

# 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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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](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. **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](#)



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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£3,716
Total amount allocated for 2020/21	£17,450
How much (if any) do you intend to carry over from this total fund into 2021/22?	£10,854
Total amount allocated for 2021/22	£17,230
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£28,084

Total Spend 2021/22	£22,802
Total carry over to 2022/23	£5,282

## 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: £28,084		Date Updated: 11/07/22	
<p><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</p>					Percentage of total allocation: 61.7% (£17,327)
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?:	
Further develop the activities and opportunities on offer at playtimes.	- New playground equipment ordered and installed.	£16,200	Observations and assessments of children indicate that newly acquired resources are positively impacting stamina, and other physical dexterities such as balance and core strength as well as general physical coordination. Photographs available  Discussion during class worship logged regarding suggestions from children and why they have chosen it.		Equipment will be installed in August and will develop coordination needs. Pupils will gain confidence and maximising physical participation during play times.  Positive structured play will engage a greater number of children having a strong impact on physical activity.  Larger percentage of children involved in physical activity during playtimes, increasing daily physical activity.
Children to have a greater repertoire of active games to play at playtime.	- Teaching assistants to offer lunchtime sports activities.	£900	Children engaging in physical activity 30 minutes a day		Football, hula hoops, scoops have all been very successful.

	-New equipment bought using pupil voice to enable children to engage in stimulating activities	£227		Further development - using pupil voice and ambassadors to encourage and run activities at playtimes.
<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: 0.04% (£12)
<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:
Make sure everyone in the school is aware of the value of physical education and sports, and encourage all students to strive to participate in sporting events.	<p>- Sporting achievements and attendance at local fixtures promoted on school website.</p> <p>-Website, parent mail, Marvellous Me and Facebook will raise the profile of PE and Sport for all visitors and parents.</p> <p>-Pictures and results posted on the school's Facebook page</p> <p>-Create achievement certificates for all children's personal achievements at sports afternoon to be given out in Worship.</p> <p>-Sports Heros celebrated half termly in Sparkle worship</p>	£N/A	<p>Increase of students celebrating sporting triumphs at school.</p> <p>Parents and children are aware of upcoming activities and enthusiastic about them.</p> <p>Children are happy to share their athletic accomplishments during Sparkle Worship, evidence</p> <p>Every child participated in a race, and they all participated in every activity.</p>	<p>Continue to celebrate children's sporting achievements.</p> <p>Invite a wider range visitors into school to share their sporting achievements with the children now we no longer have COVID restrictions.</p> <p>Engage in National School Sports week activities next year. Children thoroughly enjoyed these activities in previous years.</p>

<p>Sports Day involves full participation from all members of the school community.</p>	<p>-To plan and deliver an effective and successful Sports Day. -Stickers to be handed out on Sports Day</p>	<p>£12.00</p>	<p>High levels of excitement from parents and children as they were knowledgeable and excited about the upcoming Sports Day. First one with parents and the community in 2 years.</p> <p>Parents and children excited after the event as noted on Facebook as well as comments made to the Headteacher on the gate.</p> <p>Children were excited and motivated at the chance of being the winners of the Sports Day trophy. This was celebrated on the day, in Sparkle Worship, Facebook and weekly newsletter.</p> <p>All race winners named and celebrated in weekly newsletter</p>	<p>Reintroduce Sports Leaders from other schools in the community to support Sports Day. This will demonstrate leadership and aspiration for our pupils.</p>
<p>Year 4 Sports Leaders supported with the local Pre-Schools Sports Day</p>	<p>-Leaders were involved in delivering an effective and successful Sports Day.</p>	<p>N/A</p>	<p>Sports Leaders were happy and proud of their involvement with the Pre-School.</p> <p>Verbal feedback from parents who attend preschool sports day commented on their great leadership skills.</p> <p>More children raised interest in wanting to be a Sports Leader since this event.</p>	<p>Reintroduce Sports Leaders course. Cancelled this year due to COVID.</p> <p>Liaise with Preschool for further opportunities for Sports Leaders to help plan and/or deliver sporting activities for Pre-school</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				7.6% (£2123)
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:
For all teaching staff to implement a broad and balanced physical education curriculum for all students by upgrading knowledge, boosting self-assurance, and ensuring progression.	- Purchase of a PE scheme of work, 'Get Set for PE' to support the delivery and progression of skills including Dance, Team building, Gym, athletics and outdoor physical activities.	£375	More confidence and improved subject leadership abilities will help the subject leader guide professional development for the entire staff.  Teachers are confident in their ability to teach a comprehensive and balanced curriculum that is well-sequenced and demonstrates advancement in accordance with WAT progression maps and medium Term Plans.	Continue to purchase the scheme and select relevant training for staff from the offer.  Continue to seek teacher's feedback on areas of PE they would like to receive further training.
Assessment of PE is moderated and quality assured across the school leading to maximised progress in PE for pupils at all levels of achievement.	-1.5 days to develop subject leader understanding of PE taught across the school. Allowing time to observe, monitor and feedback on lessons  -Dedicated leadership time for PE subject lead.	£700	With the use of "Get set PE" throughout the school and where advancement is taking place, the subject leader is confident in their knowledge and comprehension of the PE curriculum.  ECP visit allowed Subject leader and staff teaching PE understand the importance of small steps to	Examine and keep track of the PE assessments from this school year to identify any gaps of fundamental learning.  Determine the abilities that should be taught first the following academic year to ensure coverage and advancement.



<p>High quality planning, teaching and assessment of sports (tennis and cricket), enabling CPD for teachers.</p>	<p>-Cricket coaches led a session for each class allowing CPD for class teachers.</p> <p>-Coaches from 'Wimborne Tennis Club, teaching children and supporting CPD of teachers in tennis.</p>	<p>£700</p>	<p>key learning to ensure children are able to recall learning.</p> <p>For the academic year 2020–2021, all teachers finished their end-of-year evaluations.</p> <p>Tennis sessions took part in the 2022 Summer term. Positive comments about the coaching sessions' professionalism, the events, and how they feel they are developing new skills in areas outside of their comfort zones have come from the personnel.</p> <p>Sharing best practises across teaching staff that boosts subject knowledge and self-assurance</p>	<p>Dates for the PE (sample) assessment plan were conceivable.</p>
<p>Develop the whole child through engaging, purposeful physical activities in the early years supporting the EYFS framework.</p>	<p>- PE lead attended Youth Sport Trust Healthy Movers Course - June 2022</p> <p>Provide theory and practical ideas using the Youth Sport Trust Healthy Movers resource alongside the Healthy Movers at Home resource</p> <p>The activities are designed to develop balance, movement and using objects in a fun and engaging way.</p>	<p>£108 (course) £240 (cover)</p>	<p>The physical literacy elements of motivation and confidence of EYFS children has improved.</p>	<p>Physical Elements of competence, knowledge and understanding to progress as the children leave EYFS and into the National Curriculum.</p> <p>School wide, new suggestions of physical education opportunities as a whole school to be discussed with the new Acting Head. Suggestions such as role models (sharing</p>

				adult activity), whole school exercise times and further competitive team sport.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 10.7% (£3010)
<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:
Improve active outdoor learning by putting more of an emphasis on mental and physical wellness as well as physical growth.	<p>-With the assistance of the teaching staff in Reception, the Forest School Specialist Teacher will teach the Forest School "active curriculum" to all of the Reception students for two terms (Spring and Summer) one and a half days each week.</p> <p>-CPD to improve subject knowledge for teaching and support staff</p> <p>-A Forest School Specialist Teacher will work with Year 1 teaching staff to provide a half-day of weekly instruction in the Forest School "active curriculum" to Year 1 students during the Autumn term. During this programme, a specialist teacher is mentoring the teaching staff.</p>	£2920	<p>An evaluation of the children's physical development, both gross and fine, was done before and after Forest School and revealed an improvement. The results also showed an improvement in the students' mental health and involvement.</p> <p>Teachers in the classroom report that students' focus, concentration, and teamwork abilities have improved along with their greater resilience to other physical and academic challenges during and after participating in Forest School.</p> <p>Since many families at St. John's do not have access to outside space during lockdown, this has had a good effect on student</p>	Photos, films, and teacher observations that have been shared with staff members around the school serve as proof of the students' learning. Particularly if the space is used outside of designated "Forest School" hours.

	-Equipment for all children to gain full use of Forest School eg. buckets, trowels, nets etc..	£90	wellbeing. Teachers have supported students' mental health and wellness at school all academic year long by using the Forest School space and activities discussed during CPD.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 1.2% (£330)
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:
More opportunities to access and engage children in competitive sport and local competitions and gain positive benefits from participation.	Confirm attendance/pay entrance fees for WASP sporting events. Ensure adequate/appropriate staffing arrangements are made and dates for events are in the school calendar and on the school website well in advance.	£90 ( 3 teams) £240 (cover)	Year 4 commented on how they enjoyed taking part in this years Rugby competition. How it made them feel proud to represent the school and how they would like to be able to take part in more events.  Photos were shared on our school Facebook page and newsletter.	Now that we are out of COVID restrictions, 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 Award in the future.

Signed off by	
Head Teacher:	Antonia Dufek
Date:	13.07.22

Subject Leader:	Ben Lees-Smith
Date:	13.07.22
Governor:	Geoff Bates
Date:	18.07.22