

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



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](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 as well as on the impact it has on pupils' PE and sport participation and attainment by the end of the summer term or by 31st July 2022 at the latest.

** In the case of any under-spend from 2020/21 which has been carried over this must be used and published by 31st March 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](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

| Key achievements to date until July 2021: | Areas for further improvement and baseline evidence of need: |
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| <p>In the past, a variety of equipment has been purchased (by the previous PE lead) to encourage children to play and be actively involved in a range of sports including American footballs, mini golf, squash and archery.</p> <p>Coaches to teach rugby (Project Touchline) and cricket for KS1 and KS2.</p> <p>Pre-Covid children were offered a range of sports clubs which were accessible to both key stages.</p> <p>September 2021 children offered sports clubs including netball and football weekly.</p> <p>Started a new refresh of equipment to ensure PE lessons can be taught to a high standard.</p> <p>To re-engage children who have had limited provision for exercise during break from school a range of playground equipment has been purchased for both bases.</p> <p>Ipads to assess and monitor progress.</p> <p>Hoodies have been purchased for all members of staff and this is already having a positive impact on the children and staff as it has helped create a bond and closer school community.</p> | <p>Introduction of a PE scheme to be used across both key stages (Real PE to be implemented in January) to give teachers clear indicators and support with their teaching of PE.</p> <p>Monitoring of PE across KS1 and KS2 (to take place once PE scheme is in place from January 2022).</p> <p>Having the correct amount of equipment for each key stage. Correct sizes of equipment have started to be purchased. Following on equipment needs to be clearly labelled and stored correctly.</p> <p>For staff to have a clear understanding of the resources available and how they can be used in lessons effectively.</p> <p>Introduction of forest school across KS1 and KS2 to be implemented by July 2022.</p> <p>Children given the chance to take part in a range of sports competitions. This is something that has already started to happen as KS2 children took part in a weekly cross country competition. Arrange more 'friendlies' with local schools.</p> <p>PE planning should be accessible on the Drive. KS1 are following SSPN blue book but this is not being written up as a plan. Plans should highlight areas of focus for each lesson. Challenges for gifted and talented children should be</p> |

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| Storm gazebos - they have been used a few times and is great at protecting children and staff from unpredictable weather. | clear on plans. Differentiation should also be clear. Having a PE scheme will support this. |
| Opportunity to take part in a trip outside of school. Children have not been bell boating before whilst at Oak Hill. | PE needs to be assessed across both key stages to ensure progressed is being updated and monitored. |

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES

If YES you must complete the following section

If NO, the following section is not applicable to you

If any funding from the academic year 2019/20 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2022.

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| Academic Year: September 2021 to July 2022 | Total fund carried over: £10,334.77 | Date Updated: Sept 2021 |
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| What Key indicator(s) are you going to focus on? 1, 3 and 4 Increased confidence, knowledge and skills of all staff in teaching PE and sport Increased participation in competitive sport | Total Carry Over Funding: £ 10,334.77 |
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| Intent | Implementation | Impact | Next steps |
|--|--|---|---|
| <p>Your school focus should be clear how you want to impact on your pupils.</p> <p>For staff to be able to confidently and skillfully deliver a range of lessons based on national curriculum objectives. Ensure our high quality PE and sport develops confident and competent movers with the aim of inspiring lifelong participation in various forms of physical activity. Use the Real PE scheme to increase physical activity levels.</p> <p>For all children across KS1 and KS2 to have the opportunity to take part in a range of competitive sporting competitions (not dependent on sporting ability).</p> | <p>Make sure your actions to achieve are linked to your intentions:</p> <p>Introduction of Real PE scheme. Inset day in January to train all staff on how to use the scheme effectively. Develop the PE curriculum to ensure lessons link to learning a variety of sports across both key stages. Purchase Real PE and develop an action plan. Re-launch whole school initiative and lead assemblies on the importance of physical activity.</p> <p>Children to take part in cricket and athletics competitions before the end of the year (these have been cancelled but will be rearranged for the next academic year). Build links with local schools and local community sports clubs.</p> | <p>Carry over funding allocated:</p> <p>£2290</p> <p>£1,000 (cover the cost of coach transport).</p> <p>Assessing children at the end of each unit to test skills they have learnt. Use Real PE assessment tool.</p> <p>Sports Leaders support active play across the school. Children across the school more active on a daily basis and enjoy being active.</p> <p>Pupil concentration, commitment, self-esteem and behaviour enhanced. Pupils' take part in extra curricular activities termly. More children joining new clubs.</p> | <p>Introduce Real PE in January for all staff. This will either include 1 INSET day of training or 2 twilight evenings.</p> <p>Appoint year 6 sports leaders for September start.</p> |

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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. | |
| 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 2022. | 75% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 75% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 63% |
| 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? | 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: 2021/22 | Total fund allocated: £26,334.77 | Date Updated: September 2021 | | |
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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: |
| | | | | % |
| 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: |
| For staff to deliver high quality, engaging PE lessons through the Real PE approach. | Introduction of Real PE scheme in January 2021. This will be monitored by JG and assessed by JG and class teachers. | £2290 | Staff will feel more comfortable and supported - children provided with wider and balanced sessions. Questionnaire for children. Assessment at the end of each unit. | Purchase Real PE scheme in January. Train all staff with how to use the scheme effectively. Real PE will need to be renewed annually. |
| Boost self-esteem competitions. | Coaches to sporting activities. Keep in contact with other schools and sports organisations about upcoming competitions. Keep in touch with Gretton about sports competitions. | £1,000 | Children will increase their participation in competitive sports. Children to actively take part and be willing to compete. | Sustainable |

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| <p>To train one member of staff from each key stage in forest school so that it can be delivered to both key stages.</p> | <p>Forest school training level 3 (standard). 6 day course to be completed by 2 teachers https://www.inspiredforestschoolttraining.co.uk/forest-school-training/level-3-leader-training/</p> | <p>£895 + cost of covering the class for 6 days £140 a day to cover - £840 in total X2 = £1,680</p> | <p>Children in both key stages will develop an awareness of forest school, creating a love for outdoor learning. Questionnaire for children</p> | <p>Train two teachers in forest school by July 2022. Book onto the next course. Find a piece of land that can be used to carry out forest school. Liaise with pre-school who currently use the small forest in t=by the school field.</p> |
| <p>To offer outside learning opportunities to all children. Encouraging children to keep fit and healthy.</p> | <p>Development of outdoor gardens during an after school club held once a week starting in February 2021.</p> | <p>£1,000 to be split across both sites</p> | <p>Increased number of children actively involved in after school gardening club. Questionnaire for children (ask them what they would like to see more of in the outdoor space).</p> | <p>Sustainable. Budget to be assessed yearly.</p> |
| <p>To provide appropriate equipment to encourage KS1 children to actively play outdoors.</p> | <p>Purchase of new trim trail for KS1 site or possible monkey bars (fits in with Early learning goals for Reception) Combi 18 Trim Trail Adventure Trail Action Play & Leisure (actionplayandleisure.co.uk) https://www.actionplayandleisure.co.uk/playground-equipment/horizontal-ladder-monkey-bar/</p> | <p>£2,458 +VAT and insulation £2,200 +VAT and insulation</p> | <p>Children to actively use trim trails on a daily basis. Teachers could set challenges that involve using the trim trails. Support children with their grip. Part of one of the early learning goals (Sept 2021).</p> | <p>Unsustainable but should not need replacing for many years.</p> |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | 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: |
| To offer outside learning opportunities to all children. Encouraging children to keep fit and healthy. | Well being garden project started off by a small group of year 6 children. This will be opened up as an after school club in February/March for all children. | £1,000 to be shared across both sites | Children to share what they have done in gardening club during termly assemblies. This should encourage more children to join. An increase in the uptake of children joining gardening club. | A project that could be updated year on year. |
| Correct PE resources will be in place to support the implementation of Real PE. | Appropriate equipment which will be closely monitored and JG will keep tabs on any equipment that may need refreshing. | £3000 | Real PE will be delivered effectively (monitored by JG) if teachers have the correct equipment. Children will have appropriate resources to use at break and lunch times and this will encourage them to be more active. | Sustainable. JG to monitor equipment that needs refreshing. A recent stock take showed that JG needs to order more fundamental equipment and additional resources that can be used for break times this includes monkey bars for Reception . |
| Children will have markings on the playground which will encourage activity. | Playground markings. This will also involve removing the hedge which blocks off some of the playground. | TBC March 2021 | Children are more likely to be active at break times. It will also create a larger space for children to be active | May be unsustainable due to cost. Cutting down the hedge has been included in the 2021 school action plan. |

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| Use ipads (1 per class teacher) to record and assess progress. Children will be able to use i pads to assess and monitor their own progress in KS2. In KS1 teachers can work alongside children to show them examples of what they should be aiming to achieve. | Ipads and protective equipment | Costs from Gail/Adam | Children can be shown videos using the Real PE scheme (to be purchased) to help them monitor and improve a variety of sports skills. They will also be able to see snippets of games played by others and this visual style learning is likely to benefit lots of children. Also, it will help to pinpoint any misconceptions and acts as a visual reminder of any consistent mistakes that are being made. | Something that can be used year on year. May need to be updated in a few years. |
| To create a higher status and school image. To help everyone feel like part of a team (help boost staff morale). | Hoodies for staff | £242.15(without VAT) | Hoodies have been purchased for all members of staff and this is already having a positive impact on the children and staff as it has helped create a bond and closer school community. | Any new staff that join will be given a hoodie. |
| To create a higher status and school image. To help everyone feel like part of a team (help boost staff morale). | Staff PE kit for teachers and head teacher (this will need to be consistent across both sites). | TBC July 2022 | Again, creating a closer school community and ensuring all staff are wearing suitable PE kit to teach sports and PE. | Any new staff that join will be given a PE kit. JG to price up PE kit for staff. |
| To make sure children are covered if it rains/is extremely sunny when they attend out if school sports events. | Storm gazebos | £233.32 | This has been used a few times and is great at protecting children and staff from unpredictable weather. | May need to be replaced after a few years of use. |
| Children to have a piece of fruit once a day. Children to cook something healthy and take a recipe home. | National healthy eating week. Yoga and dance to support mindfulness | TBC January 2022 | Children develop an understanding of keeping their bodies healthy. Children to have inspirational activities to help promote their longevity. Children will start to bring in healthier | A big push on healthy snacks at break times starting from January. Send out a list to parents of snacks that children will not be allowed to consume in school. |

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| | | | snacks. | |
| Children to participate in a wide range of sports. | KS1 and KS2 to take part in PE/sports week. | March 2022 | Children develop a love for at least one sport. Given the opportunity to try unusual sports. | JG to contact coaches to deliver different sports. |
| Children will have the opportunity to take their learning outdoors making learning a fun and exciting experience for all abilities. | Active maths and literacy https://www.teachactive.org/products/ | 3 year licence £2750 + VAT (£550) Total - £3,300 1 year licence £975 + VAT (£195) Total - £1170 Not yet purchased but to be reviewed January 2021 | Teachers to take part in a free trial. This is something that could be purchased later on in the year as the Real PE scheme has been effectively implemented into school. | JG to ask teachers to trail active maths and literacy. Feedback from teachers before the scheme is purchased. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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: |
| To increase teachers confidence and skill set to deliver high quality PE lessons. | Introducing the Real PE scheme. 4 sessions of subject leader training. whole school training day for all staff. | £2290 + VAT | Children and staff to complete questionnaire/assessment at the end of each unit. Staff will feel more comfortable and supported - children provided with wider and balanced sessions. | Purchase Real PE scheme. Train all staff with how to use the scheme effectively (January 2022). Real PE will need to be renewed annually. |
| To offer children the chance to take part in forest skill, outdoor activities. | Forest school training for two members of staff who will be happy to deliver forest school for both key stages. Forest school training level 3 (standard). 6 day course to be completed by 1 teacher https://www.inspiredforestschooltaining.co.uk/forest-school-training/level-3-leader-training/ | £895 + cost of covering the class for 6 days £140 a day to cover - £840 in total X2 = £1,680 | Termly assessments Children in both key stages will develop an awareness of forest school, creating a love for outdoor learning. Questionnaire for children | Train two teachers in forest school in July. Book onto the next course. |
| To offer children range of sports across KS1 and KS2. For teachers to be comfortable with teaching a variety of sports. | Specific subject training for each teacher (updated on a yearly basis). | TBC March 2021 | Teachers to comfortable and effectively run a club based on their PE speciality. Increased uptake of children joining sports clubs. | May be unsustainable |

| 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: |
| Children will be excited and confident to take part in competitions against other schools. | Children across both key stages offered the chance to take part in competitions against other schools in Gloucestershire. | Coaches to be covered £1,000 | Children will increase their participation in competitive sports. Children to actively take part and be willing to compete. | Sustainable. JG to contact local schools about any sports events they are holding from September 2021 |
| Opportunity to take part in a trip outside of school. Last year the year 5/6 children really enjoyed bell boating. | Bell boating trip | Check with Gail | Children will increase their participation in active trips and this may lead to taking part in additional activities outside of school. | Sustainable. An activity that could take place yearly in June/July. |
| Provide transport so children can take part in coached swimming lessons. | Coaches for swimming | £385 | Children will increase their participation in swimming. Children to actively take part. | Sustainable for KS2 |

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| End of term experience of year 5/6. | Glow in the dark dodgeball experience | Check with Gail | Children will all take part in a different activity as an end of term experience. Questionnaire with children | Sustainable. This may change depending on the cohort. |
| To encourage more children to take part in a wide range of sports. For teachers to teach alongside and magpie plans from coaches. | Coaches to teach children rugby. Project Touchline | £2,540 | Children developed their team work and rugby skills throughout the 10 sessions. A great experience for all key stages and an activity that the children really look forward to. Children have a greater understanding of the skills needed to play tag rugby. These are developed and increased year on year as they are taught from reception all the way up to year 6. Questionnaire with children | Sustainable. Lessons for both key stages have been booked for next year. |
| To encourage more children to take part in a wide range of sports. For teachers to teach alongside and magpie plans from coaches. | Coach to teach children cricket | £0 | Children encouraged to join club cricket at the end of the final session. Teachers have a better understanding of how to teach kwik cricket. | Sustainable. Email coach to arrange lessons for next year. |

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| To encourage more children to take part in dance. This is an area that children said they would like to do more of. | Dance club | £0 run by JB | An increased attendance for dance club. More children will take part in dance competitions. | Sustainable. Arrange dance club with JB |
| Teach children how to safely ride a bike on the road. | Bikeability | TBC March2021 | Increase confidence in safety when riding a bike. 75% Children in UKS2 will be confident to ride their bikes with an adult on the road. | Sustainable JG to arrange bikeability for spring term. |

| 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: |
| To be able to take part in a range of competitions with other local schools. | <p>Arrange competitions with local schools.</p> <p>Coaches to sporting activities. Keep in contact with other schools and sports organisations about upcoming competitions. Keep in touch with Gretton about sports competitions.</p> | Coaches to be covered £1,000 | Children will increase their participation in competitive sports. Children to actively take part and be willing to compete. | <p>Sustainable</p> <p>JG to contact local schools to arrange sports competitions</p> |
| To offer the chance for children to take part in competitions with other schools. | Summer cricket competitions at Tewksbury and Birdlip (girls only) | £215 | Children will increase their participation in competitive sports. Children to actively take part and be willing to compete. | <p>Sustainable</p> <p>JG to contact move more about upcoming events and competitions.</p> |

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| Signed off by | |
| Head Teacher: | |
| Date: | |

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| Subject Leader: | Jess Garrett |
| Date: | 03/11/21 |
| Governor: | |
| Date: | |