

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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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 2023.**

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 2022. 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 2021/22	£0
Total amount allocated for 2022/23	£17,190
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£ 17,190
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£ 17,190

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p>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</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p> <p>Please see note above</p>	N/A
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	N/A
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	N/A
<p>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?</p>	N/A

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: 2022/23		Total fund allocated:		Date Updated:		
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: 41%	
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?:	
<ul style="list-style-type: none"> • Increase in activity levels at playtime • Development of outdoor space to promote physical activity • PE lessons to be physically active with minimal sitting • Wide range of after school clubs to promote physical activity • Children to attend Forest school for 2 hours fortnightly across the school • Children who would benefit for additional physical activity for various reasons to attend sensory circuit intervention on a daily basis 		<ul style="list-style-type: none"> • Sports coach allocated at lunchtimes to lead inclusive games • New equipment purchased for climbing and muscle development • CPD for teachers from sports coach on increasing activity during PE • New school led sports clubs to be offered promoting activity • Forest school time tabled and planned for every child on a fortnightly basis 		£7,000	<p>Additional after school clubs have been set up to target the least active pupils.</p> <p>Increase in the % of children who are attending after school clubs</p> <p>New outdoor climbing equipment used by all children</p> <p>Most children participating in coach led activities at lunchtime and engagement of pupils taking part in active play at break and lunch has increased.</p> <p>Sports Leaders support active play across the school.</p>	<p>Sustainability and suggested next steps:</p> <p>Continue to monitor activity levels across the school and identify target groups if necessary to achieve maximum impact.</p> <p>Evaluate PE subject strategic plan and identify areas of improvement for the next academic year.</p> <p>Identify additional sources of funding.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 35%
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"> PE curriculum used at consistently high standard across the school Progression is skills in agility, balance and co-ordination created and used to ensure progression. Sensory circuits used to support children with SEN to access the curriculum Whole school sports events held to raise profile of PE and sport across the school 	<ul style="list-style-type: none"> CPD teachers for teacher on PE teaching from specialist coach Training for sports coach on areas without previous experience e.g gymnastics ABC progression written and used by staff to ensure pitch and progression is correct between year groups Children with SEN who would benefit from sensory circuit identified and to take place in daily intervention. Intra-school competitions held and sports days involving whole school held 	£6000	<ul style="list-style-type: none"> High quality lessons delivered in engaging activities. Happy engaged pupils with high level of activity in lessons Teachers delivering high quality lessons. Pupils engaged in competitions, extra-curricular and community clubs following sessions. Increase in % of pupils accessing extra-curricular clubs Personal development (physical skills, thinking skills, social skills and personal skills). PE physical activity and school sport have a high profile and are celebrated across the life of the school SMSC - Children learn to 	<ul style="list-style-type: none"> Identify the positive impact that PE and school sport has on academic achievement, behaviour and safety, attendance, health and wellbeing and SMSC. Review School development plan, Whole school policies/PE policy School staff better equipped/ more confident to teach PE in school Monitoring use of schemes and whole school PE coverage Sports leaders develop younger pupils into becoming leaders themselves

			<p>respect and work with each other, exercise self-discipline and act in a safe and sensible manner.</p> <ul style="list-style-type: none"> Continued progression of all pupils during curriculum PE lessons. Pupil Voice inform us that pupils enjoy their PE lessons and that pupils enjoy the variety of activities on offer during curriculum PE. Sports leaders impact importance of sport/activity by being positive role models in the school 	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
Intent	Implementation		Impact	
<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> <ul style="list-style-type: none"> All teachers delivering PE to same consistent standard. Curriculum used to ensure progression 	<p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> PE leader to hold curriculum conversation day with Senior Leaders to evaluate and plan next steps in PE twice per year PE leader to evaluate Medium Term plans half termly to ensure 	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <ul style="list-style-type: none"> Increased staff knowledge and understanding - All teachers able to confidently plan, teach and assess PE More confident and competent staff evidenced through feedback and lesson observations. More sustainable workforce including young leaders. 	<p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> Review staff confidence and competence in delivering high quality PE and school sport and allocate staff to upcoming CPD

	<p>compliance</p> <ul style="list-style-type: none"> • Sports coach to provide CPD for teachers with PE as an area of development • PE PDM held to share good practice and provide support 		<ul style="list-style-type: none"> • Enhanced quality of provision • Increased pupil participation in competitive activities and festivals - Increased range of opportunities. • A more inclusive curriculum which inspires and engages all pupils. • Increased capacity and sustainability - Continued progression of all pupils during curriculum PE lessons. • Discussions inform us that pupils enjoy the variety of activities on offer during curriculum PE. 	<p>opportunities</p> <ul style="list-style-type: none"> • Further 1:1 lesson observation to monitor staff effectiveness and confidence • Forest School to be implemented every other week for classes so that children continue to get this experience more regularly.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:
24%

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"> • Across the curriculum, children experience a wide variety of sports • Led lunchtime sports activities offering a variety of sports • Greater variety of after school clubs • Children develop a love of 	<ul style="list-style-type: none"> • Planned used of in school to provide subsidised/free after school activities • Survey of parents and carers to find out which sports they would like offered in after school clubs. • Source new club providers • Sports coach to provide a 	£4190	<ul style="list-style-type: none"> • Children develop an interest in the great outdoors and respect for the environment. Encouraging children to develop a relationship with the natural world will help in protecting the environment for generations to come. • Registers from additional clubs have shown an increase in participation particularly of PP 	<ul style="list-style-type: none"> • Complete pupil surveys every year to allow student voice to influence our extra-curricular sports programme. • Further increase opportunities for KS1 children in and out of school

<p>outdoors and physical activity</p>	<p>range of sports at lunchtime.</p> <ul style="list-style-type: none"> • Forest school sessions which encourage active living and a love of outdoors and have progression of skills which offer challenge and increase knowledge of outdoors. 		<p>children.</p> <ul style="list-style-type: none"> • Increase in attendance of extra-curricular clubs • Reduction of pupils not meeting 30 minutes physical activity per day • Increase in % of pupils attending community clubs • Engaged or re-engaged disaffected pupils • Increased pupil participation • Enhanced quality of delivery of activities • Increased staffing capacity and sustainability • Enhanced, extended, inclusive extra-curricular provision • Improved behaviour and attendance and reduction of low-level disruption • Increased pupil awareness of opportunities available in the community • improved physical, technical, tactical and mental understanding of a range of sports • Developed wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair play and leadership. • Evidence includes: Curriculum map, registers of participation, Extra-curricular data, pupil/staff surveys 	
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Signed off by	
Head Teacher:	Louise Shields
Date:	31/12/23
Subject Leader:	Joe Turner
Date:	17/12/23
Governor:	
Date:	

Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

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