

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

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](https://www.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.

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| Total amount carried over from 2021/22 | £0 |
| Total amount allocated for 2022/23 | £17,220 (£16,000 + 142x£10) |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £17,220 |

Swimming Data

Please report on your Swimming Data below.

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| 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 2023. Please see note above | 20/21 pupils = 95% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above | 20/21 pupils = 95% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 20/21 pupils = 95% |
| 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 – children in all year groups have received swimming tuition in year 22-23. |

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: £17220 | Date Updated: | |
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| 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: |
| | | | | 39% |
| Intent | Implementation | | Impact | £6700 |
| 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: |
| Employment of P.E. and school sport teacher | All pupils will be taught PE by a full-time member of school staff with high level of experience in PE and School Sport | £6000 | <p>One member of staff has been employed to deliver at least one hour of PE per class, per week. This is in addition to the hour taught by class teachers.</p> <p>100% of observed lessons of PE staff rated as good or outstanding.</p> <p>Pupil voice and parent voice overwhelmingly positive towards the attitude and outcomes of PE and school sport.</p> <p>At least one of the two weekly NC P.E. lessons have taught by a PE specialist teacher, ensuring that children have received best practice tuition in PE knowledge and skills.</p> | <p>Continue to employ PE staff specialist with specific training in EY and time given to monitor additional sporting enrichment participation, in order to progress towards outstanding provision.</p> <p>PE specialist to continue to liaise with class teachers to ensure that the quality of teaching is consistent across all PE lessons.</p> |

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| Curriculum resources - Purchasing of specific PE equipment to enable a variety of sports to be taught in PE lesson and in after-school clubs. These will include inclusive sports equipment such as archery and boccia. | Pupils have access to different sports to engage and enthuse them in sport. | £500 | <p>New resources for badminton, athletics and archery have been purchased.</p> <p>Resources have been successfully integrated into the curriculum offer of the school as well as during intra-house and school wide competitions.</p> <p>All children have access to these resources throughout the year, during specific planned topics.</p> | <p>PE specialist and PE coordinator to review curriculum resources and replace/add to as necessary.</p> <p>Continue to integrate new resources into curriculum PE offer, ensuring the inclusion of all pupils.</p> <p>Conduct pupil voice on inclusion specifically in 23-24 academic year.</p> |
| Playtime resources - Lunchtime supervisors and sports leaders (when trained) will encourage pupils to use resources at breaktime to be more active. | Pupils more active on the playground and engaging more in games and sport. | £200 | <p>Playtime resources refreshed with stilts, sling throws, tennis balls and inter-locking building materials.</p> <p>Pupil voice is clear that these resources are being well used and enjoyed as well as staff observation of far fewer pupils using the 'friendship bench' when they perceive they have nothing to do at breaks.</p> | <p>PE specialist to monitor use of playground equipment in autumn 2023 to ensure that resource levels are maintained and replaced if deterioration occurs.</p> <p>Ensure Y5 Play Leaders have a range of ideas and activities for each resource and that they are appropriate for all ages of children.</p> |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| | | | | 9% |
| Intent | Implementation | | Impact | £1525 |
| 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: |

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| Sports leader training - Pupils in Y5 and receive sports leader training to lead sport activities and games during break and lunchtime on the playground. | Pupils are more active at break and lunchtimes. | £500 | <p>8 children have been trained as Play Leaders in Year 5.</p> <p>Play Leaders have been leading sporting activities across two break and lunchtimes weekly for all year groups.</p> <p>Pupil voice indicates a positive uptake of the Play Leader resource but that the opportunities could be longer if Play Leaders were available to setup proper to breaktime.</p> | PE coordinator to consider the option to release Play Leaders to setup before breaktime / use PE specialist to setup so that Play Leaders do not miss curriculum time in other subjects. |
| Quality assurance - Head/P.E. coordinator quality assures work of sports teacher by observing lessons and outcomes. | Release of Head Teacher and PE Subject Lead once termly per class to ensure national curriculum objectives are being met and that progress and attainment in PE is being made by all pupils | £1000 | <p>PE Coordinator has been released to observe PE lessons across the year. Head has covered PE coordinator classes in this time.</p> <p>100% of PE lessons observed have been good or outstanding according to the framework used - https://schoolleaders.thekeysupport.com/staff/performance-management/lesson-observations/lesson-observation-form-based-on-the-ofsted-framework/</p> <p>Progress and attainment data shows very strong progress in PE for all pupil groups across the year. Pupil voice also indicates very strong feelings of success and personal progress in PE.</p> | PE coordinator to ensure regular observations of all teachers delivering PE, not just the PE specialist staff member. This should be across the year and in a range of PE NC areas. |

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| Membership of school to Somerset CCC - Membership to SCCC brings opportunities for qualified coaching via Chance 2 Shine run by ECB coaches. | Pupils are engaged in a new sport and participate competitively. | £25 | <p>SCC subscribed to for a further year.</p> <p>Ashes resources and T20 resources shared between classes and to families.</p> <p>Cricket highlighted as a school sport – children from Countess Gytha widely participate in cricket as an extracurricular activity and the local U11 team (Queen Camel) won the league this year.</p> | Renew participation in 23-24 year. PE coordinator to look at additional opportunities in other sports. |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
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| | | | | 6% |
| Intent | Implementation | | Impact | £1000 |
| 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: |
| CPD – New PE teacher to work alongside staff to develop skills in areas of the PE curriculum to engage the least active children in school. | More highly trained staff. Staff inspired to try new ideas and feel secure in delivery. Least active pupils engaging more in PE and sport. | £1000 | <p>PE specialist has written a revised two-year curriculum overview and lesson planning for all staff to deliver high-quality PE lessons.</p> <p>Lessons observed this year have been consistently good or outstanding when taught in line with the revised planning.</p> <p>Pupil voice is very strongly indicative of all pupils engaging in PE and school sport and enjoying these opportunities.</p> | PE coordinator to review plans in line with recent OFSTED judgement and ensure that all year groups, including the Early Years are well planned and resourced effectively. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 44% |

| Intent | Implementation | | Impact | £7750 |
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| 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: |
| Sports event coach travel - Coach travel to events by school teams undertaking level 2 and 3 competitions | More pupils can participate in competitive sport. | £1000 | <p>Coach travel provided for a range of competitions and events across the year.</p> <p>All pupils in Y1-Y6 given the opportunity to engage in at least one additional sporting event in year 22-23 at Ansford Academy.</p> <p>Coach travel for all year groups has been subsidised for 22-23 year to ensure every child in the school can attend swimming lessons.</p> | Look to renew coach contracts in 23-24 year, particularly for swimming, ensuring total participation for all children in this extracurricular opportunity. |
| Swimming lessons and pool hire - Funded tuition and pool hire for those pupils who cannot swim 25m. Sessions delivered by qualified swimming teacher at local swimming pool. Or qualified teacher released to teach (supply costs) | Pupils can swim 25m or are developing their swimming ability. | £1250 | <p>% of Year 6 children is in line with last year (> 90%) which remains extremely high.</p> <p>Pupil voice is very positive in regard to swimming across all year groups and parent support for swimming in their year groups is also high.</p> <p>Additional swim coach was employed for 22-23 year to keep tuition to pupil ration low, ensuring best outcomes for all learners.</p> | PE coordinator to review swimming contract for 23-24 year given the expected inflation increases in pool hire and coach travel. There is the potential to combine classes across year groups or reduce the number of year groups swimming (e.g. Year 3-6 only) depending on cost. |

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| <p>Yoga Sessions - Whole school yoga workshop followed by targeted yoga groups to engage pupils in activities that develop them physically and mentally.</p> <p>Qualified yoga instructor employed 3 hours weekly</p> | <p>Pupils engage in and enjoy a range of sports and activities. Improved focus and behaviour.</p> | <p>£5000</p> | <p>Yoga sessions have continued for 22-23 year. This has ensured high levels of inclusion as all children have participated in yoga in 22-23.</p> <p>Pupil voice has been positive in understanding the benefits yoga brings for physical and mental health.</p> <p>Lessons observed by head and support staff indicate a reduction in low-level behaviours, however this evidence is specific to yoga sessions only.</p> | <p>PE coordinator and Head to review yoga offer for 23-24. Pupil voice has been very positive in regard to yoga and so if possible, will look to sustain.</p> <p>Ensure PE coordinator and class teaching staff are clear on how yoga meets the national curriculum objectives, particularly in Early Years.</p> |
| <p>Bikeability course - Cycle training for children targeted at Year 5 and Year 6.</p> | <p>Children encouraged to upskill themselves in a sustainable method of transport involving physical exercise. Encouragement towards a healthy lifestyle.</p> | <p>£300</p> | <p>100% of places were taken up this year, 16 in total.</p> <p>100% of children participating passed level 1 and 2.</p> | <p>PE coordinator to investigate alternative Bikeability providers to establish whether further places would be available in 23-24 year.</p> |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| | | | | £500 |
| Intent | Implementation | | Impact | 3% |
| 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: |
| Intra-school sports competitions - To promote and participate in a wide variety of school sports, culminating in the school games mark being awarded to the school. | <p>More pupils are engaged with competitive sports and tournaments.</p> <p>Subscription to local school games association to further the links between area schools and foster inter-school competition</p> | £500 | <p>Gold award achieved once again in 22-23 year.</p> <p>Local games associations subscribed to and wide participation has been in evidence, both in the Yeovil School Games Area and the Tower and Ansford group.</p> | Participation in extracurricular activities and competitions to be recorded and monitored by PE coordinator in 23-24 year in order to identify areas of success and barriers to inclusion. |

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| Signed off by | |
| Head Teacher: | David Gordon |
| Date: | 1 st September 2022 |
| Subject Leader: | Toby Gallagher |
| Date: | 1 st September 2022 |