

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



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:

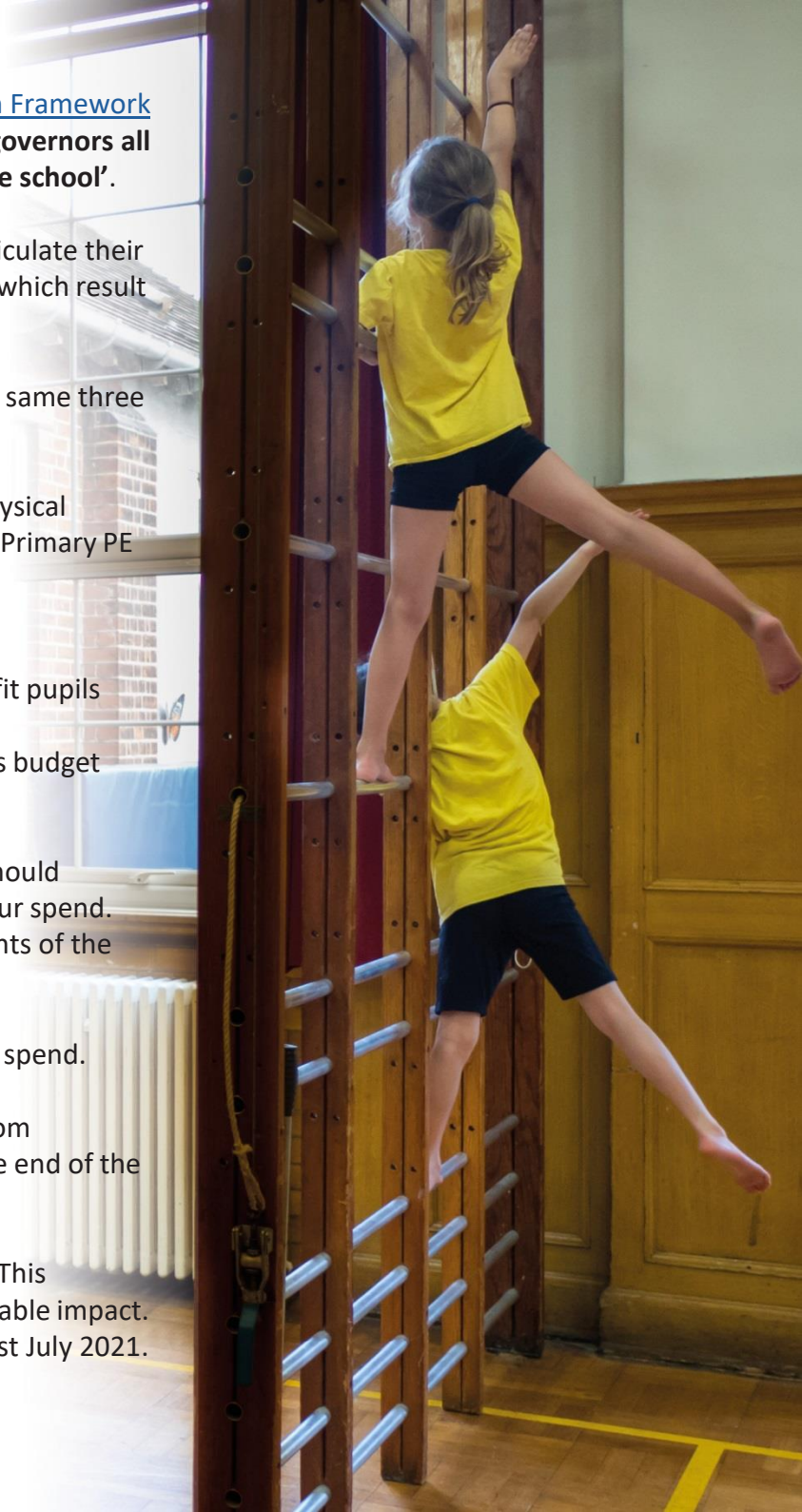
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 by the end of the summer term or by **31st July 2022** 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 2021. To see an example of how to complete the table please click [HERE](#).



N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Broadening the opportunities for our learners across different sports through new sports teams, inclusive sport, extracurricular clubs and updated planning of lessons. • In the past, teacher knowledge base was strong and pupils were provided with high quality PE lessons in a range of sports including clubs held by staff members. • New planning as per the new Skills Progression has been implemented during the new school year: 2021 – 2022. • The implementation of the new playground Adventure Trail has been a complete success. Due to Covid, measures were put in place that each Year Group have a specified day for playing on the equipment, with Friday being a special treat for the class that has won the Bear Necessities the previous week. This has proven to be so successful in managing numbers and safety, as per the original risk assessment, that we have kept this rota in place and will continue to do so moving forward. • School Council continued to present new ideas for play using the equipment and the pupils have therefore continued to enjoy finding new ways to utilise the adventure trail daily. 	<ul style="list-style-type: none"> • Newly qualified teaching staff are less confident in delivering PE compared to outgoing members of staff. Training is required (as per 2020 – 2021 document) • Update: Teacher training has been completed and new strategies, methodologies and games to focus on core strength, spatial awareness, problem-solving and whole child literacy have been introduced into PE lessons across the curriculum. • Movement of teachers and reduced confidence has resulted in less teacher led extracurricular sports clubs (as per 2020 – 2021 document) • Update: Due to Covid restrictions having been lifted and training been implemented, new extracurricular sports clubs have resumed or introduced for this school year: 2021 – 2022. • Due to normal schedules returning after Covid restrictions have been lifted, new play equipment, as well as new PE equipment has been requested.

Did you carry forward any underspend from 2020-2021 academic year into the current academic year?

NO

Total amount carried forward from 2021/2022 £ 0.00
+ Total amount for this academic year 2021/2022 £ 18 500
= Total to be spent by 31st July 2022 £ 18 500

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? 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 2022.	98.5 %
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	98.5%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	98.5 %
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?	N/A

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: £18 500		Date Updated: 27 June 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:
					21.6 %
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>New playtime equipment has been purchased and well used across the Year groups</p> <p>Adventure trail timetable has proven successful with dedicated days to each Year group, it has ensured that the children have had the opportunity with their peers to use the equipment in line with School Council plans and ideas which have been built on and implemented across the academic year</p>	<p>Children requested specific playtime equipment be purchased for use at break and lunchtimes</p> <p>School council did research as to how best to use the new equipment for each Year group, they presented it and have been able to add to their ideas over the year</p>	<p>£ 2 500</p>	<p>Children have enjoyed sharing the playgrounds again and this has promoted play with new and additional playground equipment being requested (eg. basket balls, footballs, bouncy hoppers, table tennis equipment, skipping ropes, hoops, balance boards etc.)</p> <p>Children continue to look forward to their specified day as they thoroughly enjoy using and coming up with new ways of using the adventure trail. It addresses core strength, crossing the midline, problem-solving and hand-eye/foot-eye coordination techniques</p>		<p>Play equipment will need to be consistently managed and suggested next steps for next academic year will be to elect and introduce playground equipment monitors to minimise breakage, loss, mishandling, etc.</p>

<p>Working in partnership with Complete Sports, a specialised PE company working alongside staff to deliver structured and planned PE lessons. They ensure curriculum specialisations and Progressional Skills are encompassed and assessed within the curriculum and PE expectations of the school</p> <p>Together with PE staff, they have assisted with competitive sports and inclusive engagement and have run interschool's competitive sports tournaments</p> <p>Introduction of weekly Mini Marathon for Year 5</p> <p>Lunch sports clubs (tag rugby and football across the year groups) have been successfully reintroduced, with Drama and Dance clubs, Kick boxing Clubs and Gymnastics Clubs run weekly</p>		£ 1 500		
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation:</p>
	<p>1.35 %</p>

Intent	Implementation		Impact	
<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>	<p>Sustainability and suggested next steps:</p>

	New PE Progressional skills have been implemented throughout the Year groups to ensure that all staff (both internal and external) know what needs to be achieved		Progressional skills have been focused on thereby improving basic ball skills, core strength, fitness, flexibility and participation This will remain a focus for the next PE academic year	Due to possible gaps in physical activity due to Covid restrictions, this has been a focus and priority for this academic year and will continue to remain so for the next academic year so as to align to both Sustainability and suggested Next Steps as above
Competition entries Badges and / or Certificates Trophies for Sports Day	Handed out at appropriate events	£ 250.00		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				34.32 %
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 are they able to do? What has changed?	Sustainability and suggested next steps:
PE and Sport Planning, Staff Training and Support	External specialist school sports company employed to deliver PE lessons as per Progressional Skills requirements	£ 4 500	Staff have professional PE and Sport lessons plans with required and recommended resources to ensure confident and correct implementation of PE curriculum	Budget allocated for continued sustainability for next school year
	Bucks PE Conference Attendance	£ 125	Children benefit from working with a specialised PE company to extend teachers' lessons as per the Progressional Skills requirements and together, this has had a positive impact on further extending the children's learning, confidence and abilities across the range of required sports as per the PE curriculum	Next steps to continue with support and training to ensure Progressional Skills are met
Swim England Mandatory Staff Swimming Qualification Renewals	CPD training for whole staff: Boing Sports Ltd (Resource from Bucks PE Conference Attendance)	£ 600		
		£ 1 125	To ensure Swimming Staff's Water Safety and First Aid qualifications are up to date	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 32.97 %
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 are they able to do?	Sustainability and suggested next steps:
<p>Additional achievements:</p> <p>Progressional Skills per Year Group have been published and planning and implementation has met requirements to ensure that the pupils know about and will be able to learn and consolidate through good practice</p> <p>Introduction of weekly Mini Marathon for Year 5</p> <p>Purchase and installation of new Climbing Frame for Gymnastics</p> <p>Purchase of 2 new netball posts</p> <p>Purchase of 4 new tennis nets and tennis balls</p> <p>Purchase of 2 new steel football goals</p> <p>Purchase of new range of various year group football sizes</p> <p>Purchase of new bats for Rounders</p>	<p>External specialist School Sports companies employed to assist and support with PE training as per PE and Sport Progressional Skills requirements</p>	<p>£ 1 500</p> <p>£ 0</p> <p>£ 4 600</p>	<p>PE lessons are planned and resourced to ensure best practice as set out in the Progressional Skills document</p> <p>Pupils progress in each activity can be measured more accurately</p>	<p>Next steps include pupils being able to achieve self-monitoring and self-evaluation through the ability to set personal goals and manage their own outcomes</p> <p>Pride in being able to master new skills correctly</p>

Purchase of new High Jump bar Purchase of new Unihoc sets for hockey Purchase of Mini Marathon bands				
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9.73 %
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>Internal and external staff have implemented sports clubs at lunch and after school to introduce new competitive sports (tag rugby: boys and girls and mixed teams)</p> <p>Competitive football, tag rugby, basketball and gymnastics events across the Year groups have been reintroduced</p> <p>Wye Valley Sports Days (Field and Track) commenced again in June / July 2022 and Affiliation Fees for High Wycombe & District Primary Schools Football Association</p> <p>TGMS Sports Day commenced again in July 2022 with whole school participation (line painting and new equipment)</p>	<p>Due to the lifting of Covid restrictions, competitive sports have been re-implemented</p> <p>Lunch clubs and after school clubs have proven popular and well-attended across the Year Groups</p> <p>There have been away games and afore-mentioned sports games taking place at Tylers Green Middle School throughout the academic year</p>	<p>£ 800.00</p> <p>£1 000.00</p>	<p>Moral, pride, teamwork and competitive spirit has been reintroduced and TGMS has enjoyed many wins over the year</p> <p>New sports competitions such as gymnastics and tag-rugby have been attended and this has promoted participation in a positive way</p>	<p>Due to the children's evident enjoyment and success of the school competitions, we will be maintaining and extending these offerings in the next academic year (2022 – 2023)</p>

Signed off by	
Head Teacher:	
Date:	18 July 2022
Subject Leader:	AJO'Dowd
Date:	18 July 2022
Governor:	
Date:	