

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

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](#) 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.

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| Total amount allocated for 2022/23 | £18870 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £18870 |

Swimming Data

Please report on your Swimming Data below.

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| 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 | This is to be reported at the end of the academic year (21 ST July 2023). Swimming catch up is a key focus for Wellesley Park due to the impact of Coronavirus. |
| 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 | 84% (July 2023) |
| 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 | 62% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 80 % |
| 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? | £1100 funded by school for Year 6 catch up. |

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: 2022 – 2023 | | Total fund allocated: £10,220.00 | Date Updated: 18/07/2023 | |
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| 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: £10,220.00 Actual Spend: |
| 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>1) Daily Class Movement Breaks</p> <p>Provide teachers with classroom workouts for children, which can also be accessed from outside of school. For children to understand the importance of regular exercise with the intention that they will continue this whilst at home.</p> <p><i>The purpose of this objective is to support learning through physical exercise during lesson transitions improve mental wellbeing and learning outcomes.</i></p> | <p>Every class to participate in 10-minute mile activity on Monday, Wednesday and Friday each week throughout the year.</p> <p>Every class to participate in Teacher lead 10-minute movement break in class. (Dance, Yoga or Jumpstart Jonny) Resources have been shared with class teachers to support this.</p> | £0 | <p>Improvements in concentration levels and assistance in ensuring smooth transitions between lessons.</p> <p>The Executive Summary states there is now compelling evidence that in children and young people, “regular physical activity is associated with improved learning and attainment, better mental health and cardiovascular fitness, also contributing to healthy weight status.”</p> | <p>This is embedded throughout the school, in all classes.</p> <p>Weekly monitoring to ensure this is maintained and consistent throughout the school, especially ensuring daily mile is maintained through the winter / rainy seasons. From September, staff to record their daily miles, half termly class competitions of who can complete the most daily miles.</p> |
| <p>2) Year 6 Sports Leaders</p> <p>Year 6 ‘Sport Leaders’. A team of 6 responsible students to ensure there is a range of structured activities available to KS1 and KS2 children at break and lunchtimes.</p> <p>The intention is to build confidence and leadership skills for the play leaders and increase structured physical activities for the school community</p> | <p>Play leaders to receive training from SASP to ensure they are equipped with the knowledge and equipment to support their role.</p> <p><i>The purpose of this objective is to promote controlled and well managed physical exercise at break times. It will also support in building confidence in sport and work alongside the skill development for the PE curriculum.</i></p> | £0 | <p>Ongoing monitoring and feedback from senior leaders, PE coordinator and Lunchtime supervisors.</p> <p>3 dates across the year for the children to attend: 20th October 2022 13th January 2023 4th May 2023</p> | <p>A group of Year 6 children attended all dates of their course and supported with various sports events during the year, e.g. Sports Day, Colour Run and Athlete Day, Cricket Taster day.</p> <p>Timetable of activities and equipment use ensures fairness and consistency for our pupils. Lunchtime supervisors, PE coordinator and Senior Leadership Team to ensure that this is continued daily. PE Lead to make sure that new</p> |

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| | | | | <p>staff members are trained and support the effectiveness of play leaders. Monitored through staff and pupil voice.</p> <p>Next steps for Year 6 play leaders to support in KS1, LKS2 & UKS2 play times.</p> |
| <p>3) Contribution to Specialist Teaching provisions - for all year groups each week.</p> <p>To employ a PE learning specialist to enable learning for all pupils whilst encouraging physical exercise and well-being. The intent is to maintain and extend our provisions across the school.</p> | <p>Specialist Teacher to oversee weekly PE lessons for all classes across all year groups. Provision is also designed to develop confidence in physical activities; particularly in those who are less active. This strategy supports our school vision of every child achieving, participating and belonging through creating an environment where learning can thrive.</p> <p>This allows us to increase our pupils physical exercise and access to a variety of outdoor learning opportunities. These sessions are intrinsically linked to the National Curriculum and ensure that specialist provisions are in place for everyone</p> | £9223 | <p>Ongoing monitoring of links to National Curriculum and ensuring an inclusive environment to develop skills for all pupils. To continue creating experiences that support schema-building (Rosenshine principles shared with PE teacher) and develop long-term memory. Thus, allowing children to make links inside and out of the classroom.</p> | <p>All children have access to a well-sequenced and implemented PE curriculum.</p> <p>Specific year group long term, medium term plans, lesson plans have been shared by inspired schools.</p> <p>From September, enquire about 'Inspired' to run an after-school club weekly.</p> |
| <p>4) Ensure whole school progression for planning and implementation of PE lessons</p> <p>The progression document is in place to ensure a whole staff understanding of objectives in PE across all year groups.</p> <p>PE lead 2023 Conference – 27/01/2023</p> | <p>Document is in place to ensure consistency of teaching, ensuring key vocabulary is being used and progression is built into the planning / teaching of PE.</p> | £250 for supply of when PE lead is out at PE conference | <p>Long-term plan and progression document had been mapped which provides clarity for all teachers within the school and for Inspired Schools who deliver the curriculum. This has been shared within the trust (including secondary schools) to ensure progression is understood and continues as pupils progress into KS3.</p> <p>PE conference is to allow PE cluster groups to be formed, to understand and look at new initiatives.</p> | <p>Ongoing Trust PE Curriculum work. Regular Cross Curricular trust meetings, keeping in touch with PE leads/teachers across the trust.</p> <p>PE conference with local schools 27/01/2023.</p> |
| <p>5) Monitoring of PE Sessions and NC objectives</p> | <p>PE Coordinator to have an allocation of time each term to monitor and observe PE sessions to ensure progression document is being followed alongside Inspire plans. Ensure high quality teaching for all pupils.</p> | £0 | <p>Ensuring that differentiation is suitable to allow full participation.</p> <p>Ensure that progression is clear across the school and NC objective are being met.</p> | <p>PE Conference 27/01/2023</p> <p>Progression document available alongside long term plans. Meetings with local secondary schools are ongoing to ensure progression from EYFS into KS3.</p> |

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| <p>6) Offering a range of afterschool sports clubs</p> <p>To offer a range of clubs to all children within the school across the year and to provide structured sports sessions to engage children and promote physical wellbeing.</p> | <p>All teachers to run an afterschool club each term. These clubs will be added within this document to ensure a suitable range of sporting activities for KS1 and KS2 children.</p> | <p>£0</p> | <p><u>Autumn Term</u> Netball – KS2 Tag Rugby – KS2 Zumba – KS2 Fencing – KS2 Outdoor Nature Club – KS1 Dodgeball – KS2</p> <p><u>Spring Term</u> Netball – KS2 Hockey – KS2 Fencing – KS2 Yoga – KS1 Dance – KS1</p> <p><u>Summer Term</u> Rounders – KS2 Cricket – KS2 Yoga – KS1</p> | <p>Membership to Absolute education has enabled detailed tracking of these clubs to ensure all children have access to a range of activities.</p> <p>Significant staff disruption meant that there were not as many clubs on offer.</p> <p>In 2023/2024, we will aim to have a wider range of sport clubs available, especially for KS1. PE lead to put together a range of clubs which could be delivered to KS1 and deliver staff CPD.</p> <p>Inspired schools will be running an after school club from September.</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:
£0

| Intent | Implementation | Impact | 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> | <p>Sustainability and suggested next steps:</p> |
| <p>1) Utilise sporting opportunities from SASP and other organisations to raise the profile of the school in the South Somerset area</p> | <p>Attending school competitions that run both in and out of school hours</p> | <p>Cost accounted for in section 4.</p> | <p>Multi skills festivals are a huge success for all of our pupils and ensured that they have had competitive experiences with other schools at our local secondary school.</p> | <p>A range of events/festivals have been attended as part of the SASP programme.</p> <p>Next Steps: To ensure more vulnerable children have the opportunity to participate in external sporting events.</p> |
| <p>2) Raise engagement of all children in competitive and team sports and events.</p> <p>Provide in house competitions for all pupils to encourage physical activity and competition between groups within the school.</p> | <p>PE coordinator to organise equipment. PE coordinator to liaise with sports coaches to organise activities. Intra-school competitions through SASP. To raise profile of engagement and competitive activities Improve children’s team working and valuing the identity provided by being part of a team</p> | <p>£0</p> | <p>Pupil enjoyment and take up. Cups awarded. Amount and quality of intra school events. Variety of sports clubs offered broadened. To raise profile of engagement and competitive activities improve children’s team working and valuing the identity provided by being part of a team who collaborate with each</p> | <p>Build in termly competitions between classes and cohorts (e.g. football/netball/basketball etc) alongside the sports day offering.</p> |

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| | who collaborate with each other regardless of outcome. This will be achieved through attending a range of events including 'Can Do' sports. | | other regardless of outcome. To ensure a high level of competition for as many children as possible. | |
| 3) Swimming sessions Swimming sessions throughout the year for years 4, 5 and 6. | Intended to provide an additional opportunity for children to experience and engage in a love of swimming. This also is essential for the children to be able to reach National Curriculum swimming objectives. Autumn term 2022 – Year 4 Spring term 2023– Year 5 Summer term 2023– Year 6 | £1100 | Swimming confidence has grown significantly in Years 4, 5 and 6 since the pandemic. We hope for this to continue as we progress into 2023/202. | 23/24 year booked Autumn – Year 5 Spring – Year 4 Summer – Year 6 catch up |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|---|--------------------|--|---|
| | | | | £0 |
| 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: |
| 1) Delivery of whole school staff training | Staff training to improve differentiated PE sessions and increase levels of engagement of all pupils. Initial trial of planning and delivery with classes by class teachers. Ensure that Teachers are provided with quality training to ensure high quality teaching and differentiation for all pupils. | £0 | Staff are given regular updates via e-mail and monitored through observations and discussions. | Continue to communicate changes and key information to all staff members within the school. |

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| <p>2) Raising school wide awareness</p> <p>All staff within the school are kept up to date with developments PE including changes to the curriculum, what competition is happening across the school and the continued importance of active classrooms.</p> | <p>PE coordinator to feedback developments within PE to whole school staff to keep them informed of changes within PE and sport. Curriculum maps of PE to be displayed in all classrooms.</p> <p>Keep staff informed about the importance of active lifestyles in children and that they are continuing to promote active classroom initiatives such as the daily mile and active 5.</p> | <p>£0</p> | <p>Staff are given regular updates via e-mail and monitored via staff and pupil voice and discussions.</p> <p>Long term plans, Medium term plans and lesson plans shared with teachers across the school, so they are aware of what their classes are being taught in PE.</p> | <p>Continue to communicate changes and key information to all staff members within the school.</p> |
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| <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> | <p>Percentage of total allocation: £1668.00</p> |
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| Intent | Implementation | Funding | 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> | <p>Sustainability and suggested next steps:</p> |
| <p>1) SASP Membership</p> <p>To provide opportunities with other schools across Somerset.</p> | <p>SASP (Somerset Active Sports Partnership) buy-in giving access to inter-school sports festivals and competitive tournaments in a range of sports. School to organise transport to and participation in regular festivals during the year. Sports clubs to offer participation in relevant competitions and tournaments during the year. Intra-school termly sports competitions</p> | <p>£1698</p> | <p>Costing for staffing and transport. SASP buy-in to take part in competitions and sports festivals. Children were able to participate in competitive and Cando competitions to make sure all children had the opportunity to take part in festivals and school to school fixtures.</p> | <p>Continue to utilise competitions and events and build links with other schools.</p> |
| <p>2) Bikeability</p> | <p>Provide a safe experience for children to then travel on a bicycle safely outside of school. This will ensure children use cycling as a form of travelling not only to and from school but outside of school.</p> | <p>£400</p> | <p>Children are able to safely manoeuvre and have a greater awareness of road safety whilst riding a bike.</p> <p>Children will opt to use their bicycle for travel and continue to cycle regularly into adult life.</p> | <p>Continue this each year to raise awareness of road safety and to promote active travel.</p> <p>Dates booked for 23/24 Year 6 to complete Level 1 & Level 2. 24th & 25th July 2024 1st & 2nd July 2024</p> |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: £200 |
|--|--|--------------------|---|--|
| 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>1) Afterschool clubs</p> <p>To offer a range of clubs to all children within the school across the year and to provide structured sports sessions to engage children and promote physical wellbeing.</p> | All teachers to run an afterschool club each term. These clubs will be added within this document to ensure a suitable range of sporting activities for KS1 and KS2 children. | £0 | <p><u>Autumn Term</u> Netball – KS2 Tag Rugby – KS2 Zumba – KS2 Fencing – KS2 Outdoor Nature Club – KS1 Dodgeball – KS2</p> <p><u>Spring Term</u> Netball – KS2 Hockey – KS2 Fencing – KS2 Yoga – KS1 Dance – KS1</p> <p><u>Summer Term</u> Rounders – KS2 Cricket – KS2 Yoga – KS1</p> | <p>Membership to Absolute education has enabled detailed tracking of these clubs to ensure all children have access to a range of activities.</p> <p>In 2023/2024, we will aim to have a wider range of sport clubs available, especially for KS1. PE lead to put together a range of clubs which could be delivered to KS1 and deliver staff CPD.</p> |
| <p>2) SASP Competitions and festivals</p> | SASP (Somerset Active Sports Partnership) buy-in giving access to inter-school sports festivals and competitive tournaments in a range of sports. School to organise transport to and participation in regular festivals during the year. Sports clubs to offer participation in relevant competitions and tournaments during the year. Intra-school termly sports competitions. | £869 | Multi skills festivals are a huge success for all of our pupils and ensured that they have had competitive experiences with other schools at our local secondary school. | <p>Year 1, 2, 3 and 4 attended multi skills festivals ran by Court Fields with other primary schools.</p> <p>Tag Rugby tournament attended for Year 5 & 6 in Autumn 2022.</p> <p>Next Steps: To ensure more vulnerable children have the opportunity to participate in external sporting events.</p> |
| <p>3) Cricket Taster Day</p> | Thom Bunker from Somerset Cricket Club Federation to come in to school to deliver an assembly to Year 4/5/6 in regards to information around local cricket clubs. Thom to give 45 minute taster sessions to the 6 | £400 | Children were able to experience and watch professional sport at a high level, opening their understanding to cricket and different personable skills needed, as well as our school values. | |

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| | classes. | | | |
| 4) Year 5 & 6 trip to watch competitive cricket | 11 th & 12 th July – Somerset vs Hampshire at Somerset Cricket Ground | £550 | Children were able to experience and watch professional sport at a high level, opening their understanding to cricket and different personable skills needed, as well as our school values. | |
| 5) GB Athlete Day | Children to have assembly and meet a GB athlete, complete a whole school circuit. | £0 | | |
| 6) Maintenance of Sport Equipment | Appropriate age-related equipment is maintained and safe for KS1 and KS2 children to use during break times. Intended to be used to help promote a healthy lunchtime for all children. | £459 | This important maintenances ensures that playtimes can continue to be as active as possible. | |
| 7) PE resources | High-quality PE curriculum resources for all PE lessons – allowing children to access a varied range of sports. | £591 | Allows us to ensure that we are fully equipped to deliver high quality PE lessons to our pupils and enough equipment for all pupils to use and engage in lessons. | |

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| Signed off by | |
| Head Teacher: | |
| Date: | |
| Subject Leader: | |
| Date: | |
| Governor: | |
| Date: | |