

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	£12000
Total amount allocated for 2020/21	£29125
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£17096
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17096

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 2021.</p> <p>Please see note above</p>	50%
<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>	65%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	70%
<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>	Yes

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: £17096		Date Updated: July 2022	
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: 27%
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:
Provide children with high quality resources via further investment in equipment and maintenance of sports facilities. Ensure that there are enough resources to enable all children to access sporting opportunities.	Carry out an audit of current provision and purchase additional PE resources to support PE lessons. Ensure that all individuals have access to sufficient resources to enable them to engage fully in lessons.		£700	Higher engagement in lessons that will enable greater skill progression. Pupil attainment in milestone assessments at the end of year. Increase in the number of inter-school sporting events hosted on the school's site.	Embedded resources and pupils' engagement. Commitment to ensuring that there is continued investment into the facilities to facilitate the continuation of higher engagement. Increased number of sporting events hosted by the school year on year.
To proactively improve both structured and unstructured play to impact positively on behaviours and behaviour choices at break and lunch times.	Further invest in PE/playground equipment drawing on child conferencing to inform decisions. Train Learning Support Assistants (LSAs) to support active break and lunchtime sessions throughout the academic year with their completion of Jenny Mosely's online 'positive playtimes' training.	£200 £200	Reduction in the number of behaviour incidents during structured and unstructured play. Increased engagement of LSAs to support sports activities at break and lunch times.	With staff changes, continued investment in further staff training opportunities (teachers and LSAs), to support both structured and unstructured play. Continued reduction in the number of behaviour incidents during both structured and	

	SLT to monitor behaviour at playtimes, drawing on quantitative and qualitative data, with Governor Learning Walks on a half termly basis.		Positive feedback from external colleagues, including Ofsted inspectors (February 2022), Education Challenge Leads and Governors (termly).	unstructured play, comparing academic year cohort data. Link Governor leading on child conferencing to evaluate children's experiences during structured and unstructured play.
Broaden the range of extra-curricular opportunities offered to children.	Invest in specialist sports coaches whilst simultaneously encouraging all staff to deliver either an active lunch or an afterschool club during the academic year.	£1500	Increased range of afterschool clubs offered at no cost to all children, delivered by specialist coaches and staff. These include gymnastics, KS2 girls' football, KS2 boys' football, KS3 boys' football, basketball, tennis, netball, cricket, tag rugby, art, home learning, gardening, drama and choir.	Continue to add to the portfolio of enrichment activities in the next academic year. Increase pupil engagement in enrichment activities offered.
Deliver staff training to new members of staff on children's safe use of the school's outdoor gym equipment to support active break and lunchtime fitness opportunities.	Staff CPD and student training on use of outdoor gym equipment provided.	Nil – internal training.	Increased use of outdoor gym equipment at break times and lunchtimes. In turn, this increase in engagement has had a positive impact on the children's well-being at unstructured times.	With staff changes, continued CPD for staff and update training opportunities for students to support the safe use of outdoor gym equipment to support active break and lunchtime fitness opportunities.
Funding for additional lining on the field to facilitate a wider range of sports and coaching activities.	Implementation of a rotation of linings to support curriculum activities and free play.	£1000	Additional lining has helped the delivery of outdoor PE lessons, as well as enabling the school to host various sports fixtures and Sport's Day.	Continue to build on current rotation of linings to include the addition of Tag-Rugby markings.

Funding for a sports coach to run a lunchtime active sports session once per week throughout the academic year.	Use an external sports coach and create a rota for children's access to this sporting opportunity to ensure that all children can participate across the academic year.	£1000	Increased opportunities for children to play a variety of sports and remain active at break and lunchtimes. Increased leadership opportunities for students with training and development of Sports Captains.	To further enhance extra-curricular PE opportunities for all children, including internal and external sporting fixtures/ events. To train Sports Leaders and Captains to referee football and/ or other sporting activities during lunchtimes, on a rota.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 38%
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?:
Continued investment in adventurous activity with wider opportunities for tutor groups to benefit (whole class), with tutors present to support their CPD. This is in addition to focused groups with identified, vulnerable children in KS2 and KS3 groups, in a six-month intervention programme. Delivery of staff training and development on outdoor adventurous activities. Link Governor for well-being to carry out child conferencing to	Continue to deliver adventurous outdoor physical activities, via Forest School, embedding active outdoor physical activities into the school day, and supporting children's mental health and wellbeing. Children will be exploring, playing and problem solving within the forest school area that aims to encourage learning using a range of activities (both designed by the leader and instigated by the children themselves). Simultaneously, it will support children to develop a sense of independence, high self-esteem, team work and resilience, participating in outdoor activities where health and safety	Continue to employ a Forest School leader one day a week to deliver and develop provision in a forested area in the school's grounds and invest in Forest School resources. Using quantitative and qualitative data, evaluate the effectiveness and impact of Forest School provision over the course of the Academic Year. Report the impact of Forest School to Governors twice a year.	£4500 (£170 for Forest School Expert Lead one day a week throughout the academic year)- Plus further funding from Pupil Premium.	Following a six-month Forest School Programme where children have learned new skills within small groups with high adult ratios, their self-esteem and self-image has improved which is reflected in where they see themselves on the Resilience Ladder. The average score is now on Step 4 where their resilience is greater. They see themselves as being able to try new challenges and tasks as well as not giving up at the first difficulty. They are more willing to try a different approach to help them rather than give up

<p>considerations are always if paramount importance.</p>			<p>and realise that they can do it, but not just yet. They talk about returning to a task following a break or practising a skill again. They feel like they are in more control and so are more satisfied in the work they do achieve. This has also been reflected in the improvements that class teachers have seen in class too. Both the Involvement and Well-being Impact Measures have seen improvements. While the average scores remain within the middle range significant percentages of children are now within the upper ranges. Qualitative feedback from students evidences how the programme supports their mental well-being and that they can feel that the Forest School approach is supporting them.</p> <p>Positive feedback from Governors at Full Governing Board meetings, where Forest School Impact reports are shared at six monthly intervals.</p>	<p>explore the impact of adventurous outdoor physical activities across the curriculum.</p>
<p>Improve children's emotional and mental health and wellbeing through a mixture of teacher led and specialist visitor led workshops.</p>	<p>Book in a *series of workshops with a focus on children's mental health and wellbeing to improve concentration, health and resilience.</p> <p>Develop staff expertise on delivering</p>	<p>£540</p> <p>(*part funded from school's PSHE budget)</p>	<p>Increased children's understanding on how to support their emotional health and wellbeing following workshops led by professional actor and author, Paul Stevens, throughout the academic year including,</p>	<p>Plan for Paul Stevens to deliver these workshops again in 2022/23, ensuring that children in our school community continue to benefit, supporting their health and well-being.</p>

	wellbeing and mental health sessions.		Time in a Bottle Year 8 (alcohol awareness), A Telling Tale (Year 6) (Bullying and Respect interactive play during anti-bullying week), and Virtual Reality interactive play Year 7 (Online Safety). Increased knowledge and experience of staff on key topical issues to support children's emotional health and wellbeing.	Continue to provide opportunities for staff to observe these professional workshops as part of their CPD, ensuring that key messages can be reiterated throughout the academic year as appropriate. Invest in the training of a new Mental Health Lead for the school. <i>(The course fees will be paid from the Staff CPD budget and not Sports Premium Funding for 2022/23)</i>
To establish a competition framework for feeder first schools	Calendar of events for lower key stage 2 pupils. to include: <ul style="list-style-type: none"> • Year 4 Football • Year 3 Cricket 	£100 (affiliation)	Delivered sports afternoon for new pupils on Y4 – Y5 transition day.	To host sporting fixtures/ events/ competitions for feeder schools across a variety of different sports. Deliver taster sessions within feeder schools.
Use school and outside media to raise the profile of pupils representing at and/or leading in sporting activities.	Teachers to be proactive in using social media platforms to celebrate the children's achievements and/ or events; sending contributions to include in the school's weekly bulletin; and sending media images and texts to office staff for internal and external coverage.	Nil	Celebration of the children's engagement in sporting activities on the school's Twitter feed which is linked to the school's Facebook page.	Continue to build on the use of social media platforms, extending to the use of Instagram to celebrate our children's engagement in sporting activities. Incorporate the use of the messaging system for parents and carers, when the school switches to Arbor in January 2023.

<p>Monitor FSM and SEND children's experiences to facilitate their full engagement in sporting and physical activities.</p>	<p>Children who are FSM and/ or SEND are supported to access extra-curricular activities either financially or via the provision of sports equipment or kit.</p>	<p>£100</p>	<p>Monitoring of the provision for children with SEND, by the school's SENDCo, and PPG, by the school's PPG Lead, to ensure that they are planned for and supported in all sporting and physical activities.</p> <p>Monitoring of take-up of enrichment activities by children in SEND and/ or PP groups.</p>	<p>Termly implementation and evaluation of FSM and SEND children's experiences to further promote their engagement in sporting and physical activities.</p> <p>Provision of flyers and/ or workshops for parents and carers illuminating the importance of sporting and physical activities.</p> <p>Inclusion of an overview of FSM and SEND children's participation and experiences in sporting and physical activities to Governors in SEND and PPG reports at Full Governing Board meetings.</p>
<p>Funding for all year groups to attend swimming sessions.</p>	<p>Arrange for Year groups 5 and children in KS3 who have not met the statutory requirements for swimming in KS2, to attend swimming sessions as, due to Covid-19, with pool closures, Year 7s were unable to take part in swimming lessons when they were in KS2.</p> <p>Use funding to supplement transport to the pool for all children, and additional costs for children who have not met the statutory requirements</p>	<p>£1268</p>	<p>Monitor and evaluate swimming progress, taking a critical role in motivating an inspiring children to meet statutory requirements and selecting children to take part in swimming galas.</p>	<p>Provide opportunities for children in KS2 to attend swimming lessons to meet the statutory requirements for swimming.</p> <p>Provide opportunities for children to take part in swimming galas, representing the school.</p>

	by the end of Year 6, including those who are vulnerable and/ or Pupil Premium.			
--	---	--	--	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation: 7%
--	---------------------------------------

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?:
Staff training to facilitate active playtimes to encourage more children to engage in independent or structured physical activities.	All staff to attend in-school training on the promotion of physical activity to support this objective. This includes shadowing and supporting external sports coaches as part of their ongoing CPD daily during lunch times.	£400	Increase in staff confidence has shown an increase in the facilitation by the staff for the children to be physically active during children’s structured and unstructured times of the school day.
Invest in a specialist dance e.g. modern/ street dance and gymnastic instructors to support the PE teacher to broaden both dance and gymnastics opportunities in KS2&3.	Liaise with a local club to support the delivery of (i) dance and (ii) gymnastics at KS2 and KS3. Draw on an external dance and gymnastic instructors to support staff CPD. Conduct a students’ evaluation of the impact of dance and gymnastic lessons in the curriculum.	£798	Quality of gymnastic delivery has positively impacted upon the skill progression of children across the year groups. This has been reflected in the milestone achievements.
			Sustainability and suggested next steps:
			With staff changes, continued investment in further staff training opportunities (teachers and LSAs), to support both structured and unstructured play. Training of Sports Leaders and Captains to support active playtimes (on a rota).
			Further investment in dance and gymnastics specialist to support training and development of staff delivering PE, to enhance the children’s learning experiences in KS2 and KS3. Children conferencing to

				explore children's perceptions of learning experiences in gymnastics and dance in the summer term.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 12%
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:
Deliver Bikeability cycling training leading to increased confidence when riding bikes on roads and general cycling skills.	To provide children in year 5 with safety awareness training so that they can travel into school by bike. Additional cost for adult supervision.	£200	Increased confidence and safety awareness of children cycling to school. No reported incidents involving children cycling to school.	Repeat the programme for YR5 as this supports active lives and reduces the traffic congestion around school by reducing short journey traffic. Provide an opportunity for students starting the school in-year, to complete the Bikeability programme.
To increase the number of after school sports clubs to promote the importance of physical activities and healthy lifestyles. Increase opportunities for children to participate in extra-curricular clubs by local providers. Subsidise afterschool clubs to ensure that all children can access these clubs and do not miss out due to costs.	Produce timetable of extra-curricular sports clubs delivered by school staff as well as external, specialist sports coaches to meet the varied interests of children within the school and cover all of the main sports. The school will aim to have at least one sport that the children may not have experienced before, and identify children to be targeted and	£1890	Additional clubs agreed following consultation with children. Research local club providers to broaden the curriculum offer, providing two afterschool clubs delivered by external companies.	Increase the engagement with local clubs to allow for a school club transition for pupils that will enable external opportunities for the pupils.

	encouraged to attend an afterschool club.			
Additional achievements: To attain the School Games GOLD award.	Complete an external audit on our school's contribution, efforts and commitment to the importance of sports within our school community.	Nil	On completion of the audit, the school was awarded GOLD in the School Games award.	To continue to build on our achievements in sports, as we aim to attain the School Games PLATINUM Award in 2023.

Key indicator 5: Increased participation in competitive 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:
Promote local sports clubs in the community to encourage children to take up sports outside of school and further develop their skills sets.	Continued promotion of clubs through assemblies, visiting coaches, 'try it out' sessions and signposting of local clubs to families.	£100	Children joining local sports clubs in a variety of different sports. Increased participation at local sporting events, including the Festival of Sports(racquets), at Ferndown Upper School, at which racquets coaches led and delivered the sessions.	Continue to attend 'try it out' sessions, such as rowing sessions and Racquets Festival. Promote local clubs via Sports and School notice boards. Offer the hired use of school facilities to local clubs to train/ play.
To attend local sports competitions to both work alongside and compete against other local schools. As a result, all children will be given an opportunity to compete and represent the school. This will also include children's involvement in other local sports festivals that will give children experience of taking part in organised sporting events at a different venue (e.g. local upper school). Arrange and fund transport for sporting fixtures to give children the opportunity to play competitively.	Provide opportunities for pupils across the school to participate in local sporting events and competitions. Organise and fund fully transport to sports events, promoting inclusivity. Arrange staff cover in school to meet the required staff-student ratios at sporting events. Offer all children the opportunity to represent our school at a range of competitions, including hockey, football, rugby, netball, cricket and rounders.	£2600	Re-established school membership with PEDSSA, enabling access to a wide range of sports events/ competitions. Funding of transport has given all pupils the opportunity to attend sports fixtures, competitions and festivals. Hiring of additional coaches/ staff to cover PE staff attending external sports events, ensuring the continuation of high quality PE lessons. Providing children with the opportunity to represent the school in a variety of different sports.	Maintain and enhance our presence within PEDSSA, offering to deliver/ host various sporting competitions. Employ a mini-bus driver on a casual contract, to enable school to use the JTYAF's minibus, at Ferndown Upper School, to take students to more sports events, at a reduced cost to the previous year. To promote more girls' participation in sporting activities with more girls competing in internal and external sports fixtures, competitions and events.

Signed off by	
Head Teacher:	 Dr Deborah Craddock
Date:	28 th July 2022
Subject Leaders:	Mr Jamie Perry Dr Deborah Craddock and from July 2022 Mr Richard Major
Date:	28 th July 2022
Governor:	Mr Derek Brooks
Date:	29 th July 2022