

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](#).



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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 | £ 17 620 |
| How much (if any) do you intend to carry over from this total fund into 2023/24? | £ 0 |
| Total amount allocated for 2023/24 | £ 17 590 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £17 620 |

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 2023.</p> <p>Please see note above</p> | 100% |
| <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> | 100% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 100% |
| <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> | 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: 2022/23 | | Total fund allocated: 17 620 | Date Updated: 21/7/23 | |
|--|--|------------------------------|--|---|
| 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: 57.6% |
| 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: |
| Increase engagement of all pupils in regular physical activity. | Used the In2Sports coach to deliver weekly PE sessions to all children. This has provided quality and targeted teaching. | £10,140 | The expertise of the coach ensures that children learn the correct techniques and skills in a wide range of activities. Support and challenge activities ensures the sessions are accessible and develop all children. | We will continue this model in 23/24 using the same quality provider. |
| | In2Sports coach to deliver lunch time games to encourage all children to be active. | Included in above | The coach ensures all children are involved in a safe, fun game where they are able to be active. | |
| | Implemented Jenny Mosely structured football and active zone approach to playtimes (see below) | No cost | | |

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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: |
|---|---|--------------------|---|--|
| | | | | 2.8% |
| 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: |
| Involve more children in sport and active play during playtimes. | Implemented Jenny Mosely structured football at playtimes. This involved a whole school assembly for children to have a voice in the rules (football contract), CPD for staff and buying new equipment. | £500 | Children are more active at playtimes and choose from a wider range of opportunities, inspiring an interest in sport. Children have happier playtimes with fewer disagreements (e.g. over football rules) | We will continue this in 23/24 Staff and children are familiar with the rules and routines. |
| | Implemented zoned playground, with another active game zone (in addition to football) and an activities zone with stilts/bikes/trikes etc. Twice a week the external PE coach runs active games in addition to the above. | | Through the structured activities which are supported by adults, the children are learning how to be respectful and positive in a sporting context which links to our whole school development priority of maintaining high standards of behaviour. | |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|--|---|--------------------|---|--|
| | | | | 3.1% |
| 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: |
| For all children to receive high-quality coaching and for teachers to use this opportunity to enhance their confidence, knowledge and skills through observations and active engagement in lessons | Used the In2Sports coach to deliver weekly PE sessions to all children. This has provided quality and targeted CPD. | £ (see above) | Teachers feel more confident in their own delivery of PE, having observed good practice. Teachers have implemented ideas observed into their own lessons. | Continue with using In2Sport as CPD. |
| | Use of the GetSet4PE scheme to ensure consistent teaching of PE and progression of knowledge and skills. | £550 | Since using this scheme, teachers have reported the lesson plans, resources and progression of skills are clear and easy to follow. This has helped them to deliver high-quality PE lessons with increasing confidence. | Continue with use of GetSet4PE. Purchase any required new equipment for the scheme. |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
|---|---|--------------------|---|--|
| | | | | 34.1% |
| 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: |
| Additional achievements: More pupils to participate in sport and physical activity out of school hours | Use In2Sport coach to run after-school clubs Use In2Sport coach to run holiday camps. Sports clubs run by staff and outside providers, offering a range of activities | Nil | Children from different year groups participate and experience a wide range of activities. Children from across the school participate in active camps during the school holidays. | We will continue this in 23/24. In addition, we will train our Y6 children as play leaders to enable them to lead play and further encourage the involvement of all children in sports and activities through planned playtime and lunchtime activities. Allocate funding for Pupil Premium children to attend sports clubs. |
| Increase participation in outdoor activity by using sports premium to pay for Forest School and adult support required. | Use a qualified forest school instructor to deliver weekly sessions with support from teacher and TAs | £6,010.50 | The least active children are involved in outdoor and physical activities. Children are taught physical skills/activities with a wider use. | Continue with forest school provision in 23/24 but with new provider. |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|--|---|--------------------|--|--|
| | | | | 2.4% |
| 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: |
| Provide a range of competitions in a range of sports: <ul style="list-style-type: none"> • Sports day • Tag rugby festivals • Netball club • Tennis club • Cricket club • Gymnastics • Rounders club • Interhouse competitions • Football matches | Provide in school opportunities for children to engage in friendly, competitive sport. Opportunities for children to engage in different sports using specialist coaches. Adding in elements of competition within these groups. | £419.50 | Pupils have had numerous opportunities to participate in various sports over the year in a friendly, competitive environment. Various opportunities for children to engage in new sports and activities. With a view to compete in future competitions. | Continue with provision of school events and clubs. Look to further increase opportunities for competitive sport with other local schools. Allocate funding for pupil premium children to attend sports clubs. |

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|-----------------|---|
| Signed off by | |
| Head Teacher: |  |
| Date: | 31.7.23 |
| Subject Leader: | Hannah Burgin |
| Date: | 21.7.23 |
| Governor: |  |
| Date: | 31.7.23 |