

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 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.

Total amount carried over from 2021-2022	£0
Total amount allocated for 2022/23	£17,540
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17,540

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 2021.</p> <p>Please see note above</p>	92%
<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>	72%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	60%
<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>	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: 2022/23		Total fund allocated: £17,540		Date Updated:20.9.22	
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: 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:
1a) Increase in physical daily activity via structured non lesson times	a) Range of resources to promote physical activity for playtimes and lunchtimes. b) After school physically active provision		£1096.51 £337.50	Children have been able to participate in a range of activities at playtimes and lunchtimes which have enabled them to keep physically fit and encouraged healthy lifestyles. Extra- curricular clubs have been focused on ideas given in pupil voice. Extra – curricular clubs chosen to give the children the opportunity to participate in new sports – e.g archery There are proven links to mental health and wellbeing when physical activity is regularly undertaken.	Additional allocation to purchase more equipment and replace worn equipment. Pupil voice carried out. Extra- curricular clubs chosen to encourage children to try new sports and broaden their horizons.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 54%

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:
All children receive at least good PESSPA provision across the academy.	a) Use of professional sports coaches to support with the development and sharing of good practise across the academy.	£9,500	Sports coaches provided CPD model for staff to upskill them in all areas of PE. Children receiving high quality PE lessons which has increased participation rates in PE.	Continue with the sports coaching model to upskill new staff. Existing staff to continue with sports coaching model but with a higher percentage of teaching.
A highly effective PE and Sports Lead to ensure sustainability across PE and sport.	b) Effective CPD opportunities for subject lead	Allocated	Gold Sports mark achieved. PE Lead provides ongoing bespoke support to staff, increasing the quality of teaching and learning of the subject.	PE Lead to continue in role with a focus on supporting new ECTs.

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

All children to receive high quality provision in PE.	a) CPD cycle for teachers to work alongside coaches from private providers to upskill own practise	Previously allocated	Sports coaches provided CPD model for staff to upskill them in all areas of PE. Children receiving high quality PE lessons which has increased participation rates in PE.	Continue with the sports coaching model to upskill new staff. Existing staff to continue with sports coaching model but with a higher percentage of teaching.
Staff confidence in the delivery of PE improved	b) Use of curriculum app to support provision across PE	£495	Staff feel more confident when planning and assessing PE lessons. The quality of teaching and learning within PE has improved.	Continue with the Complete PE app. As staff continue to use it, they will become more confident in planning and assessing PE.
Delivery of PE curriculum is closely monitored	c) Subject leader release time	N/A	Subject leader has been able to support less confident teachers in the delivery of PE therefore increasing the quality of teaching and learning.	Subject leader to support new ECTs with the delivery of PE.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 17%

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:
Children engage with a range of sporting activities/experiences they would not have access to.	a) Mapping shows that there is a range of activities for children to access as part of the after school club offer.	Previously allocated	Extra- curricular clubs have been focused on ideas given in pupil voice. Extra – curricular clubs chosen to give the children the opportunity to participate in new sports – e.g archery. Children are encouraged to take part in healthy lifestyles.	Pupil voice carried out. Extra- curricular clubs chosen to encourage children to try new sports and broaden their horizons.

<p>Children access a range of experiences they would not have normally been exposed to.</p>	<p>b) Children to compete in a competitive environment.</p>	<p>£347.50</p>	<p>Children participated in the Delta games . They had the opportunity to participate as part of a team in a competitive environment.</p>	<p>Children to be encouraged to participate in a variety of tournaments and competitions across the academic year.</p>
	<p>c) Children to take part in watersports</p>	<p>£ 1204.32</p>	<p>To broaden children’s horizons with regard to sporting activities and to encourage healthy lifestyles.</p>	<p>Before leaving primary school, all children to be given the opportunity to participate in activities new to them.</p>
	<p>d) Ropes and climbing experience</p>	<p>£1049.17</p>	<p>To broaden children’s horizons with regard to sporting activities and to encourage healthy lifestyles.</p>	<p>Before leaving primary school, all children to be given the opportunity to participate in activities new to them.</p>
	<p>e) Children to visit sporting activity facilities</p>	<p>£418</p>	<p>To broaden children’s horizons with regard to sporting activities and to encourage healthy lifestyles.</p>	<p>Before leaving primary school, all children to be given the opportunity to participate in activities new to them.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				18%
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:
Children access a range of competitive sport opportunities	a) Children to participate in locally arranged tournaments with other schools	£3092	Children participated in a small variety of tournaments and competitions. They had the opportunity to participate as part of a team in a competitive environment.	Children to be encouraged to participate in a variety of tournaments and competitions across the academic year.

Signed off by	
Head Teacher:	L Gordon
Date:	31.7.22 Reviewed 17.7.23
Subject Leader:	L Jeacock
Date:	31.7.22
Governor:	
Date:	