

# 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](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.

**All funding must be spent by 31st July 2023.**





## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£10 821
Total amount allocated for 2022/23	£19 590
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£30 411

## 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. <b>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</b>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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. Please see note above	90%
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	90%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	85%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	No

## 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:		Date Updated:	
<b>Key indicator 1:</b> The engagement of all 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:
					57%
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>	<p>Make sure your actions to achieve are linked to your intentions:</p>		£	<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"> <li>Explore how 'activity' can be incorporated into the school curriculum other than in PE. Children are more active in lessons.</li> <li>'Physical activity' to be incorporated into school led by children.</li> <li>'Bikeability' skills to children IN Reception and Little Chestnuts</li> </ul>	<ul style="list-style-type: none"> <li>Raise benefits and profile of a daily High Intensity Activity with teachers.</li> <li>Development of the outdoor learning area to provide more activities/space for more year groups to access the area during the curriculum time.</li> <li>Use of MUGA during break and lunch times to introduce children to new games and sports.</li> <li>Sports Lead to identify leaders and train Primary Sports Leaders for the Playmaker Award. Once trained, the 'Playmakers' can run 'Energy Clubs' for other children in school. Energy Clubs engage children, especially the least active ones in extra-curricular physical activity.</li> <li>Sports Worker to be employed to run engaging and fun games for children during break and lunch.</li> <li>Assess use of new scheme amongst staff and</li> </ul>		£17 411	<p>Children across the school are more aware of the benefits of exercise and healthy lifestyles. These key messages have been incorporated into subjects such as science, PE and DT (cookery).</p> <p>An increased number of children have opportunity to engage in physical activity.</p> <p>Participation in physical activity at break times has increased. MUGA sessions are popular and well-balanced across the year groups.</p> <p>Year five children have been trained as sports leaders at break times. These children now feel more confident engaging others in physical activity.</p> <p>More children have participated in physical activities at lunch time. Confidence and enthusiasm for physical activity has increased.</p>	
					<p>Sustainability and suggested next steps:</p> <p>Invest in more durable playground equipment</p> <p>Monitor participation levels amongst PPG in lunch time activities and extra-curricular activities and raise expectations of participation levels.</p>

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	<p>students to ensure quality teaching of PE across the school.</p> <ul style="list-style-type: none"> <li>• Purchase 10 sessions for Reception children and LC</li> <li>• Playground Markings and Equipment</li> </ul>	<p>Staff feel more confident delivering PE sessions. Quality of PE sessions has increased. Regularity and consistency of PE sessions has also increased.</p> <p>More R and LC children engage in physical activity.</p> <p>New markings have increased engagement and have helped children build relationships whilst engaging in physical activity.</p>	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
Physical Education, School Sport and Physical Activity (PESSPA)				4%
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"> <li>Staff, parents and children all to become more aware of the sporting opportunities across the school and its benefits.</li> </ul>	<ul style="list-style-type: none"> <li>Website, Whole School Class Dojo and newsletter to be used to share sporting and PE events attended by children.</li> <li>Termly Extra-curricular clubs, run by teachers and outside providers to offer sports.</li> <li>Sports noticeboard to be regularly updated with write-ups and photographs from different events across the school.</li> <li>In weekly Praise Assembly, to always share and celebrate the sports undertaken by children of the school.</li> </ul> <p>Captain to write report with the Teacher responsible for the sports match</p> <ul style="list-style-type: none"> <li>Continue to use flags for each 'house' and Woodmancote School to promote and raise profile of PE/Sport in school.</li> </ul> <p>Tag Rugby-Hockey-Rounders</p> <ul style="list-style-type: none"> <li>Intra house sporting events for the children to compete within school</li> </ul>	£1 000	<p>The profile of PE and physical activity has increased. Children speak positively about sports events and strive to be involved in them. Children know that there are equal opportunities for them to participate in sports events, not only the high attaining children.</p> <p>Sports clubs on offer are wide ranging and run by a range of teachers. Children are more aware of the range of sports/physical activities. For example, dance club has engaged a different demographic to football.</p> <p>Sports board has helped raise the profile of extra-curricular sport by celebrating successes, informing about fixtures and events; and it contains detail about previous events in the form of sports reports.</p> <p>Children take pride in the events they have participated in and know they will be able to share their experiences.</p> <p>House flags raise the profile of house events. Children believe they take the</p>	<p>Continue to offer a wide range of sports and sporting activities (both in school and extra-curricular).</p> <p>Raise awareness amongst parents of the benefits of consistent participation in sporting activities on their child's health, mental health, well-being and social interactions/relationships.</p>

	<p>amongst their peers. (Supply Costs)</p> <ul style="list-style-type: none"> <li>Swimming lessons will be given to all Year 3 children.</li> </ul>		<p>event more seriously because the event looks “more professional”</p> <p>Intra house events allow children to feel a sense of belonging. These events impact positively on relationships within and across year groups.</p> <p>Swimming sessions have improved competency and confidence in swimming amongst these children.</p> <p>Sports kits have been invested in, which has further raised the profile of extra-curricular sports.</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				16%
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"> <li>Join MOVE MORE (School Membership) to ensure access to specialist and expert coaching for staff teaching PE &amp; Sport. To improve subject knowledge and confidence of staff when teaching PE and provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively and embed physical activity across your school.</li> </ul>	<ul style="list-style-type: none"> <li>Ask staff what PE CPD they require and organise its provision through Move More and other outside providers (E.g. Cheltenham Town &amp; Gloucestershire Cricket Club- Chance to Shine RO Hockey)</li> <li>Use of teacher’s knowledge to help support other staff with their understanding of sport in the new scheme.</li> <li>Remind staff where and how to</li> </ul>	£5 000	<p>Survey Monkey to staff has allowed PE lead to gain a better understanding of CPD needs. Information/support/input for staff (from PE team and MoveMore) has been tailored to these needs. As a result, staff are now clearer of expectations and more confident delivering high quality PE sessions.</p> <p>As a result of support with GetSet4PE, staff now feel more confident navigating the scheme, using its plans and resources to deliver high quality PE lessons.</p>	<p>Further exploration of the GetSet4PE scheme allowing staff to further adapt planning and teaching to further suit the needs of the children to allow for even higher quality teaching/learning, particularly in sports that some staff are less experienced in.</p> <p>Staff to engage in more regular observations of other teachers teaching PE.</p>

	<p>access in depth videos on techniques so that they can give quality first teaching.</p> <ul style="list-style-type: none"> <li>• Share expertise by releasing staff to support colleagues</li> </ul>		<p>Training videos have been shared and identified within the planning. These are now widely used across the school and have positively impacted on teacher confidence and the children's knowledge as they have seen high quality demonstration videos more regularly.</p>	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				23%
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"> <li>Broaden the activities offered to all pupils.</li> <li>Children to experience a broader variety of physical activities during lunch and after school clubs.</li> <li>Expose pupils to a range of 'inclusive' sports</li> <li>Identify less active children and find a club that helps them to be more active.</li> <li>Increase use of MUGA</li> <li>Continue to use Move More and Cleeve Cluster to provide children with exciting and new opportunities to try and compete in a range of different sports.</li> <li>Need to offer more clubs in 22-23 which promote inclusion</li> <li>Children in Year 3 to have swimming lessons next year but at an offsite facility.</li> <li>School to identify which children did not achieve the expected standard during swimming lessons in 21-22</li> </ul>	<ul style="list-style-type: none"> <li>PE &amp; Sports Coordinator to continue to identify 'new sports' opportunities available through Move More, Cleeve Cluster Sports Network and other providers.</li> <li>PE co-ordinator, teachers &amp; support staff to run inclusive, high quality clubs. Ensure KS1 coverage.</li> <li>Find outside providers to offer after-school clubs. (RO hockey)</li> <li>Continue to maintain and develop links with local clubs and coaches.</li> <li>Ensure inclusion by staff using Get Set 4 PE adapted lessons plans.</li> <li>Inactive children to be identified on tracking system and put forward to clubs</li> <li>Use outside clubs to come and deliver sessions on sports such as hockey and netball to give children a chance to try something different.</li> <li>Raise % of children in receipt of PPG attending clubs</li> <li>Having identified non-swimmers,</li> </ul>	£7 000	<p>Through Move More, children have had access to a wider range of extra-curricular sporting events. Knowledge of these sports is now increased. Enthusiasm and confidence for these sports have also increased.</p> <p>A wide range of clubs has been offered.</p> <p>As well as teachers, clubs have been run by external providers as well as parent helpers. This has allowed a wider range of sports to be offered and a larger number of children to engage in extra-curricular sport.</p> <p>Adapted lesson plans have been used and further adapted to meet the needs of groups and individuals to allow for increased participation.</p> <p>PE team have liaised with club leads and class teachers to identify PPG children and those that have low participation levels. Those children have then been targeted by teachers and club leads to encourage participation. Clubs have been set a target to achieve a minimum number of PPG children participating in their club. PPG participation is increasing gradually.</p>	<p>Continue to widen the range of sports on offer on an extra-curricular basis, including sports from other cultures and aimed at a range of abilities.</p> <p>Organise events and fixtures to participate in in sports that have grown in popularity and that have been introduced recently.</p>

	address through using Sports Premium and Heidi's Heroes.			
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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"> <li>Join Move More (School Membership) to ensure access to Level 2 and, possibly, Level 3 competitions.</li> <li>Join Cleeve Cluster Sports network - Group of six Primary Schools (School Membership) to ensure access to Level 2 competitions.</li> <li>Increase the number of intra-sporting events within school.</li> <li>Play more friendly matches against local schools.</li> <li>Recognition that several competitions are related to football, with little representation in Netball, Hockey and Rugby.</li> <li>Girls Football was a strength, with team winning competitions. Coupled with success in Euros, the school needs to actively promote Girls Sport generally.</li> <li>Whilst we participated in Panathlon, need for school to identify other competitions that promote inclusion</li> </ul>	<ul style="list-style-type: none"> <li>PE &amp; Sports Coordinator to enter as many Level 2 events with Move More &amp; Cleeve Cluster Sports Network.</li> <li>Sports Coordinator to attend Move More conferences in autumn, spring &amp; summer and Cleeve Cluster termly meetings to keep abreast of sports/PE developments locally and nationally.</li> <li>Sports Coordinator to liaise with staff and establish what intra-sporting competitions we can organise for year ahead.</li> <li>Contact local schools to play matches against them outside of Move More / Cleeve Cluster competitions. (e.g. football, girls football, netball, tag rugby, rounders, cricket)</li> </ul>	<p>Some funding allocated to other Indicators</p>	<p>A variety of Level 2 events have been entered and participated in, raising the level of challenge and learning.</p> <p>PE team are more confident with latest developments in PE. Discussions at these meetings have allowed for adaptations to planning and delivery of PE and how to raise participation amongst certain groups.</p> <p>Staff voice has provided PE team with ideas for sporting events for the year ahead.</p> <p>Sports events against local schools have been organised by both teachers at the school and Move More ensuring participation against a range of schools both locally and further afield.</p>	<p>Organise events and fixtures to participate in in sports that have grown in popularity and that have been introduced recently.</p> <p>Explore further opportunities for specific groups of children to participate in competitively in a wider range of sports.</p>

Signed off by	
Head Teacher:	Mr Tucker
Date:	September 2022 (Updated July 2023)
Subject Leader:	Mr Evans and Mrs Grosvenor
Date:	September 2022 (Updated July 2023)
Governor:	Mrs Stark
Date:	September 2022 (Reviewed July 2023)