

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised January 2022



Cheddar Grove  
Primary School

Commissioned by



Department  
for Education

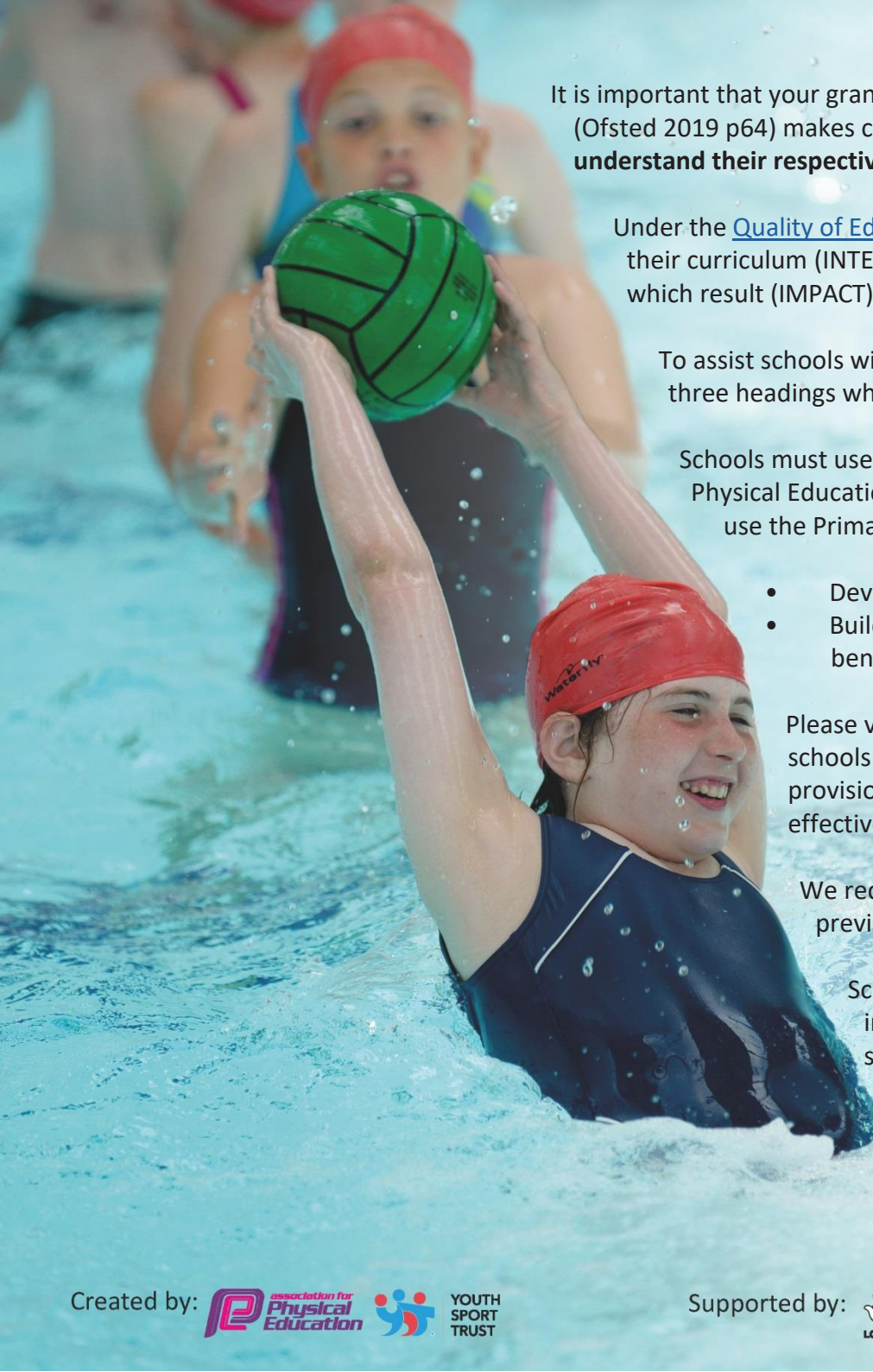
Created by



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 **31<sup>st</sup> July 2020** at the latest.

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 2020. 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.

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>-Daily mile</li> <li>-Increased participation of sports</li> <li>-Increased participation of sports which are accessible for all students</li> <li>-Teachers are feeling more confident teaching P.E</li> </ul>	<ul style="list-style-type: none"> <li>-School website</li> <li>-Continue to do more clubs once restrictions ease</li> <li>-Continue to support staff with CPD from outside agencies.</li> <li>-Aim for a 'School Games Mark'</li> <li>-Focus on swimming for Year 4, 5 and 6</li> </ul>

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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.	Year 6 catch up swimming in Term 3. Year 4 swimming in term 5/6
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	Year 6 catch up swimming in Term 3. Year 4 swimming in term 5/6
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Year 6 catch up swimming in Term 3. Year 4 swimming in term 5/6
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> 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: 2021/2022		Total fund allocated: £19,560		Date Updated: 13th September 2022	
<p><b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>					Percentage of total allocation:
					%
Intent	Implementation		Impact	Sustainability and suggested next steps:	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>		<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	
<ul style="list-style-type: none"> <li>All classes to complete the daily mile at least twice a week.</li> </ul>	<ul style="list-style-type: none"> <li>Promote through school assembly.</li> <li>Encourage through 'Daily mile champions' for each week.</li> </ul>		£0	<ul style="list-style-type: none"> <li>Children to consistently run the mile on their selected days</li> <li>Children to use the track on their break and lunch times.</li> </ul>	
				<ul style="list-style-type: none"> <li>Daily mile embedded into the weekly timetable. To move to 3 times a week</li> <li>Termly competitions embedded</li> </ul>	

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:
<ul style="list-style-type: none"> <li>P.E co-ordinator to have regular dialogue to raise the profile of P.E.</li> <li>To use the assessment tool effectively to support pupils</li> <li>Sports sections to be created on the Cheddar Grove Primary website/newsletter/Twitter</li> <li>To achieve a 'School Games Mark'</li> </ul>	<p>Support staff with any weaknesses in their P.E knowledge.</p> <p>Year 4 – <b>Bristol Bears Rugby club</b> to be brought in to provide a 6-week course on a Friday to promote healthy eating and an active lifestyle.</p> <ul style="list-style-type: none"> <li>During the pre-assessment lessons, teachers observe pupils based on skills for that term.</li> <li>Regular reports to be broadcasted on the website to raise the profile.</li> <li>Social media to be used to encourage more sports.</li> <li>By having P.E as a focus of the school through lessons, after school clubs and competitions</li> </ul>	£60 – supply costs for Sports Partnership Day	<p>Teachers to show more confidence in teaching P.E and to independently plan and teach a high quality lesson.</p> <ul style="list-style-type: none"> <li>Teachers have focus children when teaching P.E</li> <li>Children to take the exercises they have learned to use whenever out for break/lunch.</li> <li>To encourage more children to participate in football, athletics and sport.</li> <li>All children and parents will be aware of the successes of our sporting competitions.</li> <li>All children have an</li> </ul>	<p>-CONTINUE TO CONFERENCE WITH STAFF ABOUT CONCERNS REGARDING P.E.</p> <p>-To ensure teachers are confident when teaching P.E.</p> <p>NS – continued support from outside agencies.</p> <p>NS- P.E co-ordinator to have an active role in social media to promote P.E at CG.</p>

			understanding of healthy living.	
--	--	--	----------------------------------	--



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:
<ul style="list-style-type: none"> <li>To be confident using The P.E Hub</li> </ul>	<ul style="list-style-type: none"> <li>Bought into the scheme which involves lessons plans that are ready to be adapted to the needs of the class.</li> <li>Shows progression in lessons.</li> <li>Year curriculum builder used so each teacher can alter to their strengths whilst linking to the N.C</li> </ul>	£438	<ul style="list-style-type: none"> <li>Children have well-planned lessons.</li> <li>Teachers are more confident in teaching the lessons.</li> <li>Teachers understand how to alter the plans and tailor to their specific class needs.</li> </ul>	To sustain – observations need to be made during mid term.
<ul style="list-style-type: none"> <li>Continue to use the Ashton Park Sports Partnership</li> </ul>	<ul style="list-style-type: none"> <li>CPD available for staff who are less confident.</li> <li>NQT sessions held 3 times a year.</li> <li>Resources available to link in with the P.E Hub</li> </ul>	£2000 (includes training and competition events)	<ul style="list-style-type: none"> <li>NQTs feel more confident when teaching P.E</li> <li>Teachers have a variety of resources to use in addition to the P.E Hub scheme.</li> </ul>	
<ul style="list-style-type: none"> <li>Increase teacher's confidence in teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Signature Sports coaches in twice a week to support P.E lessons. Teachers learn from them and then teach themselves.</li> </ul>	£12,000 Signature Sports (Terms 1,2,3,4,5 and 6) to support twice a week.		

<ul style="list-style-type: none"> <li>Teachers to have an understanding of assessing their children for P.E</li> </ul>	<ul style="list-style-type: none"> <li>Year 4- Bristol Bears rugby club brought in to provide a 6-week course on how to teach Rugby and active lifestyles.</li> <li>Assessment tool introduced which links with the PE Hub.</li> <li>Teacher input pre-assessment and post-assessment data</li> </ul>		<ul style="list-style-type: none"> <li>Teachers can target children for support or to extend. Teachers are more aware of what skills are expected for their class.</li> </ul>	
-------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--



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:
<ul style="list-style-type: none"> <li>Continue to offer a wider range of activities both within and outside the curriculum in order to achieve increased levels of participation.</li> <li>Focus on pupils who do not take up additional PE and Sporting opportunities.</li> <li>To have pupils by the end of Year 6 to have experienced an amount of swimming lessons</li> </ul>	<ul style="list-style-type: none"> <li>Involve external coaches to provide clubs including:               <ul style="list-style-type: none"> <li>Multi-sports KS1</li> <li>Multi-sports KS2</li> </ul> </li> <li>Clubs ran by staff include:               <ul style="list-style-type: none"> <li>-Y5/6 boys and girls football</li> <li>-KS2 running club</li> <li>-KS2 netball club</li> </ul> </li> <li>Use a slot in the timetable to set up mentoring for pupils with additional needs.</li> </ul>	Signature Sports allocated funding on a Monday and Friday  £3,000 including travel across 3 terms	<ul style="list-style-type: none"> <li>These children are more confident with exercise and more inclined to perform regular exercise than before.</li> </ul>	Clubs to be on offer consistently throughout the year.  P.E coaches to support enrichment classes.

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:
<ul style="list-style-type: none"> <li>To increase the competition in other sports apart from football</li> <li>Engage more pupils in intra-school competitions</li> </ul>	Entered a variety of sports through the Ashton Park Partnership including: KS1 athletics Y3/4 athletics Y5/6 athletics Year3/4 Hockey Year 5/6 Dodgeball  P.E co-ordinator to introduce termly intra-house competition during the P.E sessions in the last week.	£__ (supply for teachers to attend the competitions)          £___ (supply for P.E co-ordinator to observe)	<ul style="list-style-type: none"> <li>To have increased participation of number of pupils attending competitions.</li> <li>To have more children competing</li> <li>To have increased participation for ALL in competitive sports</li> </ul>	

Signed off by	
Head Teacher:	Paul Jeffery
Date:	September 2022
Subject Leader:	Daryl Cox
Date:	September 2022
Governor:	Karen Dursley
Date:	September 2022