

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.

Total amount carried over from 2019/20	£2820
Total amount allocated for 2020/21	£19576
How much (if any) do you intend to carry over from this total fund into 2021/22?	£11165
Total amount allocated for 2021/22	£19562
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£30727

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 2020.</p> <p>Please see note above</p>	21%
<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>	13%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	22%

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 – Planned for Summer Term

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: 2021/22		Total fund allocated: £28,485.25	Date Updated: 28/07/22	
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:
				36%
Intent	Implementation		Impact	£10,252
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:
Playground Equipment – to ensure maximum opportunities for sport related play at lunchtimes.	<p>Purchase of new basketballs and posts, dodgeballs, tennis balls, table tennis equipment, netball posts and skipping ropes.</p> <p>Replacement parts for goalposts and nets are ordered to ensure the school has enough working goalposts for football for both upper and lower school.</p> <p>New set of Kickster goals ordered to provide Year 6 with correct sized goals for FA approved age standard.</p>	<p>£1360</p> <p>£265</p>	<p>Children used the equipment at breaks and lunches.</p> <p>Without this equipment children would not have as much variety and choice in playground games.</p> <p>Equipment used to run competitive games in the MUGA. Football goals led to very active lunchtimes as more children able to participate actively rather than majority watching one game</p>	Continue to support. Year on year attrition causes kit to need replacing on an annual basis. Some of this is from wear and tear evidencing prolonged use and impact it must have been having. Ensure only hard-wearing equipment purchased to avoid wastage.
Storage for playground equipment	Boxes bought to safely store and protect playground equipment.	£129	Better storage boxes provided to help equipment last longer outside.	Allows children to take responsibility for setting up their own games rather than

Items to boost daily mile participation	Daily Mile stickers to last year	£100	Children covered over 1400 miles during the year. Used by children throughout the year although a noticeable drop off in final term.	adult led involvement. Storage ensures equipment is not dragged and therefore damaged.
	A-Frame promoting mile achievement and to allow sports leaders a focal point to work around.	£78		Continue to support – investigate other motivational aids like trophies/competitions or mile rewards.
Playground Climbing Apparatus	New chin up bar, rope and climb traverse purchased for the activity area.	£7260	Added to existing play area extending diversity of climbs and movements. Improving access through reduced queue times in busy play areas.	Used throughout the year – popular at lunchtimes and rota'd use to ensure access for all.
Playground Markings	New Dance area Cricket crease Basketball court for MUGA	£1060	Cricket crease added to playground in support of children that play regularly/ Dance area ot be supported by MDA to encourage copy me activities Basketball court markings to support Basketball play in the Muga	Universally popular. Adds important skills elements and teaching opportunities to cricket and basketball play allowing meaningful application of full rules and skills in a play setting.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				23%
Intent	Implementation		Impact	£6,634.46
Your school focus should be clear what you want the pupils to know and be able to do and about	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:

what they need to learn and to consolidate through practice:				
Gymnastics Coaching – Every year group for one term. Additional term for Y3 and Y6.	Experienced coach used to provide specialised teaching of gymnastics.	£4500	All children in school received lessons. 48 club places were offered and 60 children took part in the Summer Fayre display.	To be continued year on year as it provides a higher skill level than that readily obtainable by teaching staff.
		£750	New trampette bought to allow for additional equipment to improve activity levels of all by reducing wait times for launch activities. New parts for existing trampette.	Continue to utilise Summer Fayre and Club Performance to showcase skills learnt.
Develop differentiation skills for SEND pupils	Completed online seminar through UK coaching. Inclusive activity programme.	£15	Developed a better understanding of AIM principles – used to support staff throughout the year.	Continue to develop these skills and work with staff to ensure all activities are fully inclusive.
New PE equipment to support curriculum teaching	Provide suitable quality and quantities of equipment for teachers to deliver PE lessons. Purchased this year: Additional Lacrosse sticks to allow full class sets avoiding sharing of equipment and child inactivity. Additional Rugby balls and tag belt sets - enough to maintain two whole class sets. Allowing children as much time as possible for practice.	£197	Observations demonstrate improved levels of activity within lessons – no child should have to wait to share equipment and therefore be inactive or waiting their turn unless by lesson design.	Continue to monitor and obtain feedback from teachers regarding future purchases.

School Branded PE kit to be purchased and provided for disadvantaged children.	Charitable donation obtained and kit provided. This fund was topped up by sports premium money to provide in school provision and allow more kit to be rolled out next year to the new cohort.	£1,132.46	First stage of rollout completed and 20+ children provided kit.	Additional children identified for support and rest of kit to be provided for those that need it
Trial of t-shirts for Teaching staff to wear during sporting events and taught lessons.	Example set of t-shirts bought to assess material and style for maximum effect if purchased	£40	Saved Purchase of inefficient clothing. Further review to be conducted before committing to further expenditure.	For review next year to see if this is worth pursuing in next years budget.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				13%
Intent	Implementation		Impact	£3,625
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:
Whole Staff internal CPD: Focused on lesson structure and keeping children active during PE sessions.	Mini session at the staff of staff meetings showing new active start games for teachers to adapt and use. Further 1 hour session in Spring Term. STEP training to improve staff confidence in varying lessons to children's ability levels. Equipment purchased to help with running activities. Additional timing devices, boundary markers such as cones and slalom poles to	£0 £120	Staff feel confident to alter lesson plans to meet needs of class. High engagement of children at the start of PE sessions (especially those that typically disengage from sessions.) Teachers now using mini games more freely to consolidate learning objectives. Warm up are more relevant to skills being practised. Children are using space better in	Continue to support internally. Explore external support providers and consider accredited training for PE lead.

	better utilise space and help maintain good classroom practice.		game time as they are better able to visualise limits of playing area.	
Dance teaching and CPD with Year 3, 4 and 5. Across all three classes in each of the year groups.	Support teachers in providing quality teaching of the subject with dynamics outside of typical classroom settings. Teacher/ Dance coach combined working leading to exploration of cross curricular themes adapted – Ancient Greeks, Anglo Saxons and Egyptians.	£3072	Improve teacher confidence in delivering dance. Lesson plans secured for future use and reference. Enough support provided that teachers can cascade learned skills to other staff members.	Review future spending – could we choose different units to use next year providing greater opportunities for movement and dance.
Lacrosse CPD for teaching staff	Provide teachers with a better understanding of a sport with a unique and unusual skill set.	£225	New teacher to school and highly specialised sport. Teacher team taught with a local qualified coach. Boosting knowledge and confidence of staff members. Boosting outcomes for the class that enjoyed additional coaches during sessions.	Continue this model with new teachers for next academic year, Other sports to be explored to boost teacher confidence and outcomes for children.
Rugby CPD for teaching staff– Taught session with all teachers and selection of pupils focusing on teaching skills of sport.	Provide teachers with a better understanding of a sport with a unique and unusual skill set.	£80	Teachers enjoyed training and gave useful games and starters to introduce sport dynamically and safely.	Continue to purchase yearly if staffing changes at the end of year.
AFPE membership	Provide networking and CPD opportunities through membership. Includes online support and access to webinars. Includes copies of AFPE journal.	£128	PE lead has access to rules and regulation support for the role. Ongoing source of CPD and school improvements ideas.	Annual membership will be assessed for usefulness and bought annually if required.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				19%
Intent	Implementation		Impact	£5,294.79
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:
Karate lessons for Year 3 and 6. Provided to create an additional and unique sporting opportunity outside of that possible within school.	Lessons paid for with local instructor. 6 weeks tuition for 6 classes over the course of the year, covering all pupils in Y3 and Y6.	£1235	Children enjoy sport and our provided the opportunity to learn self-defence life skills. Also utilises controlled movement in support of curriculum objectives.	We use the same company to provide after school clubs – further developing children’s ability. 32 places offered this year.
Indian Dance course – Divali themed dance sessions. Cross curricular benefits and finished off with performance in Basingstoke to live audience as part of night of dance and celebrations within the local community. Included in this were Staff CPD sessions on how to support and run additional dance classes independently of KALA the art.	Whole of year 6 received multiple sessions of dance led by experienced\ external providers. The most confident performers were selected and taken to a live performance in front of an audience in Basingstoke.	£1570	Children learned about the story behind Diwali and put this into a live dance performance in a busy town centre. They got the chance to interact with musicians and were provided outfits to wear for their routine.	To review expenditure and explore possibility of further live performance in Reading this year.
Provide access for Bikeability		£100	All children are given the	Continue to provide year on

Scheme to all regardless of means	Helmet and bike hire provided for those that couldn't pay.		opportunity to learn to ride a bike and learn an important life skill regardless of ability. [1]	year. Numbers lower this year, to look at the booking system next year to increase this.
Provide sporting equipment for university courses (sports outside of curriculum and existing clubs) Handball	Additional set of handballs to provide children with enough equipment that solo work is possible with correct equipment.	£172	Successful university course ran for 20 children. Introducing a new sport.	Club planned to support this sport next year.
Subsidise costs to take Year 6 on a Watersports Day at local lakes. Ensuring full attendance and providing a truly unique sporting experience for primary level.	All 90 Year 6 children were taken to lakes and given the opportunity to learn sailing and paddle boarding skills.	£609	Entire year group taken out onto the lake and completed the highly adventurous activities.	Will be booked again next year. Children enjoyed activities especially amongst those that are typically less enthused at sporting opportunities.
Sports Leader. Children from Year 5 and 6 used to run daily mile and organise activity days around school.	Bibs purchased to allow children to run games independently inside the MUGA and for football at lunch. Target mats purchased to run small scale target games.	£388.79	Sports leaders ran a sports slam event where they taught PE to whole classes of Year 3 children. Daily Mile ran without adult interventions throughout the year.	Continue to support next year children enjoy the tasks particularly leading lower years in PE.
Sports Leader training to support the delivery of breaktime/lunch time games	Roster organised and placed on MUGA for all children to see whose turn it is during the various lunchtime activities. Sports leaders administer this task each morning relabelling equipment areas.	£720	Children are better able to administer sports games at break with bibs as visual aids. This allows sports played to be more game realistic as players are limited to 10-a side rather than larger less controlled and focused groups.	At the moment no external providers used to support and accredit the role but this could be considered in the future
Subsidised clubs	Clubs subsidised to ensure access to all. Free PP places offered to boost engagement	£500	700 club spaces offered throughout the year. 36% of these places are taken by PP children.	Continue to monitor club uptake. Continue to subsidise clubs to further improve uptake. Review to see if these numbers

				can be raised next year targeting those that did not take up a club place this year.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9%
Intent	Implementation		Impact	£2,679
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:
Provide minibus driver training for staff. This will allow us to utilise local Aspire 2 provided minibuses to attend more local sporting events without the need for expensive coach arrangements	7 members of staff trained to use minibuses	£765	Able to attend football, netball and hockey tournaments locally – successful in both. Events that Geoffrey Field otherwise may have been unable to attend.	Continue to monitor staff levels and ensure further staff are trained if required.
Run a successful school sports day reintegrating parents for first time since Covid restrictions	Additional equipment bought to add to the engagement and spectacle of sports day. New Javelins in sizes suitable for all year groups to enhance practice leading up to the event and ensure best opportunity to succeed. Vortex purchased to provide stepping stone approach to teaching of complex throwing methods New hurdles purchased as old were too large for lower years. Beanbags for throwing and balancing games. Finishing Line tape and Stickers for winners.	£1424	Successful sports day - positive feedback from parents, children and staff during the event. New hurdles can now be used to teach technique throughout the year as opposed to old ones that were under utilised due to set up time and bulk. All equipment made available to the athletics club run by an external provider who commented on the engagement of the children.	Continue to review other schools' sports day for similar ways of improving engagement and outcome. Kit audit to identify any further equipment required.
Participate and organise WEC sports events across all year groups. Providing children the experience of competitive	Attending events sometimes using ASPIRE minibuses Running of events including venue	£490	Following events attended: WEC Tag Rugby (2 teams)	Wall of celebration to be set up over Summer break to celebrate the sporting activities this year.

events and a chance to excel in new and exciting venues	hire for Summer WEC Olympics at Palmer Park Stadium. Fee for FA schools competition entry Trophies for WEC Competitions		WEC Netball (2 teams) WEC Hockey (2 teams) WEC Orienteering (2 teams) WEC Athletics (24 athletes) FA Football (1 team)	Highlighting achievement and participation. To start monitoring those that attend competitions to ensure spread of participants.
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Signed off by	
Deputy Head Teacher:	D Marks
Date:	30/7/2022
Subject Leader:	A Marks
Date:	28/7/2022
Governor:	S Appleby
Date:	28/07/2022