

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 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.

Total amount carried over from 2019/20	£3667
Total amount allocated for 2020/21	£17398
How much (if any) do you intend to carry over from this total fund into 2021/22?	£3258
Total amount allocated for 2021/22	£17401
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£25490

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>	80%
<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>	80%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	80%
<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>	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: 2020/21		Total fund allocated:		Date Updated: 20/7/21	
<p>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</p>					Percentage of total allocation: 42%
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:
All children have the opportunity and are encouraged to be physically active at playtimes and lunchtimes.	Playground resources for children to use at break and lunch times.			Children have been enjoying playtimes using equipment with their peers from other classes including sports such as basketball and football. Additional cross country and football club at lunch for KS2 children and Playground Leaders for KS1. Lunchtimes used to prepare children for inter house competitions.	New sports apprentice to support with the delivery of lunchtime clubs to continue to increase the uptake of lunchtime clubs.
	Sports apprentice to upskill and support Y6 children to become Playground Leaders			Our sports apprentice has met weekly with our Y6 Playground Leaders to teach them a different activity each week. Children run these activities on their set day with KS1 children. They encourage uptake and reward children showing the School	New sports apprentice to continue Playground Leaders with supporting the delivery of games to the younger children at lunchtimes. Train up new Y6s. Train new Y5 Active Time leaders too.

<p>To vary physical activity each day (retaining high interest levels within the children).</p>	<p>To use utilise fitness trackers (Moki bands) to monitor children’s physical activity.</p> <p>YST heat map to identify less active times of the day and where to build in more physical activity.</p>	<p>£2,4000 Moki bands (previous cost)</p> <p>Inspire+ membership plus additional coaching £8000</p>	<p>Games values in our weekly celebration assembly.</p> <p>Moki bands purchased and each allocated 1 per child in KS2. Moki bands have been used in conjunction with the Santa Dash (School Games) with all children participating in running, jogging or walking. Children were told how many laps of the hard court equalled a mile; many children aimed for more than a mile. Young Ambassadors also involved in launching and encouraging the school with challenges.</p> <p>Children have had the opportunity to participate in School Games personal challenges, sports clubs, taster sessions, virtual competitions; both intra and inter house with our local SGO as well as many other opportunities from Inspire+ and Get Set 4 PE. (including orienteering and the Mini-Commonwealth Games). We have also had a School Games Day – encouraging Olympics Values with a wide variety of physical activity stations(21.7.22) Active learning in class too.</p>	<p>Moki incentives to be shorter and more frequent to sustain interest and keep challenges engaging therefore encouraging more activity.</p> <p>Continue to build on our range of events, preparing the children for events as well as clubs offered.</p>
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	Encourage children back into sports clubs from September through in house clubs as well as external provision with Inspire+. Sports Apprentice to help deliver a range of clubs across the school too including lunch times.		A variety of coaching sessions this year to support children in their PE after two disrupted years of sport due to Covid. Children have had coaching in dance, gymnastics, tennis, athletics and cricket. We have also had coaches deliver after school clubs in multi-skills, basketball and OAA.	Continue with Inspire+ provision offering children a wider range of sports coaching next academic year again with sports on a two-year rolling cycle.
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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: 32%
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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:
Children are inspired to participate in sports and other physical activity	Membership with Inspire+	£8000	Workshops and sessions bespoke to school needs each year.	Continue working closely with Inspire+ and our bespoke membership offering children new and exciting challenges and opportunities.
All children improve their understanding of healthy lifestyles, keeping healthy and keeping ourselves and others safe	Guided meditation used daily in Collective Worship. Use of #Healthy Happy Active across the school in R Time groups	Included through Inspire+ membership (£8000)	Inspire+ ambassadors' assemblies from Sam Ruddock, Lizzie Simmonds and Jonathon Broom Edwards have promoted healthy lifestyle messages about keeping physically and mentally fit.	Continue to develop the use of #Healthy Happy Active across the school (R time groups) with half termly focuses continuing to develop ways to support children with their physical and mental well-being.

<p>All children have the opportunity and are encouraged & inspired to be physically active</p>	<p>Workshops to support Y6s with the transition to secondary school.</p> <p>LIVES first aid training for Y5 and Y6</p> <p>Through Inspire+, provide support for the PE lead (inc. PE forums & conferences);</p> <p>PE Leader to continue the tracking of pupil participation in PE/Sport to ensure every child benefits from the premium: continue to evaluate, adapt and use effective tracking systems to enable appropriate strategies and programmes to be implemented for individuals and groups to achieve high standards and 'narrow the gap' where identified. Encourage inclusivity</p>		<p>Careers, aspirations and transition workshop to support Y6 children for the transition to secondary school.</p> <p>Y5 and 6 children all have had basic first aid training including how to use a defibrillator.</p> <p>PE lead has attended (virtually) the Inspire+ P.E conference, #Healthy Happy Active, FA Girls Football (Disney Active Play Through Story telling), Young Bronze Ambassador training, P.E, sport and wellbeing forums. All staff have also attended #Healthy Happy Active workshop with Inspire+.</p> <p>All KS2 children's activity levels are tracked through Moki band readings along with PE participation tracker to identify groups of children who are less active to target for additional activities such as sporting festivals. Our SEND and less active children have had the opportunity to participate in inclusive sports such as New-Age Kurling and Boccia and represent</p>	<p>Continue with workshops to support children with the transition to secondary school.</p> <p>Continue to train upper key stage 2 children with LIVES first aid training.</p> <p>PE lead to continue to access CPD opportunities through Inspire+ and signpost other members of staff to CPD opportunities.</p> <p>Continue to use Moki band readings (KS2) and PE participation tracker to track children's activity levels and identify areas of support needed to narrow gaps.</p>
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	<p>throughout PE and sports including festivals attended.</p> <p>Through Inspire+ train four pupils to be Bronze Young Ambassadors. Continue to work with Inspire+ with a bespoke membership that best meets the needs of our children (including access to the opportunities accounted for throughout the report – see website).</p> <p>Make and sustain links with local clubs</p> <p>Conduct sports survey to gauge children’s desired sports</p>		<p>school at these tournaments too 100% of children have met their 30mins of activity per day through Active Time, lunch clubs, after school clubs or active play.</p> <p>Bronze young Ambassadors have had virtual training this year with Inspire+ as well as delivering speeches in assemblies such as the Legacy Tour. The Bronze Young Ambassadors have also launched activities to the rest of the school like ‘Santa Dash’ (School Games).</p> <p>Cauntton Tennis Club has been into school offer taster sessions from EYFS-Y4 for the children, with many children now participating in the Cauntton Tennis Club sessions at Claypole.</p> <p>PE lead now has a overview about sports children are interested in attending in school to help develop next year’s club calendar. A record of children’s outside sporting clubs has also been obtained through this survey.</p>	<p>Continue to work with the Bronze Young Ambassadors and Inspire+ to help them take a more active role next academic year with leading sporting activities and challenges in school.</p> <p>Continue to foster links with local clubs.</p> <p>Track enjoyment of these clubs and offer clubs children are interested in.</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:
				3%
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:
Children receive first quality PE/Sport sessions that equip them with the knowledge, skills and motivation necessary for a healthy, active lifestyle and lifelong participation in physical activity and sport.	Utilising our Get Set 4 PE subscription to up-skill staff and improve confidence with delivering P.E. Inspire+ coaches to help teachers with the delivery of Get Set 4 PE resources.	£825 + VAT (3 year subscription to Get Set 4 PE – Previous cost)	All staff have shared positive feedback regarding Get Set 4 PE resources in terms of breakdown of knowledge and skills, how to adapt sessions as well as implementing into game situations with rules too.	Continue to develop the use of Get Set 4 PE resources and utilise other resources through their website. Continue to work alongside Inspire+ coaches with the delivery of the Get Set resources and use the Get Set 4 PE assessment tool. Continue to develop the use of the assessment system on Get Set 4 PE to allow PE lead to track children more efficiently through filtering specific groups such as PP, gender, SEND etc and identify where extra support is needed. Rolling 2-year cycle for PE.

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 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:
Exposure to a variety of sports and sign-posting clubs outside of school will impact on the children's love of sport/PE, sustain their interest and increase the chances of children finding a sport/physical activity that they enjoy and are good at.	<p>PE planner for the year - select sports and activities that we don't/would have difficulty delivering in school ourselves.</p> <p>Develop further pupil participation in sport and ensuring pupils lead active and healthy lifestyles; encourage 100% of the school community to participate in physical activity – reintroduce Active Time as well as sporting clubs post-covid.</p> <p>Launch FA Shooting Stars Girls Disney Football with KS1.</p>	£-	<p>All children in school participate daily in Active time in the afternoon as well as active lunchtimes. Coaching from Inspire+ to assist with our delivery of PE lessons and clubs. Children are exposed to a variety of sports and clubs across the school year.</p> <p>Caunton Tennis Club have delivered a taster session to EYFS – Year 4.</p> <p>Football is popular with many of the children so our sports apprentice has been delivering additional lunchtime sessions as well as the Y1/2, Y3/4 and Y5/6 after school clubs that have taken place over the year.</p> <p>Playground Leaders was reintroduced this year; led by our Y6 children and delivered to KS1 at lunchtimes.</p>	<p>Work alongside the new sports apprentice to continue to develop the range of provision at lunch times and after school for children.</p> <p>Design 2-year rolling programme of sports covered within PE lessons.</p> <p>Continue to foster links with local clubs as well as links through Inspire+.</p> <p>Train new Y6 children for Playground Leaders.</p>

	<p>Offer SEND children opportunities to participate in inclusive sports.</p>		<p>Disney FA Shooting Stars club was popular – ran with two separate groups of Y1/2 children. Children learnt skills through storytelling each week.</p> <p>Our SEND children had training in Boccia and New-Age Kurling club and got to represent school in these competitions.</p> <p>All KS2 children participated in orienteering activity led by Inspire+ to foster social connections.</p>	<p>Run club again with new Disney theme to relaunch for 22/23.</p> <p>Continue to build upon our inclusive sports and introducing children to these; including preparing them for competitions.</p> <p>Continue to run orienteering activities from Inspire+ training and resources provided.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
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:
Use the Sporting Calendar to prepare clubs for specific year groups with the goal to successfully compete in an increasing range of sporting competitions. Competition provides motivation to achieve a goal; to demonstrate determination, creativity and perseverance to overcome challenges; and to understand that hard work and commitment leads to a greater chance of success. Life is full of situations where there are winners and losers: a sports game; getting a job; bidding on a contract; not getting into the desired college. Children need to learn how to cope with disappointment and to be able to genuinely appreciate the good fortune, talents and abilities of the “winner” and then look forward to the next opportunity to try again. Competition teaches children to dig deep and find resources we never knew we had; provides us with the opportunity to think outside the box and explore other ways to	Select competitions over the year to participate in. Apply for School Games Mark award again.	£2549	11 Intra house competitions ran and 17 inter house competitions attended. Sports clubs reintroduced and take up has been good across the school. 100% of children have attended Active Time sessions. 96% of the school has attended extra sports clubs on top of this. School Games Award Gold for our sporting provision in school. SEND children have had specific clubs and competitions (boccia and New Age Kurling)	Continue to build on Intra-House and personal challenges. Sports Apprentice to support with School Games values across school again. Pay subscription again to participate in local inter house competitions with other schools. Sustain and increase range of competitions attended. Apply for the School Games Mark again – aim for gold again. Continue to offer specific inclusive events and clubs for our SEND children.

succeed. The pressure to win or succeed can often inspire more imaginative thinking and inspires us to develop additional skills.				
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Signed off by	
Head Teacher:	Martyn Wells
Date:	21/07/2022
Subject Leader:	Emma Bowles
Date:	20.7.22
Governor:	Sarah Fisher
Date:	22/07/22