

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](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/2021	£0
Total amount allocated for 2021/2022	£17,650
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,740
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17,740

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>All KS2 and Year 2 children swim weekly for 1 half term at our local leisure centre. More able swimmers are taught self-rescue techniques throughout these sessions.</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 2022.</p> <p>Please see note above</p>	94%
<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>	94%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	58%
<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

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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:£17,770		Date Updated:08/12/22	
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					
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Provide more opportunities for increased participation in PA during lunchtimes for all children.		Employed Premier Education coach to run structured and varied multi-skills activities at lunchtimes.		Whilst participation was high, children then began creating their own games in breaks and lunchtimes, therefore resulting in fewer taking part in organised sessions.	
Enable staff to find opportunities to include more PA in their lessons.		PD around ways PA can be included in cross-curricular ways.		Results were mixed, and very much dependent on available spaces and weather. Lots of active learning taking place in summer term; less in spring and autumn.	
Sustainability and suggested next steps:		See funding in KI2		Continue actively promoting PA during breaks and lunchtimes (perhaps through use of play-leaders), but discontinuing the lunch activities led by Premier Education coach.	
Sustainability and suggested next steps:		Sustainability and suggested next steps:		Other areas of priority have arisen, so this will be revisited at a later time.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Sustainability and suggested next steps:		Sustainability and suggested next steps:		Sustainability and suggested next steps:	

<p>Children to receive expert coaching and be exposed to a range of sports/PE throughout their time at Barford School.</p>	<p>Two sessions of PE per week protected in the timetable of every class.</p> <p>Employed Premier Education coaches to run one PE session per week in every KS1 & KS2 class.</p> <p>Employed Bounce and Beat (B&B) coach to deliver one PE session per week in the Early Years classes, as well as two half terms per year with every other class in school.</p>	<p>£10,545</p> <p>£6,208</p>	<p>Every class received at least two hours of high-quality PE teaching throughout the year.</p> <p>Participation in PE was very high across all classes throughout the year, with many children (through pupil voice) commenting on how they have enjoyed the range of sports they have learned and have actively sought more opportunities outside of school.</p> <p>Uptake in netball (boys and girls) and girls' football was significantly higher than in previous years.</p>	<p>Increased costs mean each class will now receive one session of PE per week from either Premier Education or Bounce and Beat, with the other session being delivered by the class teacher (except for when a class is scheduled for their half term of swimming).</p> <p>Netball and girls' football will receive a high priority next year, both in lessons and with out-of-school club offerings.</p>
<p>Raise the profile of dance and gymnastics</p>	<p>B&B coach to work towards an end of unit performance with each class. Performance to either be shown live or recorded for parents to watch what their children have been learning.</p>		<p>This was successful for the first two terms (coach went on maternity leave after Spring 2) – children showcased their work in class assemblies, school productions and parents' sharing events.</p>	<p>Upon the coach's return, this will resume, with the aim being to showcase more of this work on the school website and Twitter.</p>
<p>Ensure children know the importance of PA outside of PE lessons</p>	<p>Continue Sports leaders and wellbeing ambassadors programme, with children enabling and leading PA activities across the school in break and lunchtimes.</p>		<p>Not sustained throughout the year – many Year 6 pupils had multiple school leadership roles and time wasn't allocated properly.</p>	<p>PA during breaks and lunchtimes is already very high, so perhaps the programme doesn't need to continue in the same way. Focus could be on play leaders helping to lead structured PA games with EYFS/KS1 children.</p>

<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<p>Your school focus should be clear what you want the pupils to know</p>	<p>Make sure your actions to achieve are linked to your</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what</p>	<p>Sustainability and suggested next steps:</p>

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
Ensure staff have access to quality resources to enhance their understanding and confidence of the teaching of PE.	Subscribed to PE Hub – offers detailed plans to show how different sports/PE can be taught, as well as showing how it can be adapted for different skill levels. Also includes videos and resources for staff PD around subject knowledge within multiple sports/PE, as well as developing ways it can be taught. Staff to shadow Premier Education and B&B coaches, observing their activities and the ways sessions are structured.	£525	Brought in by previous PE lead, however Premier Education began offering their own planning and resourcing service to all schools with whom they work as part of their package. As such, use of PE Hub ceased. Staff have now expressed an eagerness to teach more PE themselves, with some stating they now have the skills and resources to deliver them.	Subscription to PE Hub will be ended, and staff will use the planning and resourcing service available through our school's Premier Education package. Staff to teach one session of PE a week, whilst being given the option to observe Premier Education and other staff at any time.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

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:
Ensure all children are exposed to a broad and balanced PE curriculum	LTP created in collaboration with Premier Education, B&B and PE co-ordinator to ensure every child has access to a range of sports and PE across each year group and key stage. These include football, netball, hockey, cricket, rounders, athletics, dance, gymnastics, yoga, tennis and high intensity fitness circuits.	See funding in KI2	Participation in PE was very high across all classes throughout the year, with many children (through pupil voice) commenting on how they have enjoyed the range of sports they have learned and have actively sought more opportunities outside of school.	LTP for PE will now be planned by PE lead in full collaboration with Premier Education and Bounce & Beat coaches to ensure a full and enriching curriculum is being offered by both coaches and staff.

<p>Introduce a varied range of extra-curricular clubs to increase participation.</p> <p>To provide opportunities for OAA</p>	<p>Premier Education and B&B coaches employed to do additional out-of-school hours to run a range of after-school clubs, each offering a different sport/activity.</p> <p>Upper KS2 each have an end of year trip based on OAA: Year 5 for one day; Year 6 on a week's residential. Activities are those which cannot be provided at school, such as water sports, archery, high ropes etc.</p>	<p>Funded directly by parents of children participating</p> <p>Funded by parents of children participating and supported by Pupil Premium fund (for PP children)</p>	<p>Various sporting clubs were offered (beginning in January '23), with some more popular than others. Uptake in netball (boys and girls) and girls' football was significantly higher than in previous years.</p> <p>Both trips took place this year, with superb feedback from both staff and pupils.</p>	<p>Funding cuts mean fewer after-school clubs will be available next year. Premier Education will run a netball club, and PE lead will run a football club. Both aim to establish a school team.</p> <p>Both trips will be planned in again for next year.</p>
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Key indicator 5: Increased participation in competitive sport				
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:
Raise the profile and opportunities for children to participate in competitive sports	<p>Reach out to secondary schools and competitive sports providers to find out what tournaments/opportunities they are offering throughout the year.</p> <p>Participate in as many as possible, with the aim of accessing a range of sports for a range of year groups.</p> <p>Establish links with other schools to run competitive fixtures (e.g. football matches).</p>	N/A	<p>Our school participated in nine out-of-school events this year, up from one last year.</p> <p>We also organised and took place in five school football matches against other schools, up from two in the previous year. These included two girls' football events, of which there were none last year.</p>	<p>PE lead to attend meeting of a select group of PE leads across South Warwickshire to plan a full competition schedule for next year across various sports.</p> <p>Our school will continue to develop links with other schools, and tournament organisers have been told to include us in their invites in all future years.</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Tim Swards
Date:	9.7.23
Governor:	
Date:	