

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](https://www.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 2019/20 | £8791.7 |
| Total amount allocated for 2020/21 | £25,691.70 £16,900 plus carried forward |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £4,362.48 |
| Total amount allocated for 2021/22 | £16,900 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £21,262.48 |

Swimming Data

Please report on your Swimming Data below.

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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 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 | 86% |
| 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 | 93% |
| 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 | 86% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | N/A |
| 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? | Yes/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: £16,900 plus 4,362.48 carried forward = £21,262.48 | | Date Updated: September 2021 | | |
|--|---|--------------------|--|---|--|
| 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: | |
| | | | | 46% | |
| 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: | |
| Sustain the current provision of 90 minutes of Outdoor Learning per week with children being active outdoors. | Ensure outdoor learning sessions are clearly timetabled. | £7920 | Children get 90 minutes, additional to their sporting sessions to be physically active and are outdoors in all weathers. | Pupil voice has evidenced the importance of Outdoor Learning on the pupils wellbeing. Children look forward to Friday’s active learning within the curriculum. Continue with this. | |
| Children to have the resources to access all outdoor learning. | Audit the resources and identify resources that need purchasing to support the teaching and learning. | £600 | Children are able to access their learning using the resources that they need. | Resources have enabled pupils to individually access the learning and therefore continually being active. | |
| Sustain the current provision of two hours of high quality PE per week. | Ensure the allocated times are clearly timetabled. | As below | PE is delivered each week and children get over 2 hours of PE a week. | Children receive more than 2 hours of PE a week. | |

| Activity bags for play leaders to lead sporting activities during lunch time and for teachers at play time. | Coach the playground leaders so they are able to deliver sporting activities for the children at lunchtime. | £200 | Children are active at lunchtime and are also improving their PE skills. | Children are leading physical active sessions during lunchtime which the children actively engage with. |
|--|---|--------------------|---|--|
| Set up a After School Provision liaising with Atlas Camps which gives the children an opportunity to participate in active sessions after school. | Work with Atlas Camps to deliver a camp that suit the needs of the children at Amberley, ensuring that they have the opportunity to be more active. | £1000 | Children are active after school and are also improving their PE skills. Children are enjoying being active playing with skilled professionals. | Continue with this. Some children are choosing to attend even though their parents can pick them up as they enjoy engaging in the activities. Parents have a support for wrap around care. |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: 4% |
| 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: |
| Forest Green Ambassadors to promote events, games etc. Children booked to view a game in 2022 and Forest Green Rovers to attend school to coach the children football skills. | Children encouraged to liaise with FGR and report back to school. | No Cost | Children are involved in promoting the love of sport and taking part in physical activity. | Continue with this. Positive links are being established and the profile of PE and sport is raised both for children and their parents. |
| Equipment- Annual Safety Check Maintain the school field so sporting activities can take place. | To ensure that all equipment and the environment is safe to use for all learners | £100 £600 | Children have the resources to access the learning. | Continue with this. |

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| Regular sports reports and updates on the website, newsletter and parish magazine to enable the wider school community to have access to the PE and sport that has taken place. New notice board in the school hall to raise the profile of PE and sport for all pupils and visitors. | Sports reports placed on the website and Amberley News. | £200 | All PE events on school website and promoted in the Amberley News. Parents are aware of our sporting vision and expectations | The profile of PE and wider opportunities continues to be raised by the children, teachers and PE coordinator. Competitions need to be relaunched and promoted due to Covid disruptions previous years. |
| Celebration assembly every week for whole school to recognise achievements and successes in PE, • in and outside school. school badges to recognise those pupils with outstanding contribution to PE lessons, school teams and outside achievements | PE coordinator to collect information. Atlas sports to identify individuals and their achievements. PE lead issue badges Sports reports placed on the website. | No Cost | Children's achievements are valued | Continue to raise the profile of PE. |
| Questionnaire used to gather data to improve provision | Data can be used to improve outcomes for children. | No Cost | Provision is improved. | Continue to gain an insight into parents/children's views. |
| Promote healthy living in school through diet (school meals) and activity | Use PSHE lessons to focus on the key points and understand why school makes decisions. Continue to employ 'Long Table' to deliver high quality sourced school dinners, freshly cooked. | No Cost | Ongoing: Refer to assessments Children are able to independently make good choices when making decisions. | Continue to raise the profile of Healthy Schools and mental health. |

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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | Percentage of total allocation: |
| | | | 31% |
| Intent | Implementation | Impact | |

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| 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 staff to receive high quality CPD provided by Atlas Sports. Teachers to work alongside specialist to upskill their knowledge and skills giving them the confidence to deliver quality PE lessons independently. | Work closely with Atlas Sports to ensure that high quality PE lessons are delivered. | £5,724 | Lessons observations and outcomes from questionnaires show that there has been an increase in sporting opportunities and quality teaching. | Continue with this as both teachers and pupils are benefitting. |
| School membership to Atlas Sports PE Pal Annual subscription and school access to team events. | Sign up to and pay for the package provided by Atlas Sports to promote teaching quality PE lessons and opportunities to deliver inter and intra competitions. | £600 £295 | Teachers can deliver PE lessons using an effective SOW and assessment system. Children take part in extra PE activities. | Continue with this. Covid did disrupt aspects of this. Raising profile of PE. Sporting opportunities for all year groups. Encourages leadership, teamwork, communication and fair play. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: 19% |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about | 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 | Sustainability and suggested next steps: |

| what they need to learn and to consolidate through practice: | | | changed?: | |
|---|--|--------------|--|---|
| <p>Additional achievements:</p> <p>Extra swimming lessons for those children who have not swam at Amberley due to Covid.</p> | <p>To provide an extra half hour session so every child has the opportunity to learn to swim and meet the National Curriculum requirements. (Children will swim for an hour a week not the usual half hour.)</p> | <p>£1935</p> | <p>The majority of the Year 6 cohort can swim competently, confidently and proficiently over a distance of 25 metres.</p> <p>14/15 children can swim 25 metres using a variety of strokes and techniques.</p> <p>5 children struggled at the beginning. 4 out of the 5 can now swim 25 metres using different strokes.</p> <p>Medical reasons held one child back was this child was able to keep himself safe in the water but could not manage a variety of different strokes.</p> | <p>As this was such a success, extra lessons for year 5 and year 6 will be planned for in order to build upon the success of this year.</p> |
| <p>To subsidise the residential trip so all children can experience activities that cannot be available at school</p> | <p>All children will be encouraged to attend the residential trip.</p> | <p>£1500</p> | <p>Children will complete activities that they have never done before, making them use their learning and Christian values.</p> | <p>Continue - this is great for pupil well-being.</p> |
| <p>After school clubs: Provide a variety of experiences to get the children interested in sports that they can pursue outside school.</p> | <p>All children given the opportunity to attend a sporting after school club.</p> | <p>£600</p> | <p>Children will be encouraged to take up sport outside school.</p> | <p>Continue - this is great for pupil well-being.</p> |

| Key indicator 5: Increased participation in competitive sport | | | | 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: |
| To use the events organise by Atlas Sports. | Refer to the above. Children given the opportunity to compete in a range of intra and inter competitions. | As above | Increased levels of participation. | Continue. |

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| Signed off by | |
| Head Teacher: | Sharon Cale |
| Date: | October 22 |
| Subject Leader: | Sarah Penn |
| Date: | October 22 |
| Governor: | FGB |
| Date: | Nov 22 |