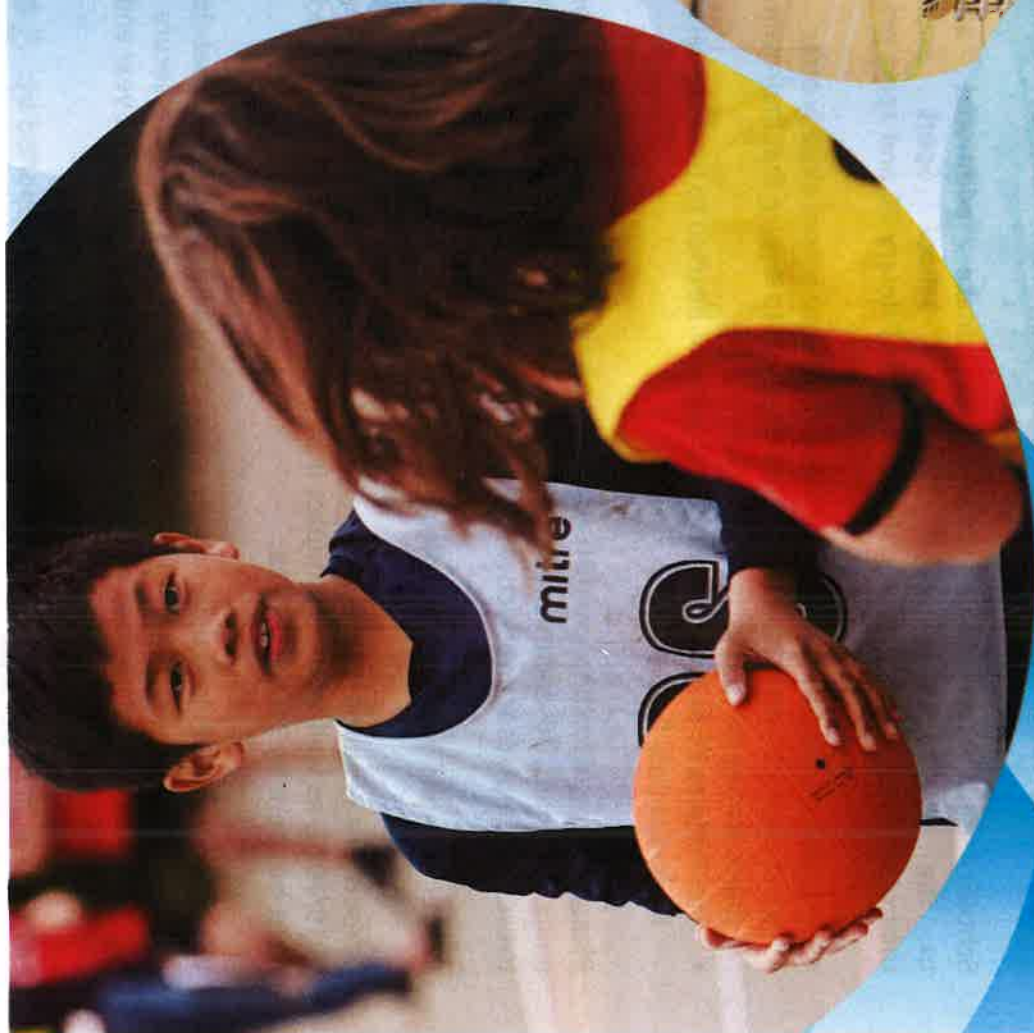




Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised July 2021

Commissioned by



Department
for Education

Created by



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 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 evidence of 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.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£21,300
How much (if any) do you intend to carry over from this total fund into 2021/22?	£3336.15
Total amount allocated for 2021/22	£21,370
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£24,706.15

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	74% (2021-22) 49% (2020-21) 74% (2019-20)
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	94% (2021-22) 58% (2020-21) 57% (2019-20)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	82% (2021-22) 58% (2020-21) 68% (2019-20)
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

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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: £24,045.94	Date Updated: 11 th July 2022		Percentage of total allocation:
Key indicator 1: The—Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school.				
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Improve engagement in physical activity for all children at play times so that more children are actively participating.	- Purchase suitable equipment for play time and shared ppt for its safe use - Play leaders promote active play times, playing games with younger ch. - Employ lunch time leader to run clubs - New playground markings for active playtime games		- Equipment is used for 1hr play in KS1 & 45mins in KS2 each day. - Improved communication and sharing of equipment. - 70% of ch say they are active or very active (Kobocca survey)	- Children need consistent reminders about safe and responsible use of equipment. - Monitor impact of playground markings into 2022-23.
Encourage more families to walk, bike, scooter to and from school to promote healthy lifestyles and sustainable living.	- Improve bike/scooter storage space. - Share and promote local bikeability courses on social media.		- There is an increased number of bikes & scooters safely stored on site and more children being active to and from school.	- Regularly track the % of children who are active to and from school through surveys. - Use Sports Leaders to promote
Develop cross-curricular links with PE and other areas of the curriculum.	- AFC B'mouth Trust deliver Internet Safety workshops to Y5/6 - PSHE lessons promote healthy living		- Children see PESSPA in all areas of life and not just in PE.	- Explore 'Teach Active' again. - Teachers seek opportunities for active lessons in addition to PE.
Significantly improve the percentage of children achieving national curriculum objectives in swimming, specifically looking at self-rescue as a crucial life-saving skill.	- Raise profile of swimming to families through newsletters. - Ensure teachers are reporting to parents effectively after blocks of sessions and on end of year reports. - Booked booster sessions for 23 ch based on Yr 5 data for Yr 5/6. - Cost of CPD swimming training & equipment		- 82% of ch can perform self-rescue and 74% of ch can swim 25m+, an increase from 58% and 49%. - Y6 booster lessons allowed 94% of the ch to increase their swimming level.	- Move swimming lessons to Y4 and increase hours in the pool to pre-covid levels. Booster swimming in Y5 from 2023-24.
		£780		
		£1485		
		£600 PE lead release time for K1		

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.					Percentage of total allocation: 3% (£804.35)	
Intent	Implementation		Impact		Sustainability and suggested next steps:	
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?			
Develop sports leaders programme within UKS2. They will meet regularly to improve leadership skills and promote PESSPA across school.	- Recruit and train 20 sports leaders - Roles include: support active lunch times, promote walking, cycling and scooting to/from school, promote healthy living, inter-house comps, promote sporting events e.g. Winter Olympics & Red Nose and Spoon Race - Hold play/sports leader meetings. - Children have a voice to share ideas. - Update PE plans to include leadership opportunities for all.	£150 teacher release for training £20.95 badges £15 Red Nose Races	- Sports leaders are confident leaders, improving engagement in school PESSPA. - Above proportionate children with SEN/PP in sport leadership roles. - Sports leaders are positive role models for younger children who aspire to become one. - All Y6 children participated in a leadership unit leading to them teaching PE to KS1 children.		- Existing sports leaders to continue their role in Y6. Recruit and train more from Y5 and Y6 using sports ambassador programme. - Sports leaders to actively promote healthy living – main focus for 2022-23.	
Share and celebrate sporting success in and out of school in line with our school values 'Aspiration, Kindness & Resilience'. Set an ethos where sport isn't solely about winning – it's about having the motivation and drive to succeed, the confidence to perform, the leadership and teamwork that brings the best out in our peers and having a balanced healthy lifestyle.	- Share sports success in assemblies, newsletters and on social media. - Create a display to celebrate sporting achievements of children and staff. - Invite CWG athlete in to show resilience in overcoming challenges. - Share PE/sport related posts on social media e.g. YST, School Games pages. - Update school trophy cabinet. - Promote Winter Olympics.	£18.40	- Children are inspired by sporting stories to show resilience in their own lives. - Our school values are reinforced through PE and sport and translated into other areas to develop well rounded pupils. - We have an ethos where we are 'Proud of our Crowd'. - All children can explain what a healthy lifestyle entails (Kobocca survey)		- Continue to promote sport across different outlets. - Invite further athletes into school to inspire children.	
Promote school – club links for children to continue their love of sport and to begin what could be life-long participation.	- Share sport related content on social media and on school website, linking to inter-house competitions and recent PE lessons. - Share local coaches and clubs with children and parents through social media, website and newsletter.	£600 PE lead release time for K2	82% of Y6 children say that sport encourages them to try new things. - After experiencing new sporting activities, children have joined outside clubs.		- Continue to develop new club-school links. - Track % of children who have joined clubs. Which sports are most popular?	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.				Percentage of total allocation: 16% (£4,014.88)	
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:	
Improve the quality and provision of teaching and learning in gymnastics.	Qualified gymnastics coaches provide practical CPD. (R-Y6)		Teachers feel more confident planning and delivering a sequence of sessions that show progression.	Teachers to write gym plans alongside gymnastics specialist.	
Improve the quality and provision of teaching and learning in other sports.	- AFC B'mouth provide practical CPD (Y2& Y4). - Local tennis coach provide practical CPD. (Y3 & Y5) - PE lead complete training with LTA. CB/KF review existing PE planning and provide feedback. - JH attend EYFS training with YST - Audit and order new PE equipment to support quality T&L. - Safety inspection & repairs		- Teachers have: - made positive adaptations to existing planning based on their experiences working with qualified coaches. - become more confident in organising and delivering PE lessons. - feel that they know where to look / who to ask for additional support for their PE lessons. - have the PE equipment available to be able to teach effectively.	- Review dance lesson plans across school (LC) - Invite local coaches to provide CPD for teachers in badminton, golf, athletics, hockey, cricket (example only)	
Develop teacher assessment in PE so that children's areas of strength can be identified and areas of development can be worked upon.	- Research tools and programmes online that support teachers with assessment in PE. - Develop links with local schools to discuss what they offer teachers in order to support them. - KF attend YST CPD Deep Dive workshop.		- KF has had conversations with various professionals about programmes and tools that schools use for PE planning and assessment leading to steps forward in 2022-23. - Teachers feel most confident assessing in PE compared to other foundation subjects (survey June 22).	- Improve clarity of lesson objectives within PE lessons. - Consider purchasing a scheme of work. - Decide on assessment tool to support teachers in PE.	
	£300 PE lead release time for K3				

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.

Percentage of total allocation:			
23% (£5,681.97)			
Intent	Implementation	Impact	Sustainability and suggested next steps:
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	
Promote our school value 'curiosity' amongst children by providing opportunities for them to engage in a range of sport and activities.	- Invite local sports coaches into school to deliver taster sessions: tennis, football, dance, netball, table cricket - Host orienteering inter-house competition. - Explore opportunities within the local area e.g. links with Bishop (sports day) and BU/BSG (attend events).	- Ch show interest in a variety of sporting activities & we try to introduce them into our curriculum and extra-curricula sessions. - Ch seek opportunities to take up alternative sports and activities away from school.	- Invite coaches from alternative activities for taster sessions e.g. skipping, martial arts, handball, disability sports, table tennis, skateboarding, yoga, break dancing etc. - Strengthen school link with Bishop
Provide extra-curricular clubs, encouraging children to join and explore sport and physical activity further in their own time.	- In Autumn, clubs x9 on offer - In Spring, clubs x14 on offer inc. archery, basketball, gymnastics - In Summer, clubs x18 on offer inc. fencing, badminton, cricket - Subsidise Tennis, Premier Education provider, Team Theme clubs to make more affordable for all children, ensuring a proportionate (or higher) number of PP and SEN children are in attendance. - Teacher led clubs in dance, netball, athletics - TA led clubs in dodgeball, gymnastics, girls football	- Termly increase in clubs running after Covid-19 disruption. - Introduced new clubs and providers. Clubs are attended regularly at or near full capacity. % of children attending clubs in Aut, Spr, Sum as follows: KS2 children 43% 56% 57% KS1 children 23% 52% 53% Pupil Premium 34% 54% 52% SEN 32% 47% 45% BAME 42% 60% 63%	- Consider introducing a morning movement club - Consider introducing a 'Healthy living' club to include wellbeing, physical activity, cooking
		Funding allocated:	
		£34.79	
		£2953.25	
		£1200 teacher club days	
		£893.93 overtime	
		£600 PE lead release time for K4	

Key indicator 5: Increased participation in competitive sport.					Percentage of total allocation:	
					13% (£3,188.51)	
Intent	Implementation		Impact		Sustainability and suggested next steps:	
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?	
Introduce regular inter-house sporting events to promote competition in a healthy and safe environment where children learn how to play fairly and display good sportsmanship whether they win or lose.	- Introduce half termly sporting events culminating to an end of year sports day where parents are invited. - School values are promoted. - Review sports day set up to promote 'best of' healthy competitive sport linked to CWG - Order new equipment for events.		£54 trophies		- Inter-house competitions case study led to Muscliff achieving School Games Platinum Award for 1st time. - Ch reflect on their confidence and enjoyment competing in events. - Good communication, leadership and teamwork skills are displayed and transferred into other areas. - Parents welcomed changes made to traditional sports day.	
Enter teams into local competitions where children feel success and take pride in representing the school.	- BSSA membership - Enter Dorset schools swimming gala + provide practice session - Netball A & B teams competed in leagues & comps. - Boys / girls football teams competed in B'mouth leagues and competitions. - Cross-country and athletics teams entered into competitions. - PE staff business insurance to transport children to events. - PE staff to be qualified first aiders to take teams to competitions. - Attended SEN events inc. watersports release - Staff petrol costs to events - New/updated sports kit for teams - Regular contact with SGO		- £250 - £102 - £1425 staff release for sports events - £12.09 - £190 course x2 - £300 teacher release - £62.94 - £110.31 kit - £600 PE lead release time for K5		- Selected ch take pride in representing the school and display school values at all times. - 59% of Y6 ch have represented the school in an external event - Muscliff are known for participating in events and competing with integrity. - Muscliff compete with the best in B'mouth in netball, athletics and girls football. - Various School Games events attended: 30 approx. - Shared success to inspire future ch of Muscliff - links into Key Indicator 2, intent 2.	
					Look for KS1 competitions and events to enter.	
					Increase in training for mixed school football team, leading to better team performances in leagues and competitions.	
					Increase mass participation in School Games for a chance for all children to contribute towards a school target.	

Signed off by	
Head Teacher:	Stenby
Date:	18/7/22
Subject Leader:	KRisher
Date:	13/7/22
Governor:	L Andaeys
Date:	18/7/22