



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised December 2017

Commissioned by
Department for Education

Created by



**YOUTH
SPORT
TRUST**

Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- 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](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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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. We recommend regularly updating the table and publishing it on your website as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> Specialist PE teaching at Hilperton Site. Virtual Sports Day: a fun and competitive week with huge family involvement. Pupil voice through Sports Council. Children as leaders: Sports Council on both sites. Children have wide ranging opportunities to get involved in sporting activity (after school clubs, competitions, play and lunch times, before school club, etc.) Fitness Friday, on H site is well established ways to increase Physical Activity levels. Positive attitude towards P.E. across both sites among children and staff. Every year group having at least 1 PE session a week. 'Phys' sessions establishing across the school. Very clear curriculum mapping at the end of last year to ensure all skills are covered. Successful Schools' Direct Training. Sharing of planning across the trust. Regular meetings of P.E. leads across the Trust to share best practice. Wingfield has separate entry into many events. Children were selected to ensure a range of children are representing the school including SEND. 'Events Over view' document successfully used to ensure a set procedure is followed when we enter an event so that the organisation of it runs smoothly. 'Clubs Festivals and Competitions Monitoring' spread sheet used effectively to monitor which children are taking part in sporting clubs and events and to support our choices of who we select. Weekly physical activities posted to the whole school on Seesaw. All activities posted by children were responded to be one of the PE leads. Range of physical activities on offer for children in school e.g. cycling, bowling, tennis, skipping. We took part in the virtual Wiltshire School Games and some of our children won medals. 	<ul style="list-style-type: none"> Term 1: all children returning to school are re-engaged in Physical Activity through our 'Fitness and Fun' launch. Cooper Test and Bleep tests for Y2 upwards to monitor fitness levels. Certificates in virtual assembly for classes/children. CT's to do 'Phys' at least once a week. Playground timetable to ensure bubbles do not mix. Playtimes New curriculum adapted to meet COVID guidelines. Virtual intra-trust comps. Take part in CSL virtual comps. Vigorous assessment and monitoring of 'Phys' as well as skills based P.E. (to include observations, secure assessment system, data analysis of boys/girls, SEND, PP etc.) Wingfield - purchase own sports kit specific to the site. Develop children as leaders - e.g. Sports Council leading at playtimes. This will be done virtually via videos. Staff fitness- develop staff wellbeing club and fitness as part of this. Write a selection policy for events ready for when we start fixtures again. Working on a basis that some we enter to compete and some we enter for participation. Implement P.E. assessment document. This will include Working Towards Standard, Expected Standard or Greater Depth. Develop and train new PE TA to deliver the curriculum under the direction of the PE Lead.

Meeting national curriculum requirements for swimming and water safety (Data for Year 6 leavers in July 2020)	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	We did not complete the year's swimming lessons due pool closures due to COVID
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	
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?	No

Academic Year: 2020/21

Total fund allocated: £20,250

Date Updated: Nov 2020

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 students today and for the future.

Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:	Impact Evaluation (completed in Sept 2021)
				%	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Regular Physical Activity will be a routine in the daily lives of children at The Mead	<p>P.E. lessons:</p> <ul style="list-style-type: none">Weekly P.E. skills based lesson taught by either the P.E. specialist or the class teacher.All P.E. skills based lessons to be planned by a P.E. Specialist.New P.E. curriculum focuses on Fundamental Movement Skills (FMS) in KS1 and adapting these to sports in KS2 so has a big focus on being physically active.All P.E. lessons will be planned to raise children’s heart rates for a sustained period of time. <p>‘Phys’ Sessions:</p> <ul style="list-style-type: none">Weekly or twice weekly ‘Phys’ sessions lead by class teachers established in all classes. These promote being physically active rather than physical literacy skills. E.g. tag, circuit training, sharks and fishes.Sports Council to lead some virtual sessions.List of suggested activities given to all staff that are within COVID guidelines.PE leads to support staff to ensure they are completing it. <p>‘Daily 15’:</p> <ul style="list-style-type: none">Every class to do 15 minutes of vigorous exercise every day.Once a week, this is to be running at least a mile.Recognition for class who achieves this best over each term.	<ul style="list-style-type: none">Time to up-skill new PE TA in the curriculum.Cost of teachers/TA/PE Specialist.Time to up-skill teachers in ‘Phys’Cost of path (I have had a quote from one company for £21,824)	<ul style="list-style-type: none">Pupil interviews.Lesson observations.Pupil voice- Sports Council.Assessment data from ‘Phys’ sessions and P.E. skills basedChildren engaged in more physical activity.Children enjoying physical activity.Greater opportunities to participate.Children taking part in 30mins Physical Activity within the school day.		<p>Weekly P.E. lessons delivered by PE specialist following the progressive skills based curriculum. During lockdown, lesson were taught online.</p> <p>Children’s fitness levels increased (data from fitness tests)</p> <p>‘Phys’ and ‘Daily 15’ sessions were inconsistent across the school.</p> <p>Active Ambassadors selected and</p>

	<p>Active Ambassador:</p> <ul style="list-style-type: none"> Every class to have an elected Active Ambassador (AA) to promote Physical Activity in their class and school. The Daily 15 to be recorded by the AA <p>Playtimes and Lunchtimes:</p> <ul style="list-style-type: none"> Physical activities adapted to comply with Covid guide lines. Timetable of activities on offer to each class. Activities are staffed and well resourced. Buy each class a pedometer and introduce inter- class competitions (who does the most steps at playtimes?) <p>Family Engagement:</p> <ul style="list-style-type: none"> A Physical homework to go out on each class' Super Six from Term 3. This to be written by the P.E. lead to tie in with the term's P.E. learning. <p>Staff:</p> <ul style="list-style-type: none"> Wearing active clothes when teaching P.E. Staff fitness club. <p>Kit:</p> <ul style="list-style-type: none"> Take away this as a barrier of not doing P.E. or Physical Activity. Purchase sets of spare kit which are available to children to use. After each use it will be washed and kept outside the PE cupboard at Hilperton and in the central corridor at Wingfield Send letter home for children who don't have kit 	<ul style="list-style-type: none"> Cost of staff to run activities. Cost of 14 pedometers. (£100) 			<p>celebrated. Increase in awareness of activity levels.</p> <p>Active playtimes a success with a variety of COVID safe activities.</p> <p>P.E. homelearning on Seesaw. Lots of family engagement.</p> <p>Staff fitness club did not happen due to COVID guidelines.</p> <p>Children come into school in PE kit a success. Majority wearing correct kit.</p>
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Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement					Impact Evaluation (completed in Sept 2021)
				Percentage of total allocation: %	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Attainment and progress is enhanced across the curriculum as a result of	<ul style="list-style-type: none"> Regular activity embedded across the school: see above strategies. Increased P.E. links to the other subjects (Science, PSHE, Speaking and Listening, IT, Maths.) 	<ul style="list-style-type: none"> Time to up-skill staff. 	<ul style="list-style-type: none"> Achievement is improved (SATS results and termly PUMA, PIRA and GAPS) 	<ul style="list-style-type: none"> Other Subject leaders to 	Class Thrive targets addressed

<p>children being more physically active.</p> <p>Impact on their spiritual, moral, social and cultural understanding.</p>	<ul style="list-style-type: none"> Develop way of measuring/ monitoring levels of PA and progress in the curriculum. Behaviors learned through the new P.E. curriculum (fair play, sportsmanship etc.) applied across curriculum. 	<ul style="list-style-type: none"> Cost of P.E. specialists to run these. 	<ul style="list-style-type: none"> Pupil interviews. Pupil voice- Sports Council Concentration, commitment, self-esteem and behavior are enhanced (green forms) The profile of sport is raised so that all children are involved in some aspect of healthy living or fitness. Children understand the positive impact of physical activity on their wider learning. Staff make links between PE and other subjects across the curriculum. Positive behavior and sense of fair play are enhanced. 	<p>identify how their subject areas can contribute to learning in PE.</p>	<p>during PE lessons.</p> <p>Interviews with children- they have a good understanding about the links between activity levels, health and behaviour.</p>
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					Impact Evaluation (completed in Sept 2021)
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching P.E. and sport				Percentage of total allocation: %	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Trust-wide cohesion with a focus on sharing good practice in use of the new P.E. curriculum, planning and assessment.	<p>New P.E. curriculum:</p> <ul style="list-style-type: none"> Has been written by Trust P.E. lead based on research and trialed in some classes. Main focuses are: <ol style="list-style-type: none"> 1: Fundamental Movement Skills 2: Sports (participation, tactics and knowledge of rules and role models) 3: Social and Personal Skills <ul style="list-style-type: none"> - Sportsmanship - Self-improvement, - Leadership - learned about health and fitness - anatomy and the science of sport LTP created for 2020-21 to ensure that all skills are covered across the year. Resources ordered to ensure successful delivery <p>New Assessment System:</p> <ul style="list-style-type: none"> Has been written by P.E. specialist based on the new curriculum. Needs some development around the understanding of what makes 'greater depth' and 'working towards'. Monitor/track children's progress and do data analysis- disadvantaged, GAT, boys/girls. 'Phys' assessment established. Class teachers to lead and assess Phys sessions. They will record children's fitness levels across each term. P.E. lead to monitor. <p>P.E leads meetings:</p> <ul style="list-style-type: none"> Weekly meetings with The Mead P.E. team to share good practice, planning, assessment etc. Termly Trust-wide meetings. 	<ul style="list-style-type: none"> Cost of P.E. specialists. INSET days delivery to whole staff <ul style="list-style-type: none"> Cost of P.E. lead to develop and to train PE TA to use. 	<ul style="list-style-type: none"> Minutes from P.E. team meetings. Discussions with staff and staff survey. Teachers feel more confident in teaching P.E. and promote a range of sporting activities Teacher subject knowledge and skills are improved. Subject leader demonstrates knowledge of subject standards. Quality of provision is enhanced. Best practice is recognised and shared 	<ul style="list-style-type: none"> 	<p>New curriculum has been taught, with some 'tweaks' to ensure COVID guidelines have been adhered to. P.E. Specialist has focused on Social and Personal Skills throughout the school.</p> <p>Use of assessment system to monitor and track progress.</p> <p>Weekly Mead meetings and termly Trust meetings.</p> <p>CPD for staff has not happened.</p>

	<ul style="list-style-type: none">Attend PE Conference and CSL meetings. <p>CPD:</p> <ul style="list-style-type: none">P.E. leads to support Class Teachers in delivering and assessing skills based P.E. and ‘Phys’Termly check-ins and observations/Learning Walks.CPD needs identified and sought within the Trust and Trowbridge collaborative. <p>P.E. lead:</p> <ul style="list-style-type: none">Keep up to date with Ofsted reports and government documents and disseminate any relevant information to the rest of the Trust.Monitor planning.P.E. specialist support Class Teachers making judgments for annual reports.					
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils					Percentage of total allocation:	Impact Evaluation (completed in Sept 2021)
					%	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:		
Provide a rich curriculum and extra-curricular activities that supports children’s development and interests	<p>In school Extra-curricular:</p> <ul style="list-style-type: none">Intra-trust sporting competitions done virtually between class bubbles.Participation in Wiltshire School Games were appropriate.Pay for West Wiltshire Partnership Sport Provision. <p>Review the quality of our P.E. curriculum:</p> <ul style="list-style-type: none">The new P.E. curriculum is inclusive and is designed to inspire and engage all pupils.Gauge pupil needs/interest – Sports Council, PE specialists, pupil interviews.LTP ensures that all skills are covered throughout the year.Our core principals are taught through a range of sports and activities.Opportunities to extend and develop talents are embedded. <p>Equality and Inclusion: (Disabled, SEND, PP, AGAT, Hard to Reach, CNRB)</p>	<ul style="list-style-type: none">Membership (c£175)	<ul style="list-style-type: none">LTPs and MTPs.Children access a range of sporting activities and explore ones they enjoy in more depth.Disaffected pupils are re-engaged in sport and fitnessLinks are developed between school and the local community.Quality of teaching and learning through observations.Children have an increased awareness of the opportunities in the	<ul style="list-style-type: none">Links with local clubs-introducing new initiatives and pathways to community clubs.	<p>Intra-bubble/trust competitions e.g. fitness, football and participation in online Wiltshire School Games.</p> <p>PE specialist has 1:1 sessions with identified SEND. DL</p> <p>Floorbook has not been used.</p> <p>Some significant figures learned in</p>	

	<ul style="list-style-type: none"> Children with SEND will have opportunities across the year to attend events. Planning for Gifted and SEND pupils. Interventions and opportunities for those exceeding expectations Accessibility of all the activities. Use of TAs to support learning. Check equipment to ensure it meets the needs of our pupils. P.E. Policy ensures whole school inclusion. P.E. interventions with identified children including 1:1 mentoring and sensory circuits. <p>Celebrating and recording curriculum P.E.</p> <ul style="list-style-type: none"> Photos and comments to be in each class' floor book P.E. postcards sent home to recognise children's success in P.E. This might be physical skills or social and personal skills such as teamwork or sportsmanship <p>Homework:</p> <ul style="list-style-type: none"> Homework every term planned by the P.E. lead. This will support P.E. being taught in school. Increase family engagement with being active. <p>Classroom based:</p> <ul style="list-style-type: none"> Ensure Signiant figures and equality and diversity is taught through P.E. Develop quizzes with QR codes to support assessment of knowledge around social and personal skills. Development of new indoor activities that are not physical (due to covid) that can support social and personal aspects of the PE curriculum. 	<ul style="list-style-type: none"> Time for the PE lead to develop. 	community.		PE lessons. Need to develop this further.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:	Impact Evaluation (completed in Sept 2021)
				%	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	

Participation in CSL and West Wilts events as well as continuing intra-school and inter-trust competitions.	<p>Within school:</p> <ul style="list-style-type: none"> Inter-class pedometer competitions. Young Leaders and Sports Council run competitive activities at play and lunchtimes. <p>Trust-wide competition:</p> <ul style="list-style-type: none"> Intra-trust virtual competitions. Target Disadvantaged children to include in competitions and enrichment opportunities <p>CSL:</p> <ul style="list-style-type: none"> Take part where appropriate. <p>Celebrate achievement:</p> <ul style="list-style-type: none"> Continue celebration board at Hilperton and introduce celebration display board at WF. To celebrate in school and outside school achievements. PE celebration assembly bi-termly on both sites. Blog posts for the website and articles in newsletters. Certificates for participation in lunchtime activities. 	<ul style="list-style-type: none"> Cost of specialist PE leader to provide lunchtime supervision. Travel costs between sites. Cover for staff to attend with the children. 	<ul style="list-style-type: none"> Opportunities to take part in competitive sports in an environment they feel safe and comfortable in. All children have the opportunity to participate in order to encourage them to take up the sport outside of school. Better outcomes e.g. win more competitions over the coming year. 	<ul style="list-style-type: none"> Local sport partnerships are involved in supporting competitions. An increasing number of children are inspired to join in with clubs and competitive sports. 	<p>Sports Council have lead virtual sessions</p> <p>Intra-bubble/trust competitions e.g. fitness, football and participation in online Wiltshire School Games.</p> <p>Children celebrated in assembly.</p>
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