

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 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 2019/20	£ 5017
Total amount allocated for 2020/21	£18410
How much (if any) do you intend to carry over from this total fund into 2021/22?	£4885
Total amount allocated for 2021/22	£18410
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£23295

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. 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	
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 2020. Please see note above	Data unavailable due to Covid-19 restrictions
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	Data unavailable due to Covid-19 restrictions
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Data unavailable due to Covid-19 restrictions

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?

Unable to do so due to Covid-19, but will be doing so in 2021/2022. This will include ensuring all current year 6s have swimming sessions as they missed them in year 4 due to Covid 19.

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: 18410		Date Updated: July 2021	
<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: % 67
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 ensure all pupils continue to have access to high quality PE lessons and extra-curricular activities (when Covid restrictions are lifted)	Mentoring through 'Up and Under' Sports, 3-4 terms per year. Staff work alongside sports mentor.		£8880	Continued engagement in PE and development of other skills such as personal, creative, social and cognitive. Children developing ability of their personal understanding of how to progress their skills.	Staff have been sent through a 2-year cycle of activities to ensure coverage. Staff have progression of skills for both KS1 and KS2. New staff member so there will be a staff meeting in term 2 to discuss the above with a refresher for REAL PE. New staff member to go on REAL PE course. All staff to complete a baseline assessment of children and then one again at the end of a unit. This will be recorded on the teacher mentoring form by 'Up and Under' and saved as evidence by PE leader.
Children and staff have the necessary	Purchase of equipment for PE		£200	Children can progress skills	

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equipment to participate in sport and do so safely	sessions.		through having the correct and safe equipment.	Subject leader to order stock when necessary.
Increased opportunities for physical activity for all children during the school day – this is within the Government’s guidelines for Covid-19	Redland is part of the Chippenham Sports Partnership. The CSP provides support to local primary schools by giving opportunities for children to develop skills and confidence through the following avenues this academic year@ Sports Leaders CPD for staff within the partnership Opportunities for children to participate in non-traditional activities such as orienteering.	£3300	Due to Covid, there were restrictions on intra-class competitions and inter-school competitions. Children benefitted from leadership opportunities in the first terms and orienteering towards the end of the year. CSP had regular challenges which Redland children completed, such as the ‘Virtual Run to the North Pole’ and ‘Team Skip Chip’.	The school will continue to work with the Partnership for the next academic year, with the view to following a full time-table of activities and competitions.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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?:	Sustainability and suggested next steps:
Redland regards PE, Sport and well-being as very high profile. This is evidenced by the wide range of clubs on offer (when restrictions are not in place), the CPD our staff undertake, participation in festivals at both local and primary level and the activities the school completed even during Covid-19 – be it at school or virtually.	Renewal of Chippenham Sports Partnership	See 1	(referred to in indicator 1) Improved physical and well-being of children.	A PSHE whole school topic in term 1 of the academic year. This topic addressed the subject of Covid and how it had affected the children. The school also focused on well-being activity time to make transition back to school as smooth as possible. Term 1 of 2021-2022 will be spent with a whole school topic

Following return to school in term 4, year 5/6 focus on mental health and overall well-being. Many of these children will have been affected the most by the Pandemic so we need to address how they are feeling and how they can feel good about themselves	Two year 5/6 classes to complete a term of 'The Impact Project' which is run by 'Up and Under' Sports. The project looks to explore mental health and well-being.	£1100	Children had access to excellent mental health resources and education. They also participated in handball thus improving their skills and fitness levels too.	centred around 'Outdoor Learning' and the benefits it will bring to our children. The Project was excellent and addressed many of the issues our young people have today. As a result, we will be rolling it out to all classes in key stage 2 starting in September 2021.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	1%

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?:
To ensure all staff are confident and supported in delivering high quality PE to all pupils.	Mentoring through 'Up and Under Sports', 3-4 terms a year. Staff work alongside sports mentor/teacher. Chippenham Sports Partnership Create Development	(see 1) (see 1) £144	Referred to in key indicator 1 Referred to in key indicator 1 New staff member feels confident to teach Real PE through the Jasmine Real PE portal
			Sustainability and suggested next steps: New staff (2021-2022) will have access to Real PE training via PE leader and Create Development

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0%
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:
<p>Additional achievements:</p> <p>Outside of Covid based restrictions, Redland offers a wide range of activities both within and outside the curriculum to engage and enthuse children to adopt an active and healthy lifestyle.</p> <p>Due to Covid, we have been limited on what we can offer and to whom. Activities have been predominately based outdoors and limited to specific bubbles.</p>	<p>Sports</p> <p>Prior to Covid, Up and Under Sports mentoring provided after school clubs in a range of activities. All other clubs were run by staff members who have developed skills through CPD and mentoring. This was not able to happen in 2020-2021 due to Covid-19 restrictions and no mixing of bubbles.</p> <p>Chippenham Sports partnership</p> <p>Chance to Shine cricket</p>	<p>(see 1)</p> <p>As above</p> <p>Funded by organisers</p>	<p>Sports Leaders during term 1 with a year 5/6 class bubble</p> <p>Orienteering in term 5 with 2 x KS1 class bubbles</p> <p>4 x KS2 classes participated in a term of coaching in term 5. Coach observed all Covid protocols and bubbles were not mixed. Culminated in an intra-class tournament for each class in term 6</p>	<p>Will resume with restrictions being lifted in 2021-2022</p> <p>Will resume full timetable of activities and tournaments with restrictions being lifted</p> <p>Classes will engage in coaching again in 2021-2022. There will be a cricket club in the summer terms and teams will be entered into local schools' tournaments</p>

<p>Due to Covid-19 and the disruption to their education and lives, mental health and well-being is a focus for Redland. We already use the Jigsaw PSHE scheme of work, but wanted to trial something additional with our year 5/6 classes who have been particularly affected by the Pandemic.</p>	<p>Up and Under 'Impact Project'</p>	<p>See 2</p>	<p>Two 5/6 classes received an hour of classroom-based study looking at ways to improve mental health and well-being. They then competed an hour of handball.</p>	<p>Children were very much engaged with the project and learnt strategies for helping their mental health. As a result, the project will be rolled out to all 6 KS2 classes in 2021-2022. All will undertake a term on the project.</p>
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				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:
Prior to Covid, Redland had significant attendance in sporting festivals and tournaments. Due to the Pandemic, there has been very limited competitive sport apart from the 'Chance to Shine' cricket tournament in term 6. This was subject to strict Covid 19 protocols and no spectators were allowed. With restrictions lifting, we aim to return to a full and engaging number of festivals and tournaments in 2021-2022	N/A	N/A	N/A	Return to festivals and tournaments in 2021/2022 through the CSP

Signed off by	
Head Teacher:	V. Joy
Date:	July 2021
Subject Leader:	N. Hull
Date:	July 2021
Governor:	G. Hilderly
Date:	July 2021