: none"> Membership of Association for Physical Education Jasmine Platform CPD for Curriculum Lead and staff Real PE/Real Gym/Real Dance Level 5/6 PE subject Leaders course Pupil Voice Questionnaires Teacher Questionnaires Monitoring of lessons Insight Tracking 	<p>Jasmine: £95 for 2021- 2022</p> <p>£594 for 2021-2022</p> <p>£950</p> <p>Leadership time. 6 days per year.</p> <p>£1,100 staffing budget transfer.</p>	<ul style="list-style-type: none"> The Sports Lead has developed systems, practise and is able to identify strengths and areas for development. The Sports Lead has compiled assessment and developed systems to informs next steps planning, Teachers are developing their confidence in teaching and assessing sports. Pupils physical activity has improved through targeted assessments and monitoring by curriculum lead and staff. 	<ul style="list-style-type: none"> Leadership time to further develop improvement through monitoring and internal CPD. Identified teacher CPD and support. Membership of Association for Physical Education Jasmine Platform CPD for Curriculum Lead and staff TAs trained in football rules to enable refereeing at playtimes.

<ul style="list-style-type: none"> • Providing staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively to all pupils and embed physical activity across your school. • Assessment is used to inform next steps plans. • Sports/PE lead to look at PE coverage over the academic year and monitor outcomes and any necessary changes required to ensure a broad and balanced curriculum. • Outdoor Adventurous Activities and Cross Curricular orienteering to be set up within the school grounds 	<p>used to collate assessment pupil outcomes.</p> <ul style="list-style-type: none"> • OAA/Cross Curricular orienteering Set up and CPD - staff receive Cross Curricular Orienteering initial training and the courses have been set up. 	<p>Orienteering £2,590 for set up, equipment and CPD for staff. (Twilight training</p>	<ul style="list-style-type: none"> • More pupils are able to attain age related outcomes in regards to fundamental skills. • Staff are more aware of the pupil need and impact of physical activity. On pupil well-being and concentration in class. • Staff enjoyed the “team building” orienteering training. Teachers can now use the permanently positioned orienteering signage/equipment with cross curricular links. Teachers trained in orienteering skills. 	<ul style="list-style-type: none"> • Real PE/Real Gym/Real Dance • Pupil Voice Questionnaires • Teacher Questionnaires • Parent Questionnaires • Monitoring and observation of lessons. • Assessments recorded on Insight Tracking used to collate prior and current assessment of pupil outcomes.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:

Intent	Implementation	Impact	Impact	Sustainability and suggested next steps:
<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>
<ul style="list-style-type: none"> • Introducing new sports and physical activities to encourage more pupils to take up sport and physical activities. • Providing more or broadening the variety of extra-curricular activities after school delivered by the school or other local sport organisations • Balance Bikes need to be serviced ready for use by Reception pupils under the guidance of the trained TA. 	<ul style="list-style-type: none"> • From pupil questionnaires/audit introduce sessions for classes/bubbles to participate in e.g. Dance, Yoga, Basketball, Football, Tennis, Handball, • After school club provision – dependent on Covid measures. Offer to classes/bubbles initially and other class teachers asked to run a year group club e.g. Football and Netball. • Reception class TA to lead Balanceability session/club for children in EYFS class from Autumn term (2021) to help reach 	<p>Dance lessons £540 Yoga lessons £720 Staff budget – additional hours</p> <p>Balance bikes serviced; 10 x 45 minute sessions</p>	<ul style="list-style-type: none"> • Dance, yoga and football clubs have been well attended. Dance and Yoga teachers – external. Parents enjoyed performances from all dance club members over the academic year. • Balance bikes serviced and repaired. • Balanceability club was targeted towards those children with gross motor skill difficulties-positive impact- all pupils who participated made progress towards their goals. 	<ul style="list-style-type: none"> • Dance club to continue with enrolment into the Cheltenham Dance Festival for schools. • Yoga to continue. • Football clubs to continue with friendly matches with other schools through Move More membership. • Balanceability to be taught within the curriculum and as an after school club.

	<p>Developmental Skills targets of those children.</p> <p>Home learning opportunities share different ideas of sporting activities e.g. yoga, dance, martial arts.</p>	£200 staff costs		<ul style="list-style-type: none"> • Liaise with Sportily to offer lunchtime sports. • Link with Dean Close to return to activity days and build regular Sport sessions, using their resources and their pupils support our pupils as part of their community work. • Use pupil voice and assemblies to celebrate physical activity outside of the school day.
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Key indicator 5: Increased participation 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:
<ul style="list-style-type: none"> • Introducing new sports and physical activities to encourage more pupils to take up sport and physical activities. • Providing more or broadening the variety of extra-curricular activities after school delivered by the school or other local sport organisations. • Participate in inter and Intra school virtual activities and competitions. Encourage competition including teaching and learning around healthy sportsmanship, linked to SEMH and the school values. 	<p>Games organised by School Games Mark, including Cross Country and athletics activities.</p> <p>Move More membership for outsourced coaches</p>	<p>Move More membership</p> <p>£2,500 (Will cover academic year 2022-23)</p>	<ul style="list-style-type: none"> • Unable to work with SGO as dependent upon Move More Membership. • Move More membership not subscribed to this academic year due to COVID-19 lockdowns, restrictions and school Risk Assessments. 	<ul style="list-style-type: none"> • Move More Membership to be bought into for 2022/2023 (<i>paid 20221-22 budget</i>) • This will enable the school to reach its targets due to outsourcing for after school clubs. • Move More will also provide us with the opportunities to participate in inter school competitions and festivals. • Some allocation of budget will be needed for the safe transportation of pupils and staff to events moving forward.

Signed off by	
Head Teacher:	Kirsti Ashman
Date:	21 st July 2022
Subject Leader:	C L Godzisz
Date:	21 st July 2022
Governor:	FGB
Date:	26.09.22