

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Reviewed July 2022

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 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.

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<p>Despite the disruption caused by the pandemic, we have achieved some of our goals in the previous year's plan:</p> <ul style="list-style-type: none"> Renewed PE curriculum in place and in use (Covid permitting) OPAL has been purchased, improving lunch times for all children Due to OPAL, physical activity has increased. A Play Leader and governor have been appointed to OPAL to ensure that it is having the adequate support that it needs. This is still in the early stages of development. The appointment of Play Leaders has improved the quality of children's experiences of active playtimes during the lunch-hour. Continuation of our participation in a range of sports, especially for under-represented groups: e.g. girls' participation in football Improved attendance at inclusion events - Y3/4 Multi-Skills Teaching of swimming has improved so that we have spent more time teaching Y5 and Y6 children to swim Developed the use of the 'whole play space' including field and conservation area as part of our OPAL development. For afterschool clubs, we have been able to work alongside external coaching providers to support the development of PE in sports deemed to have fewer opportunities in school - dodgeball, hockey and basketball. Boys' football was a particular highlight reaching the final of the county tournament with a large number of children being in Y5. <p>The achievements we identified as priorities in the previous action plan were significantly impacted by the Covid-19 Coronavirus pandemic. Expenditure on the following priorities have had to be deferred:</p> <ul style="list-style-type: none"> Ensure that we have a clear identification process for all children to ensure we know which children are participating in clubs, leading to a higher participation from vulnerable groups. Providing additional swimming coaching for children who did not meet the three key criteria for primary-age swimming (as stated below) - we were unable to provide any swimming tuition (including core tuition) for Term 6 	<ul style="list-style-type: none"> Purchase scheme of work for teachers and HLTAs to support them in teaching the 2 lessons of PE each week based on the Peasedown Curriculum document. Get Set PE has been purchased by the MAT for all schools to use. Create a plan to build on and develop the fundamental skills throughout school having a clear progression. - Striking and Fielding, Net and Wall, Sending and receiving and invasion games. Develop an activity programme which enables children to do 15 minutes of exercise 4-times-a-day. Employ additional Play Leaders to support more active playtimes for children - reduction in opportunities for active sports participation needs mitigating. Develop Play Leaders' understanding of restorative justice and risk management to ensure that children are playing in a safe but purposeful way. Provide additional swimming tuition for children in Years 4 and follow up any children who need additional support as part of the Year 6 catch up programme. Develop the use of a specialist PE teacher to work alongside staff to develop teacher confidence in gymnastics and Dance. (CPD) Continue to broaden the range of sports coaches who bring specialist skills to the school to encourage an active lifestyle for children. Increased engagement in sporting events for vulnerable groups leading to an increase in sports participation. Clubs put in place to help revamp stats analysis for both participation and impact of PESPA grant including participation in clubs and to help set out clear selection policy and track those involved in competitive sports. use the School council and Pupil voice to think carefully about the clubs we offer for all to increase engagement. Schedule clubs to coincide with lead-up to specific sporting fixtures and provide additional hours' training during play-times for selected squads, using the school calendar to ensure that we do not miss any events. Redevelop the PE resources to ensure that people have an easy access to them to ensure the teaching of high-quality PE Encourage families to travel to school in a more active way. Develop a Physical Activity day where we raise money for the school to invest in sporting trips and new equipment.

<ul style="list-style-type: none"> • Ensure that we have a high presence at sporting events and children have practised prior to attending. • Continue to develop OPAL and ensure that parents have clear understanding around decisions made to ensure children are kept safe using restorative justice and dynamic risk assessments. 	<ul style="list-style-type: none"> • Continue to develop the use of OPAL at break times and lunch times to encourage high quality play and physical activity for all children. Lunch times will become more interesting and there will be less behaviour issues as all children will be engaged in play. • Develop 3 opportunities throughout the year to deliver OPAL training to staff so they are aware of any updates to risk assessments etc. • Redevelop school camp for Y4 to ensure higher participation in attendance of this trip - looking at in-school provision.
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Total amount carried over from 2019/20	£20,340
Total amount allocated for 2020/21	£,20,030
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 7900
Total amount allocated for 2021/22	£ 19,830
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£27,730

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>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</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 2021.</p> <p>Please see note above</p>	70%
<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>	78%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	70%
<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>Yes - in Summer Terms 2022 we provided catch-up swimming sessions for Y6 children identified as not having met the above thresholds We have used the funding to support children who need to be water confident as they move to Year 7.</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: 2022/23		Total fund allocated: £19,800	Date Updated: 12.07.2022	
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	
Develop 15 minute physical activity sessions for all children - four times a week.	<ul style="list-style-type: none"> Timetable stating when children are doing this. 3 activities- Peasedown miles x 2, Personal best, yoga Raise the importance of this through assemblies. Progress impacts and not who has done the most. 	£0	Baseline review to measure impact - weekly log (How many laps, How many star jumps etc. Children will feel physically fitter Behaviour will improve as children will be doing something active before they work - focus will improve as a result.	Continue to run this beyond next year to help improve physical fitness levels across the school. An increase in levels of active children across the school/
OPAL will continue to develop in school meaning children will spend more time outdoors being physically active.	<ul style="list-style-type: none"> Termly reviews of OPAL action plan to ensure milestones are being met. Pupil interviews with children to discuss impact of OPAL and next steps Audit OPAL equipment and ensure that it is regularly enhanced and added to. 	£6000 OPAL License £1000 resources (to be supplemented by fundraising)	Baseline/review audit shows increase in active use of play equipment, especially among groups identified as less active in baseline audit linked to aspects such as - tree climbing, den building and dancing High uptake of use of active play equipment at break-times (see next steps).	Still more play equipment to be purchased to encourage more active play. Rotate equipment to ensure children are getting a balance of physically active opportunities.
Develop the role of play makers and empower them to take an active role in leading children's play at lunchtimes - focusing on engagement, resolution and risk.	<ul style="list-style-type: none"> Devise clear job description for these individuals Train Play Leaders in the specific criteria attached to their role - Three sessions a year Monitor the impact of Play Leaders on children's active participation at lunchtimes 	£6000	Play Makers roles are developed from SMSAs and a clear increase in children's levels of activity at play times, particularly with development of new MUGA. Zoning playground has increased levels of active play, under supervision of Play Makers and OPAL.	Baseline/review audit to show impact of Play Leaders' on the levels of active participation of children in our play spaces at lunchtimes, with a particular focus on those children identified in the baseline audit as less active

Additional top-up swimming tuition at South Wansdyke Sports Centre for Year 6 pupils who have not met age-related expectations	<ul style="list-style-type: none"> Discuss availability of swimming slots at both S Wansdyke and Paulton pools, so that a concentrated swimming course may be provided for those who have yet to achieve ARE in swimming 	£1040	Increase % of children achieving criteria 1 and 2 above (25m and variety of strokes) to 65%.	Having changed the designated year for swimming to Y4/5, we will continue with a programme of catch-up for Y6 swimmers, funded from this grant and then this will be able to support this development as we move to 2023/24
Develop grass area by removing brambles and old spaces to develop a mound for children to use for physical activities	<ul style="list-style-type: none"> Seek advice and get quotes to clear area and ensure it is safe for children to use. Deliver assembly to discuss what it can be used for. Check use of it throughout lunchtimes and PE lessons to see how it is being used to encourage children to be physical. 	£800 (to be supplemented by fundraising)	<p>Children will have a greater understanding of Risk Management - this will be monitored through pupil interviews and the end of OPAL questionnaire.</p> <p>Will have a section within an assembly to help encourage children to be knowledgeable about spaces they can use.</p>	Continued development of Outdoor spaces to make them appealing and purposeful for children.
Use active lessons to increase physical activity levels and learning.	<ul style="list-style-type: none"> To improve the amount of physical activity carried out by all children in our school as a part of our commitment to promoting a healthy, active lifestyle. 'Healthy Me' week during the summer term. 	£0	<p>All children participate in at least 2 hours of PE a week.</p> <p>Use Get Set 4 PE to plan PE sessions which are active</p> <p>Create a 15 minute physical activity slot each day to develop personal best, daily mile, yoga and mental wellbeing sessions.</p> <p>Develop areas where active movement can be used in other lessons e.g. maths</p>	Gain further pupil opinion, through surveys and School Council on what games and equipment will increase motivation and participation.
Raise awareness of the best places to take part in sport and physical activity outside of school.	<ul style="list-style-type: none"> Develop links with local sports clubs to advertise them on our newsletter and fb page. 	£0	The aim is for more children to be physically active outside of school. Simple survey to ascertain which children are currently in clubs and what clubs they would like to be a part of.	Have these clubs come in and deliver taster sessions to encourage signing up to different sports - tennis, hockey etc.

<p>Redevelop playground markings, to encourage maximum physical activity during playtimes (alongside funded creation of new MUGA)</p> <p>https://www.thermmark.co.uk/product/fitness-trail-1/</p>	<ul style="list-style-type: none"> • Seek advice and visit sites with recent sport-focused playground markings - obtain quotes • Carry out audit of current physically active play • Book markings for Feb half-term 	<p>£800 (to be supplemented by fundraising)</p>	<p>However, plans for improvement in play areas, above and beyond markings, are being drawn up to develop the space alongside OPAL so it provides both OAs and also opportunities for fitness-related activities.</p>	<p>An increase in levels of active play on school playgrounds, using the marked out games zones and new OPAL equipment</p>
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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>
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Intent	Implementation	Impact	Impact	Impact
<p>Reintroduce the BANES STARS Travel Plan and aim to achieve a Gold Award for how children travel to school. This is building on our success in previous years.</p>	<p>A Member of staff to go on training/have meetings with BANES leader of STARS</p> <p>Reintroduce how to track Active Travel and purchase badges to promote this</p>	<p>£150</p>	<p>The school has achieved a regional silver STARS award for its work on encouraging children to take healthier travel options to school.</p> <p>More families travel to school by foot, bike, scooter. We have spoken to the Parish Council who are looking to promote how people park and walk to school to also help develop this.</p>	<p>This has been a highly successful initiative and needs to be continued next year. Silver Award granted this year and need to seek Gold for next.</p>
<p>Use the school website, the newsletter, and the Facebook account to promote PESSPA much more.</p>	<p>Use social media to develop and raise awareness of what sports we offer and how we encourage children to be physical both inside and outside of school.</p>	<p>£0</p>	<p>Pupils and Parents understand, (where possible) how PESSPA can make a positive difference to their confidence, self-esteem, behaviour and attitudes</p>	<p>Focused intent to maintain high profile of physical activity in lessons across the school year through calendar events/activity</p>

<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Percentage of total allocation: %</p>
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Intent	Implementation	Impact	Impact
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<ul style="list-style-type: none"> Staff training from experienced/specialist sports coaching staff - NB this is incorporated into our School Sports Coordinator subscription 	<ul style="list-style-type: none"> Purchase PE Hub Scheme of Work for staff to access additional expertise, plans and schemes of work to supplement school resources. Liaise with Dave Burston, SSCO leader, to see what training may be available in Terms 5 & 6 around athletics Target sports for training that staff are less confident, less skilled and less knowledgeable about 	<p>£800</p>	<p>In-house training and advice given by PE leaders around get set PE teaching scheme linked to assessment.</p> <p>Guided whole-staff audit and sorting of PE equipment reminded staff of what they can use and how; also identified need for new equipment.</p> <p>Staff are able to teach a wider variety of sports as part of the PE Curriculum</p>	<p>Continue to develop generic skills of PE teaching so that they are evident in staff's practice across all their teaching of the subject</p>
<ul style="list-style-type: none"> Support from a secondary school PE teacher to enhance teacher confidence when delivering sports such as Dance or Gymnastics 	<ul style="list-style-type: none"> Termly CPD for all teachers focusing on team teach delivery of Gym or Dance to help improve Teacher confidence and skills in delivery. 	<p>£0</p>	<p>Teachers will continue to feel more confident when delivering specific aspects of the PE curriculum and will be able to use equipment with greater knowledge as a result.</p>	<p>As we move forward, teachers will approach aspects of PE with greater confidence.</p>
<p>To develop an assessment toolkit to effectively assess PE throughout school</p>	<ul style="list-style-type: none"> Creating a fit for purpose assessment system that supports progressive teaching and learning Use Get Set PE assessment ideas to help with this. 	<p>£0</p>	<p>As a result of effective teaching and a responsive assessment, all pupils make progress from their starting point</p> <p>Staff feel confident teaching a range of sports/activities and are able to provide high quality PE lessons.</p> <p>Staff feel supported and able to seek support from the subject leader as and when necessary.</p>	<p>Data monitoring and tracking over time shows pupils making consistent progress.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested
<p>Subscription to School Sports Coordinator offer from Wellsway School, led by Dave Burston, to introduce PSJ Primary to a wider range of sports/activities for all:</p> <p>Access training</p> <p>Access equipment</p> <p>Take part for free in sports events</p>	<ul style="list-style-type: none"> • Liaise with Dave Burston, SSCO leader, to see what training may be available in Terms 5 & 6 • Target unfamiliar sports for training that will engage children most, get them active and increase their love of physical activity • Ensure calendar events are filled in so that children are participating in a range of sports. 	£1750	<p>PSJ continued its participation in less familiar sports, e.g. Dodgeball, in 2020-21.</p> <p>Use the SSP to deliver some additional training around specific sports such as athletics or other hockey.</p>	<p>Focus on less familiar sports, so that children take part in a wider selection of sports than has previously been provided at PSJ Primary and feedback from them is enthusiastic.</p> <p>Carry out a Sports survey annually in Term 6, to reflect on the impact of PESSPA in that year and to aid planning for the coming year.</p>
<p>Develop extra-curricular clubs to ensure that there is a range of activities for all children to participate in.</p> <p>Continue to offer wrap-around care, offering opportunities for outdoor learning.</p>	<ul style="list-style-type: none"> • Use School Council and class teachers to get a good understanding of what clubs children will be interested in. • Develop personal invitations to encourage other children to sign up for clubs if they don't always (increase participation levels amongst vulnerable groups). • Encourage more sports' coaches to come in to raise the profile of physical activity across a range of sports. • Children, who attend after school provision, are also participating in aspects of physical education 	£1000	<p>There will be a higher attendance in clubs and more clubs on offer.</p> <p>More vulnerable groups will attend clubs promoting physical activity.</p> <p>More children will be physically active due to their being a wider range of clubs on offer.</p>	<p>Registers show who has attended after school clubs.</p> <p>Use social media to raise the profile of after school clubs.</p> <p>Create a new way of signing up to enable parents to do this straight away, reducing workload for staff.</p>
Provide opportunities for children to attend professional sporting events	<ul style="list-style-type: none"> • Plot in the calendar when we can take children to sporting events to raise aspiration. • Look into free tickets for schools for different sporting events. 	£600	<p>Raise aspirations of all pupils who attend and give wider opps for different groups within school.</p> <p>Questionnaire to establish what sporting events they would like to see</p>	

	<ul style="list-style-type: none"> • Provide transport to these events. 		which differ from the norm - football etc.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Provide opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome.	<p>Identify a set number of competitions/events to provide transport to.</p> <p>Engage with partnership coordinator and attend competitions run by the Partnership.</p> <p>Engage more staff/ parents/ volunteers and young leaders to support attendance at competitions.</p> <p>Ensure pupils get opportunity to take part in local competitive leagues, tournaments and festivals.</p>	£500	<p>Audit amongst children to see what they participate in outside of school and what they would like to participate in, shared with teachers.</p> <p>When children have participated in sports they don't usually participate in, they have had a real sense of accomplishment. This is something we need to capture in 22/23.</p>	Whole school audit to ensure that we know children who compete and also children who want to just 'have a go' and raise confidence.
Subscription to MSN Games Association and Wesport (West of England Sport Trust) website and the events it organises. Although we can't attend events at the moment there are virtual events which we can take part in, if appropriate.	<ul style="list-style-type: none"> • Prioritise attendance at every MSN Games Association meeting, to keep up to speed with schedule of events • Log these on the calendar with reminders so children have opportunities to participate in may sports. 	£250	<p>PSJ Primary took part in a wide range of competitive sports via MSN Games Association, this year:</p> <ul style="list-style-type: none"> • Football • Quad Kids • Girls' Cricket • Cross Country • Tennis <p>We can, however, increase our participation levels further to ensure a higher attendance at a variety of sporting events.</p>	Since COVID, we have rationed the number of events PSJ Primary takes part but we want to increase this into the 2022/23 academic year.

Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events	<ul style="list-style-type: none"> • Ensure that we are signed up to attend inclusion events across the year. • Look at attendance to clubs for pupils with SEND and encourage them to participate. • Ensure, over the year, there are opportunities for all year groups to compete in events (participation or competitive). 	£0	<p>A wider range of children will have access to competitive sporting events away from the school.</p> <p>Raise aspirations for all pupils in engaging with physical activities.</p>	
Develop inter-house sports competitions where children can participate amongst lower and upper school at lunchtime. e.g. dodgeball or handball	<ul style="list-style-type: none"> • Devise a schedule of inter-house team games in upper and lower school (unisex or single-sex, as PE co-ordinator and MLT decides) One a big term. • Redistribute a trophy to show off inter house competitions • Develop use of sports' leaders in Y6 to help run these events. 	£50	<p>Inter-house sports activities to be used with maximum participation by all children in each year-group.</p> <p>One per big term for each year group run by sports leaders and helpers from Y6.</p>	

Signed off by	
Head Teacher:	Elizabeth Ennew
Date:	26th July 2022
Subject Leader:	Phil Lyle
Date:	26th July 2022
Governor:	Claire Mirams
Date:	26th July 2022