

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](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.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2020/2021, 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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£1440
Total amount allocated for 2021/22	£18,500 (£19940 with carry-forward)
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	

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 2022. Please see note above	46%
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	46%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	54%
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: 2021/2022		Total fund allocated: £19940 (including £1440 carry-forward)		Date Updated: 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:
					£ 1197
					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:
<ul style="list-style-type: none">To increase physical activity levels across the school day.	<ul style="list-style-type: none">Allocated slots for the Daily Mile for each class. Daily Mile completed 5 days a week.	N/A	<ul style="list-style-type: none">All children aware of the additional benefits of regular exercise.Children encouraged to run as much of the mile as possible.The children’s enthusiasm for the daily mile is clear and all staff are on board with the initiative.Children fully prepared for the Race for Life, which took place at the end of the summer term.		<ul style="list-style-type: none">Continue the timed slots as these have helped the initiative to be embed throughout the school.Ensure that the new year 3’s are introduced to the Daily Mile at the start of the new term and fully immersed in it by October half term.
<ul style="list-style-type: none">To target all children to be more physically active at lunchtimes.	<ul style="list-style-type: none">20 minutes of Explorer Time has been introduced at	£1197 spent on additional	<ul style="list-style-type: none">Increased participation in physical activity during		<ul style="list-style-type: none">Continue to monitor the activities that are taking

	lunchtimes, with a focus on widening experiences for all children.	equipment to support lunchtime offer.	lunchtimes with children taking part in a range of different sports and activities to widen their experience.	place during explorer time, ensuring that they are engaging for all children and don't have an impact on the curriculum.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: £7996 40%
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:
<ul style="list-style-type: none"> To use physical activity to support interventions across the school. 	<ul style="list-style-type: none"> Continued lease of 2 Activall Walls to provide an additional aid for increased physical activity at unstructured times of the day. 	N/A	<ul style="list-style-type: none"> Used to engage otherwise inactive children to participate in physical activity. Used to help improve fitness levels. 	<ul style="list-style-type: none"> Continue to trial the use of these with specific 1:1 children, to be used as active brain breaks. Target specific children who need support with their physical activity levels or their reaction skills.
<ul style="list-style-type: none"> To continue to promote the benefits of a healthy lifestyle across all year groups. 	<ul style="list-style-type: none"> Sustain the use of Journey to Wellness maps across all year groups, in line with active PE lessons. 	N/A	<ul style="list-style-type: none"> Lessons used effectively across all year groups, with the impact clear during discussions in Wellness assemblies. 	<ul style="list-style-type: none"> Devise a way of monitoring and evaluating the effectiveness of these lessons across the school, to check understanding and how well knowledge is being retained.
<ul style="list-style-type: none"> To ensure that OAA is embedded into school life. 	<ul style="list-style-type: none"> Retrieval orienteering lessons at the end of each learning 	N/A	<ul style="list-style-type: none"> Initiative has now been embedded across the whole 	<ul style="list-style-type: none"> Explore how retrieval orienteering can be used

	journey.		school, with all year groups taking part in retrieval orienteering at 6 times a year (at the end of each LJ)	across other subjects, including core subjects such as English (SPaG) and maths.
<ul style="list-style-type: none"> To improve the outdoor space by providing a sports specific area. 	<ul style="list-style-type: none"> Purchased a Smooga, to section on specific areas of the playground for specific Explorer time activities. 	£7996 spent on a Smooga	<ul style="list-style-type: none"> Children really enjoy these lessons, with many of them noting to their teachers that they are their favourite method of retrieval. Specific designated space for children to use during Explorer time and for competition and during PE lessons to improve understanding of space and rules during competitive game play. 	<ul style="list-style-type: none"> Use the newly purchased 'Smooga' to ensure that children are all taking part in Explorer time and have an allocated space on the playground, away from the free play in order to do this.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£3141.28
				16%
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:

<ul style="list-style-type: none"> To improve knowledge and skillset of a Sports Specialist LSA to deliver afterschool clubs and activities during explorer time 	<ul style="list-style-type: none"> Dodgeball Coaching course attended by Sports Specialist. 	£160	<ul style="list-style-type: none"> Member of staff is now much more confident in the delivery of the after school club and has been equipped with the knowledge and understanding to further the children's development and explore a range of different dodgeball specific games. Since the introduction of the after school clubs at the start of this academic year, dodgeball has been the most subscribed club so far, reaching highs of up to 40 children attending a session. 	<ul style="list-style-type: none"> Split the dodgeball club over 2 nights to allow for increased participation. Enter a dodgeball competition next year to measure the impact of the club and coaching offered. Explore other coaching courses which could be accessed by different members of staff, depending on needs.
<ul style="list-style-type: none"> Improve swimming outcomes for children 	<ul style="list-style-type: none"> Sports Lead and Sports Specialist LSA attended Swimming Training to further knowledge and skills. 	£492.80	<ul style="list-style-type: none"> 2 Specialist members of staff are now available to teach swimming, allowing for more individualised lessons and smaller poolside groupings. 	<ul style="list-style-type: none"> Continue to use the knowledge gained during the swimming CPD to provide high quality swimming lessons to improve children's outcomes. Evaluate the successfulness of having 2 specialist swimming members of staff over the coming years. Decreased leisure centre costs as less outside swimming teachers are now required. Ensure that the

<ul style="list-style-type: none">To provide staff with good quality planning and assessment tools to help increase the quality of teaching.PE lead to increase the knowledge of the other staff in school in teaching curriculum PE.	<ul style="list-style-type: none">Get Set 4 PE Subscription to provide staff with high quality planning.	£925	<ul style="list-style-type: none">Staff are visibly more confident in delivering PE lessons.Positive feedback from staff about the use of the platform.Staff have become more confident in using the scheme and the additional resources provided, such as the added videos.	<ul style="list-style-type: none">assessment tools on the website are being used effectively.Provide staff with support in accurately assessing the children.
	<ul style="list-style-type: none">Attendance at Sports meetings and webinars.Subject videos created to upskill staff members.Purchased AFPE 'Safe Practice: in Physical Education, School Sport and Physical Activity' Guide	£1510.50	<ul style="list-style-type: none">PE lead has produced subject videos, which have been accessed by all staff teaching PE to upskill and provide additional knowledge and information around the Barwell PE Curriculum and how it relates to the National Curriculum.	<ul style="list-style-type: none">PE lead to continue to build a bank of PE subject videos to help both existing and new staff in teaching PE at Barwell Academy.
	On cover for teacher planning time.			
	£52.98 on AFPE Safe Practice in PE Guide.			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				£6459.97
				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 can they now do? What has changed?:	Sustainability and suggested next steps:

<ul style="list-style-type: none"> • Providing children with access to a range of different sports to broaden their sporting experience. 	<ul style="list-style-type: none"> • Introduction of a range of different sports during Explorer time, across the year groups. 	<p>(As mentioned in indicator 1)</p> <p>£1197 spent on additional equipment to support lunchtime offer.</p>	<ul style="list-style-type: none"> • Children have been exposed to a range of new activities that otherwise would not be provided in our curriculum offer and children have subsequently been signposted towards local clubs. 	<ul style="list-style-type: none"> • Explorer activities have been modified by the PE lead to reflect the curriculum offer and provide the children with new sports that they can access.
<ul style="list-style-type: none"> • To offer a range of extra-curricular sports for all children. 	<ul style="list-style-type: none"> • Re-design and re-introduction of afterschool sports clubs based on children's suggestions. 	<p>£3110.37 spent on improving after school provision and increasing the quality and range of equipment.</p>	<ul style="list-style-type: none"> • Attendance and interest in sports clubs throughout the year has been extremely good, with the offer changing throughout the school year to accommodate the changes in weather and the children's preferences. 	<ul style="list-style-type: none"> • Continue the offer of sports clubs for all children, signposting children who have been identified as needing some extra support in lessons to specific clubs to further their development.
<ul style="list-style-type: none"> • To have an outside agency delivery a series of PE lessons to broaden the children's experiences. 	<ul style="list-style-type: none"> • 6 weeks of cricket coaching provided by Leicestershire County Cricket Cricket club. 	<p>N/A</p>	<ul style="list-style-type: none"> • All year 3 children had the opportunity to participate in in high quality cricket coaching provided by an outside agency. • Children really enjoyed the sessions, with many being signposted to nearby clubs. • Staff gained valuable CPD for teaching cricket in the future. 	<ul style="list-style-type: none"> • To ensure that the staff disseminate their cricket knowledge to the rest of the school staff. • Explore additional opportunities for hosting Chance to Shine in the future.

<ul style="list-style-type: none"> • Ensure that all children have the opportunity to participate in school swimming lessons. 	<ul style="list-style-type: none"> • Provide top-up swimming lessons for year 5 non-swimmers. 	<p>£2152 (Including £1440 carry-forward)</p>	<ul style="list-style-type: none"> • Non-swimmers in year 5 were provided with the opportunity to have top-up swimming lessons due to the disruption caused by COVID-19. • As a results, 100% of the year group are now confident in water, able to put their face in and able to complete some swimming on their front and back with floatation aids. 	<ul style="list-style-type: none"> • Swimming to resume as normal next year, with year 4 being the targeted year group.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£1145.75
				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:
<ul style="list-style-type: none"> Embedding intra-school sport. 	<ul style="list-style-type: none"> Inter house competition within school used throughout the year alongside the curriculum. 	N/A	<ul style="list-style-type: none"> All children have successfully taken part in a range of House Competitions at the end of each PE unit, across their year groups. Points have been allocated to the whole school total, providing additional incentive. Teachers' confidence has increased in using competition effectively within PE lessons. Children are developing their school games characteristics, becoming more comfortable with both winning and losing and teamwork. 	<ul style="list-style-type: none"> Continue to use intra-school competition alongside inter-school competition next year.
<ul style="list-style-type: none"> Increased participation in inter-school competition. 	<ul style="list-style-type: none"> Attendance at an inter-school competition. Re-introduction of inter-school competition for the next 	£790 HBSSPAN membership for the next	<ul style="list-style-type: none"> Year 5 children successfully attended and competed in a tag rugby tournament and came 1st overall out of several 	<ul style="list-style-type: none"> To prepare for and attend a number of competitive inter-school events across the 2022/2023

<ul style="list-style-type: none"> Re-introduction of a Whole School Sports Day. 	<p>academic year.</p> <ul style="list-style-type: none"> Whole school sports day planned and delivered by PE lead in houses. 	<p>academic year</p> <p>£355.75</p> <p>On cover for teacher planning time.</p>	<p>local schools.</p> <ul style="list-style-type: none"> Although feeling nervous before they went, all children came back feeling proud and confident. Whole school involvement in 18 sports day stations, with children competing in their houses. 	<p>competition calendar.</p> <ul style="list-style-type: none"> Successful event with whole school participation, catering for mixed ability and mixed year groups. Positive feedback from all members of the school community. We will be looking to run sports day in the same way next academic year. Competition element rewarded by a house winning the first House Cup.
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Head Teacher:	<i>V Newman</i>
Date:	26.07.2022
Subject Leader:	<i>C. Morris</i>

Date:	22/07/2022
Governor:	
Date:	