

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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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 allocated for 2020/21	£20,466
How much (if any) do you intend to carry over from this total fund into 2021/22?	£5,191
Total amount allocated for 2021/22	£17,550.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£22,721

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 2021. Please see note above	59%
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	25%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	77%
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: 2020/21	Total fund allocated:	Date Updated:		
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:	
			29%	
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>We want children to leave FVA with a positive relationship to health, activity & fitness, led by the “I am an athlete” slogan.</p> <p>We want to children to recognise the importance of PE in our curriculum and choose to be active outside of structured PE lessons or school sporting activities. We want to support children to be physically active but also give the equipment and opportunities which inspire them to self-select being physically active.</p>	<p>All classes to be timetabled at least 2 PE lessons a week, giving it a high profile across the school, and our extensive grounds are rich with opportunities to be active e.g. fixed equipment, trees for climbing, forest school area, tyre swings and hammocks. REAL PE used across the whole school which is designed to get more pupils active more often in lessons and develops the fundamental skills required to access physical activity and sport.</p> <p>Installation of 6 pull up and roll over bars in the playground.</p>	<p>£2,748</p> <p>£1,000</p>	<p>PE lessons have increased from 1 hr to 2hrs for all children by having one in the morning and one in the afternoon. Having a separate sports hall means that PE time is not impacted by other events. 1 lesson is REAL PE and the other is the broader curriculum. Lessons are both indoors and outdoors. Children and families know their PE days and times so can be prepared to take part. All children take part in PE lessons. Children with injuries take on a different role and this means that they are still gaining the knowledge and understanding. We are currently lacking in equipment which enables the children to use upper body</p>	<p>Gather further pupil voice regarding attitudes to PE and school sport.</p> <p>Installation of new climbing and swinging playground equipment in Reception and KS2 playgrounds Dec 22</p> <p>Continue staff training in REAL PE.</p> <p>Installation Dec 22</p>

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<p>We want children to understand, experience and measure the importance and impact of exercise on their heart, lungs and bodies so that they know why they should be active. We want to improve our children's fitness levels to reverse the impact of inactivity during covid.</p>	<p>Purchase of playground boxes and equipment per class to encourage children to choose physical activity at lunchtimes.</p>	<p>£475 (£50 per class and storage boxes)</p>	<p>strength.</p> <p>Children made a wish list for their class box, so had ownership of what to choose to play with. They enjoy playing with the equipment on the field and pupil voice feedback mentioned enjoyment of playing with equipment that was different to things used in PE lessons. They will experience different variety as they move through each year group.</p>	<p>Top up boxes for the new academic year.</p>
	<p>Launch playground games led by year 6 play leaders using school games play format. Classes to access on a rota.</p>	<p>£0</p>	<p>All KS2 classes had a timetabled lunchtime to access playground games on a rota. Average numbers taking part each day were 15-20.</p>	<p>Advertise playground leaders as a FVC job. PE lead to support leaders in delivery and extend the range of games to also include the resource bank from Complete PE.</p>
	<p>REAL PE curriculum</p>	<p>£2,748 (as above)</p>	<p>REAL PE includes one whole term on the health and fitness cog per year and each multi ability warm up gets the children physically active and body aware.</p>	<p>Do further pedometer challenges through the year in 2022-23.</p>
	<p>Pedometer challenge</p>	<p>£0</p>	<p>KS2 classes were taught how to use a pedometer and took part in a pedometer step challenge to increase awareness of their daily activity and be motivated to be more active.</p>	<p>Reintroduce daily mile to be happening more regularly and take part in themed challenges or initiatives.</p>
	<p>Gym run programme</p>	<p>£300 assessment £900 clubs</p>	<p>Year 3,4,5,6 were assessed in term 3 and again in term 6. They participated in gymrun activities in class every week, starting in term 4. Gymrun fit club ran once a week</p>	

<p>We want children and families to place importance on active travel to school and make active travel choices accessible for them.</p> <p>We want children to be able to take part in activities within the school day if they are unable to attend external sports clubs or be active in the evenings or at weekends.</p>	<p>Travel tracker subscription and class badges to encourage and incentivise active travel to school. Active travel workshops</p> <p>Replace broken storage for scooters so that do not get damaged if children scoot to school.</p> <p>Lunch time club offer</p> <p>Lunchtime football club for those children identified as less active or unable to access external provision. Football boots and shin pads provided if required from school supply.</p>	<p>£500</p> <p>£0</p> <p>£0</p> <p>£703</p>	<p>through terms 5 and 6 for children identified with lower levels of fitness and agility. 38% of KS2 children were working towards the expected fitness levels for their age in term 3 compared to 23% by term 6.</p> <p>Our school average for daily active travel is 73% up from 62%. KS2 children, who are more likely to travel independently to school, took part in an active travel workshop.</p> <p>The well being group asked to replace broken storage and a scooter pod was donated to the school to improve storage for those who bring scooters. 18 children from year 3 and 15 from year 4 attended a lunchtime boccia and indoor kurling club.</p> <p>External company Future Stars to a targeted lunchtime club in terms 4,5,6 for 20 children.</p>	<p>Run gym run again next year due to impact data.</p> <p>Book pedestrian and cycle training.</p> <p>Installation in progress.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				3%
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>Our PE provision will help children to create positive relationships with each other, as they develop social, mental and physical attributes through sport which will develop them as a whole person. Through PE, we expect that our children will learn discipline, self control, resilience, cooperation, communication and leadership which will have impact across the school.</p> <p>Our PE must cater to all disadvantaged groups with varying needs, standards and abilities so that all children across the school can transfer the benefits of sport to their wider school experience.</p>	<p>PE must be a priority in the timetable with every class having 2 hours each week. PE is a tool for positive self-image, healthy bodies and a wealth of transferrable personal and social skills. PE learning behaviour displayed in hall and the vocabulary used in all classes both in PE and in other lessons.</p> <p>Pupil voice group has impact across the school.</p> <p>Children develop as leaders.</p>	<p>£0</p> <p>£0</p> <p>£0</p> <p>£0</p>	<p>All classes have 2 hours of quality PE. Staff wear FVA PE kit, giving value to the time in which we do sport. The REAL PE cogs are displayed in the hall each term, promoting the progression of personal, social, creative and cognitive skills which develop our children as Frome Vale Citizens. Whole school REAL PE approach means that there is a consistent approach across all years., underpinning all lessons and developing the whole child with transferrable skills beyond PE. FVA wellbeing group have chosen several physical activity initiatives to improve whole school wellbeing and performance. The PE curriculum provides opportunity for leadership within the application of skills and game-based activities for all year groups. Playground leaders contribute to positive behaviour and socialisation at unstructured times</p>	

<p>PESSPA will help us make connections between school and our families and our families with each other.</p>	<p>Living streets and modeshift stars initiatives – bronze award.</p> <p>Families invited to be involved in active week (dance theme).</p> <p>REAL PLAY A club specifically run to engage with families who are identified as needing support to engage in active and creative physical play with their children.</p>	<p>£500 (as above)</p> <p>£35</p> <p>£195</p>	<p>of the day.</p> <p>Involvement in modeshift stars events and initiatives have impact across whole school improvement e.g. active travel, children’s well being, road safety, active families, environmental awareness.</p> <p>As part of dance week, we provided a salsa and samba dance class, just for parents, which was well received and gave parents a positive interaction with school.</p> <p>Families were invited to take part in family active day. We had 72% of families attending, with year 6 leaders supporting the events. Another positive interaction for families with their children and between families.</p> <p>Launching in 2022-23 year due to staff absence.</p>	<p>Open the school for holiday camps?</p>
<p>PESSPA success will build our pupil’s self esteem and give them a sense of identity and belonging.</p>	<p>School sports events and teams to be promoted and ensuring that representing these teams is something children should be proud of.</p>	<p>£0</p>	<p>Sport success regularly celebrated in assemblies and shared on social media and newsletters.</p>	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				34%
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>We want children to be competent with fundamental skills that will serve them well in accessing all sports in their future. We want to support teachers' professional development to ensure that they are confident to deliver the REAL PE and the broader curriculum to a high standard, to <u>all</u> children.</p> <p>Teaching should be underpinned by the learning nutrition of REAL pe. It should be ambitious, have clear learning outcomes, create opportunity for success and failure through appropriate challenge, include praise for positive learning behaviours, celebrate progress, facilitate self agency and be supportive whilst ensuing children take control of their learning and decision making.</p>	All staff have had REAL PE training from Create Development. They have access to the Jasmine Portal which has the lesson plans, resources, video examples, inclusion, assessment, webinars and training opportunities. The PE lead is experienced in REAL PE and can support staff as a whole team and on an individual level.	£2,748 (as above)	Staff are confident to teach PE and are positive about the planning, resources and support available. Pupil voice feedback was positive about teacher knowledge and quality of learning.	PE lead to observe and/or team teach lessons across the school, support staff as needed and arrange training if required. PE leaders from across the academy to video lessons and share to teachers in each year group. Install/purchase outdoor white boards for teachers to use for outdoor lessons to share learning outcomes and record assessments.
	Buy into CLF support of SSCo for one day per term	£2,156	Supports PE lead to support staff, observe lessons, team teach, plan training and organise events for staff to attend with children and work alongside specialist teachers.	Staff to complete survey about confidence and training needs.
	Gym run training for teachers in KS2.	£100	Teachers were introduced to the curriculum, watched demonstrations and joined in with the challenges, ready to do this with the children.	
	Invest in PE leadership training for PE lead specifically for REAL PE to support teachers in delivering quality PE, assessing PE and identifying areas for improvement.	£495	PE lead has done level 1 and 2 of the training and used this to support teachers with specific training needs through the year including team teaching.	Training booked in for march 2023 to revisit REAL PE principles and learning nutrition outcomes.


	<p>1 coach from Future Stars will work with the school for one afternoon a week for the whole year supporting specific teachers and teaching assistants to develop skills and confidence in PE knowledge and delivery.</p> <p>Teachers have an open communication line with the Pe lead. PE meetings between teachers and Co-ordinator to discuss any issues, equipment needs and future actions.</p>	<p>£2,348</p> <p>£0</p>	<p>Each class had 2 opportunities to be taught by the coach and teacher. Teachers broadened their experience of teaching different aspects of PE, observed and used strategies to manage safety in PE effectively and now feel competent to deliver PE independently next year. These happened regularly, with support for teachers and HLTAs on using specific resources, ways to manage behaviour positively and how to manage assessment for learning in PE.</p>	<p>Improve the curriculum provision for the second hour of PE to ensure broad coverage and progression across the school.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 14%
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>Children to leave FVA understanding how sport embodies British Values. We also want children to see the benefits of healthy competition and give them the opportunities for this. We want to instil a life-long intent to lead an active lifestyle. Exposure to a breadth of sports means that children are more likely to find interest and develop skills to continue a sport into adult life. We want to inspire and enthuse the children to choose an active lifestyle through a range of high quality experiences.</p> <p>Entering and competing in competitions will enable our children to experience the benefits both mentally, socially and physically of representing our school in tournaments.</p>	Raise the profile of dance across the school, through curriculum provision, live dance events and a themed dance week.	£670	In dance week, all children took part in multiple sessions of dance, experiencing a variety of dance genres e.g. street, flamenco, samba, acro, ballet and tap. They watched live performances and were given links to join clubs locally. For many children, this was the first time they had taken part in dance classes.	Dance companies to run clubs in school next year.
	Diwali dance workshop for all children. Using dance as a medium to engage with and express RE learning led by inspiring professionals.	£598	All classes were able to engage with the Diwali story and experienced the expressive and creative benefits of dance. It was a great way to celebrate and value a religious festival in school.	Consider how, as a school, we can plan to use dance as an outcome for learning across the curriculum.
	Matches with local schools	£0	The children had missed out on these opportunities through covid and the participation, enjoyment and pride in representing school was evident. It gave the team purpose and a goal to work towards together.	Continue next year and broaden our team opportunities to more sports.
	Bristol together football initiative	£0	This was an opportunity for children who didn't have a huge	Continue next year

	CLF festival of sport.	£0	<p>experience of team sport, to learn a sport, train together, build relationships and compete as a team.</p> <p>Some of our PP children were taken to the local university to compete in a range of sporting events that they may not have tried before e.g. martial arts and archery. Taking them to an aspirational venue and being coached by experts really inspired the children to be motivated in sport, try new things and visualise a future in sport or higher education.</p>	Continue next year.
	Tennis taster lessons	£0	<p>4 classes took part in tennis lessons delivered by the local club and were invited to a summer event at a discount rate.</p>	Continue partnership with the club.
	Swimming booster lessons provided for our oldest children who are yet to meet the government requirement of 25m.	£1,274	<p>Children have missed school swimming, private lessons and access to public swimming pools during covid. Swimming and water safety are essential life skills. Some of our children hadn't ever been swimming and we had 12 non swimmers in year 6 with a further 10 who could not swim 25m yet, so these boosters support nearly all of this group to be able to be safe in water and swim 25.</p>	Continue to book booster sessions in term 6 to target year 5 and 6 children who are yet to swim 25m.

	<p>Purchase of 5 new indoor floor mats. We currently only have 10 which is not enough for a full class to safely engage in gymnastics and other activities requiring floor mats such as yoga.</p>	<p>£250</p>	<p>Teachers can now have a whole class working on mats during gymnastics, dance, fitness and yoga, so no one is getting a lesser experience than their peers.</p>	
	<p>Children will have an opportunity to attend a range of sports clubs including multisports, boccia, kurling, football and yoga.</p>	<p>£0</p>	<p>A range of clubs were offered over the year and attendance was good, with a spread of ages offered physical activity clubs.</p>	<p>Survey children and families to see what clubs they would like as uptake could be higher.</p>
	<p>Replace broken netball and basketball posts so that children can engage fully in these sports.</p>	<p>£440</p>	<p>Posts installed and used for both sports, but in the process of being re-checked for safety after an accident involving a falling post.</p>	<p>Improve the curriculum provision for the second hour of PE to ensure broad coverage and progression across the school.</p> <p>Bikes to be purchased for Reception class so that children can be taught to ride a bike and access a life-long skill and enjoyment of outdoor activity.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				15%
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>To develop a positive attitude towards competitions using values such as fair play, sportsmanship and teamwork to lead this and remembering winning and losing is a healthy aspect of sport.</p> <p>Entering and competing in a greater amount of school games competitions means that children experience the mental, social and physical benefits of belonging to a team and the pride of representing their school.</p>	<p>To attend at least 3 inter-schools games competitions from the CLF and school games programme when running. CLF festival of sport</p> <p>Have referees as a pupil job within the school, to promote and encourage fair play and sportsmanship in unstructured, self-led competition time.</p> <p>Compete in matches against local schools in a variety of sports.</p> <p>Lunch clubs to be run that allow for intra-school competitions and promote fair play and competitiveness.</p> <p>Children to attend Bristol Together Football Championships (Year 5)</p>	<p>£0 transport was funded</p> <p>£0</p> <p>£0</p> <p>£0</p> <p>£0</p>	<p>The children who attended the festival had new and exciting opportunities in sport, in a high quality, aspirational setting both for sport and academic opportunity.</p> <p>Our children referee responsibly and fairly. Players respect the referee and this positively impacts the behaviour of players.</p> <p>Club attendance increased by 32% meaning more children had opportunity for sport and competition.</p> <p>Boccia and kurling club competed in mini competitions every week. It was fully inclusive, and all children had multiple turns to be leaders, make decisions for their team and verify point scoring. Pupils thrived on the competition, improved communication skills and used positive and supportive language within their teams and to the opposition.</p>	<p>Enter again with different children.</p> <p>It is really important that we continue to promote positive relationships within and with sport for children.</p> <p>Many competitions that were planned did not go ahead as the covid fall out continued through the year. We are expecting a very minimal impact next year, meaning inter school competitions and events can return on a more regular basis.</p>

<p>Using the REAL PE plans and wider curriculum game-based lessons, we will include more games during PE lessons where children can experience healthy competition and learn how to win and lose, while reinforcing that winning isn't the most important part of PE.</p> <p>Once covid restrictions allow, we aim to arrange intra school events and enter into more sporting competitions and tournaments with other schools to raise our PE profile and attach some pride in representing team FVA in sports events.</p>	<p>Competition within real pe scheme</p> <p>Coach led competitive football lunchtime club for those who do not attend external clubs.</p> <p>Inter school football</p> <p>Enter school games events, enabling children to compete at different levels in range of sports.</p>	<p>£2,748</p> <p>£703</p> <p>£0</p> <p>£0</p>	<p>Each multi ability cog has competition opportunities which cover a broad spectrum of competition types. All year groups have the full range of competition through the year, with year 3 and 4's personal best units increasing competition levels and developing skills in decision making, resilience and strategy.</p> 	<p>Our lesson and lesson plans are sustainable as they are on our schools system and accessible for all. They include lots of games and competitions as well so these can be carried forward.</p> <p>Enter school games award system once it is relaunched. Aim to retain gold award.</p> <p>Our school Pe board needs to be maintained and updated more regularly through the year.</p> <p>Purchase new multi sports FVA branded kit that can be worn by children attending sporting events. Uniformity and team pride play an important role in engagement with school sport.</p> <p>Create more links with local clubs.</p>
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Signed off by	
Head Teacher:	Dr J Saunders
Date:	22.07.22
Subject Leader:	H. Hall
Date:	22.07.22

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