



Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised July 2022



Commissioned by



Department
for Education



Created by



YOUTH
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TRUST



Impact of Primary PE and Sport Premium – Academic Year 2021-2022

Details with regard to funding



How much (if any) do you intend to carry over from previous funds into 2021/22?	£ 0
Total amount allocated for 2021/22	£14,600
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 8,164.40

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	65.4%
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	65.4%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	65.4%
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

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:	Date Updated:		Percentage of total allocation:
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				1.6%
Intent	Implementation		Impact	
'Brain breaks' added to the afternoon to allow children to run around the school track and re-fuel their minds.	Actions: 15 minute track runs (Daily Mile) are added to the afternoon to increase physical activity for all children and also encourage the healthy body, healthy mind principle.	Funding allocated: £0	Evidence of impact: what do pupils now know and what can they now do? What has changed?: Teachers report that children can concentrate better when they have had a break in the afternoon. Without the 'brain break' most pupils' attention and engagement begins to wane.	Sustainability and suggested next steps: Track maintenance to be reviewed yearly to ensure that it is kept in good condition.
Annual Fun Run re-introduced for further activity and a taste of competitiveness. Parents allowed back in to encourage.	Progressive fun-run in year groups using our school track. Year groups do a further lap the older they are- year 3 do 3 laps, year 4 do 4, etc. Children given the chance and choice to either race competitively or they can skip, walk, jog and enjoy themselves.	£74 for Fun Run t-shirts £170 for water bottles	Children, parents and adults are active and actively encouraging each other to do their best. Children feel an immense sense of community and pride for taking part.	Links with running club re-established. Use of P10 students from local academy used as pace setters. Use own school's Sports Leaders to encourage younger years and to help with set-up. Use park as part of the route to make event more special.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				48.5%
Intent	Implementation		Impact	
	Actions:	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 children to be able to swim 25 metres unaided by the time they leave year 6 (3-year plan)	All children given a terms worth of swimming and any year 5 and 6 swimmers that need further support to be given an extra term of provision each.	£4000 per year- so far spent £3748.50 this year	Children increase confidence with swimming and ability throughout school life. Less concerns for parents and children about leaving school being unable to swim.	Next year priority will be those pupils who cannot swim 25m. Starting with Y6 and then work through the other years. Sessions to be 1 hour per week. Use swimming instructors from within the school as they know the children and children know and feel comfortable with them.
Sports week reintroduced to establish links between local clubs and encourage children to take part and try a range of sporting activities.	Sports week to include football freestyler, netball, taekwondo and tennis as a range of various sports and alternative sports.	£550	Children were encouraged to try a new sport or improve upon an existing sport. Children encouraged to create links or join local clubs through the participation.	Increase the number of local clubs that participate to provide greater breadth of sports/activities for children to experience.
New sports equipment brought in to encourage activities at lunchtimes, and further participation and activity	Better equipment and aids to support and encourage lower ability and less confident children to	Committed: £1500- £942.90 spent	Kwik cricket tees purchased to encourage hitting the ball low and for those children who need	Use Sports Leaders to run mini-clubs/sports activities at lunch times.

within lessons themselves.	participate. All other ability children have access to higher quality equipment and can improve their skills and progress quicker.	so far.	further help with coordination; new tennis rackets and ball purchased for better grip; athletics set bought in for sports day events; new footballs and markers brought in for ASC and floating footballs for lunchtimes to encourage more children to participate (less weight); other miscellaneous items bought to encourage team games.	Clearly label equipment that is intended for lunchtimes so that PE equipment is not being used/lost.
All staff to have an understanding of how trauma can affect pupils' emotional well-being and physical behaviours. To use trauma-informed practice in all of our interactions with children.	Betsy de Thierry (Bath Trauma Centre) to lead TD Day on Trauma-informed practice.	£1,032 (with VAT £262)	All staff are able to identify the signs of trauma and behaviours associated with it. The school's behaviour policy has been rewritten in line with trauma-informed practice. Pupils well-being is at the forefront of all adults interactions with pupils. ELSA support is used to support this.	Continue to embed trauma informed practices in all that we do.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				4.3%
Intent	Implementation	Impact		
	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>Real PE and Real Gym scheme to continue to allow all staff the opportunity to teach ABCs of skills to children- access to videos and plans available and easy to follow ad show the children. This will increase staff confidence to deliver PE.</p> <p>Increase confidence of staff members who feel less confident at teaching PE and increase their skills.</p> <p>Sports leaders to be appointed in Year 6 to help lead and promote sport throughout the school.</p>	<p>Real PE training to be provided to remind teachers of how the scheme works and how to get the best out of the children whilst using it. Real gym training already provided so teachers to continue to use online provision.</p> <p>PE Lead to team teach alongside less confident staff members.</p> <p>Year 6 Sports Leader roles to be applied for. These will then be used to support activities such as the Fun Run, Sports Week and lead activities at lunch time.</p>	<p>£495</p> <p>Release time</p> <p>£140 for hoodies</p>	<p>Staff are using Real PE cards to deliver the fundamentals (ABCs) and basic skills. Jasmine website is not as useful and staff find it difficult to navigate/</p> <p>Increased confidence</p> <p>13 pupils were identified. They helped to organise and run the Competitive Sports Day and the Fun Sports event. They also ran sporting activities during lunchtime for each year group.</p>	<p>Survey staff as to whether to continue to subscribe to Jasmine website. If not needed, use this money to provide better quality CPD for staff which is sports specific.</p> <p>Next year, ensure that teachers have the opportunity to observe/work alongside other teachers in PE sessions to disseminate best practice.</p> <p>Next year, provide sports leader training (Cluster Sports Co-ordinator)</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p> <p>7.6%</p>
<p>Intent</p>	<p>Implementation</p>	<p>Impact</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>

To increase the profile of rugby within school.	Bath rugby to come in and deliver sessions to all year groups to raise the profile of rugby within the community. Teacher to deliver after-school rugby sessions.	£250 (not used)		Re-establish links with Wootton Bassett rugby club so children can progress to the club.
Sports week to include alternative sports.	Taekwondo, archery added to the list of sports to be provided by local clubs and trained staff. Sports week to include a freestyle footballer.	£550 as specified above	Children have access to different types of activities that are individual, precise and involve different types of challenge than the usual physical activities.	Sustained link between local clubs and school- children can link to the club as a next step.
To provide opportunities for disadvantaged learners to have new and different experiences.	Y4,5,6 Pupil Premium children to attend H5 Inclusion Day at H5 Adventures.	£550 + VAT	15 pupils spent the day at H5 Activity Centre taking part in team building activities, bush crafts, canoeing, etc. They experienced activities that they had not had the chance to do, especially coming off of the back of COVID lockdowns.	Attend next year.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1.3%
Intent		Implementation		Impact
	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:

Competitive competitions with the cluster re-introduced.

Sporting fixtures with the netball and football team to restart in a league format. Competitions with the cluster involve athletics, tag, rugby and orienteering.

£200

PP, SEN children, as well as all other children were given the opportunity to compete for their school in competitions, including; Football
Netball
Cricket
Athletics

Sustainability and suggested next steps:

Cluster competitions to continue annually with some being compulsory. Extend the after-school club provision for sports.

Signed off by	
Head Teacher:	Hilary Macmeekin
Date:	July 2022
Subject Leader:	James Underwood
Date:	July 2022
Governor:	
Date:	

