

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 2020/21	£ 13125.15
Total amount allocated for 2021/22	£ 20790
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 0
Total amount allocated for 2022/23	£ 20810
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£ 20810

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	50%
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	24%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	68%

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?

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: £ 20810		Date Updated: 01/09/22			
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: 14%		
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: £3000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:		
<p>1. Increase active learning opportunities across the curriculum</p> <p>2. Increase the number of stations during active play to ensure broader and more opportunities</p> <p>3. Sustain PESSPA engagement rates within target groups</p> <p>4. Increase active play opportunities</p>		<p>-Provide Maths on the Move sessions for all</p> <p>-Develop working party to extend OAA across more subjects</p> <p>-Ensure OAA course is fully resourced</p> <p>-CPD for forest school staff to develop PE approach</p> <p>-Create roles for a further 18 sports leaders</p> <p>-Ensure appropriate training through Sports Leaders club</p> <p>- Continue to target and cater for focus groups (SEN, Disadvantaged & less active) when creating clubs</p> <p>-Employ and train active play midday supervisors</p> <p>-Fully resource active play activities</p>		<p>Spent: £2709.79</p> <p>All pupils receive at least 90 minutes of curricular PE weekly.</p> <p>All pupils to have the opportunity to access 3 hours per week of active play.</p> <p>All pupils to access active learning opportunities across other curriculum areas.</p> <p>Active play opportunities to be engaged with further by the targeted groups (SEN & disadvantaged).</p> <p>53 Sports Leaders across the school:</p> <ul style="list-style-type: none"> - Y3: 8 - Y4: 14 - Y5: 12 - Y6: 19 		<p>Children (Y3-Y5) are provided with 2 hours of curricular PE a week, as directed by the government (2 x 1 hour sessions).</p> <p>All year groups receive School Swimming lessons.</p> <p>Y6 to have a Sports Week as part of their Golden Curriculum,</p> <p>Introduction of PA to work alongside SMSC.</p> <p>Continue to employ and train active play midday supervisors.</p> <p>Establish OAA again and promote the benefits it has to offer.</p>	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				19%
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: £4000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
1. Increase parental engagement within PESSPA.	-Continue to communicate with parents on a termly basis (through newsletters and clubs letter) -Facilitate 4 family clubs over the year (for parents to participate alongside pupils). -Host at least 2 parent festivals.	Spent: £594.23	Parents engage in physical activity within the school. Further active play opportunities created by sports leaders. Sports leaders build confidence and competence in leading physical activity. Sports Leader unit within Y5 PE to help promote and develop the skills needed to be a Sports Leader for the whole Year Group.	Further parent engagement within PESSPA through hosting parent events. Create further sports leader roles, ensuring they gain the correct training to enhance their skills.
2. Build on Sports Leader's profile.	-Create 18 further roles for Sports Leaders. -Continue lunch time club to train SLs. -Provide SLs with further leadership responsibility within inter-house competitions.			
3. Increase profile of PE amongst staff.	-All staff to be provided with suitable PE kit. -All staff to be offered shoulder to shoulder planning and teaching.		Staff develop confidence and competence further.	All staff to be provided with suitable PE kit.
4. Sustain engagement rates of target groups (SEN and disadvantaged).	-Active Morning club. -Pupil voice to be used. -Targeted lunch time clubs. -Offer targeted parent workshops in PE.		Target groups to sustain engagement. Pupils receive wrist bands and ties on a termly basis.	Provide a lunchtime club for the target group, as an alternative to Nurture.
5. Sustain reward scheme.	-Increase PE & Sport team: S.Senior to work alongside T.Salih and H.Goodhall in sustaining opportunities. -Continue with rewards scheme based on club and competition participation.			Sports Leaders to increase input in leadership of inter-house competitions.

	-Use pupils voice from survey when planning clubs.			
6.				

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				29%
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: £6000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ol style="list-style-type: none"> Increase teachers' confidence in and enjoyment of teaching PE. Increase staff understanding of quality T&L in PE and its impact on the personal development of a child and the impact on whole school development. Increase staff knowledge and understanding of skills and progression. 	<p>-Shoulder to shoulder coaching to be provided for all teachers (from team theme and PE lead).</p> <p>-Planning and differentiation PDMs to support staff.</p> <p>-Provide subject specific CPD opportunities for each year group.</p> <p>-CPD for forest school practitioners to further develop physical activity focus.</p> <p>-CPD for all teaching staff to develop cross- curricular approach to physical activity (OAA & Maths on the move).</p>	Spent: £6510	<p>75% of teachers to receive support within planning and delivery of PE lessons.</p> <p>Teachers report a higher rate of support and confidence compared to last year.</p>	<p>Continue to support Teaching Staff in the delivery, understanding and ability to differentiate PE, through the use of a specialised Sports Coach once a week (agreed through contract this will be a Senior Coach).</p> <p>Continuation of planning and differentiation PDMs to support staff.</p> <p>PDM with staff to promote the importance of Active Play and their</p>

	-Title pages to be adapted to ensure a focus on teaching social and personal development as well as physical skills.			role/responsibilities at breaktimes. Title pages to be looked at to ensure skill progression is accurate – in particular the 'P' statement (prior learning).
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:
23%

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: £6000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ol style="list-style-type: none"> Maintain the breadth of clubs offered. Ensure breadth of opportunities outside of school. Ensure breadth of curriculum. Organise sports trips to provide opportunities for pupils to spectate a range of sports 	<ul style="list-style-type: none"> -Maintain clubs to be offered through Team theme, Starlights cheer and dance. -Work alongside Olympia boxing to facilitate clubs. -Work with local clubs to offer workshops, assemblies and taster sessions. -Update and communicate local club directory with parents. - Regularly replenish resources for curriculum breadth. -Work alongside local clubs to provide pupils with tickets to watch competitive sport. 	Spent: £7661.76	<p>Engagement rates are maintained through a variety of clubs.</p> <p>Provided a variety of clubs: Kinball, ultimate frisbee, 4-square, etc.</p> <p>57 clubs provided across the year.</p> <p>More pupils will play sport outside of school.</p> <p>Curriculum will be fully resourced.</p> <p>Pupils observe a broader range of sports. Basketball tickets were offered to the children to watch a professional game at the O2.</p>	<p>Maintain clubs to be offered through Team theme, Starlights cheer and dance.</p> <p>Provide new club opportunities with a diverse range of sports.</p> <p>Introduction of Dragon ball into the curriculum, providing the opportunity to have an experience day and offer a new club.</p>

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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
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: £1000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ol style="list-style-type: none"> Increase the opportunities within competitive sport. Increase engagement of target groups (SEN and disadvantaged) within competitive sport. 	<ul style="list-style-type: none"> -Accept all invitations for competitive fixtures. -Host festivals in at least 2 sports in order to ensure all SEN and Disadvantaged pupils have the opportunity to participate in inter-school competitions. -Maintain intra-school competition rates. 	Spent: £914.73	<p>249 children represented the school in external competitions</p> <p>Maintain % of pupils competing within the inter-house framework: 2556 opportunities taken throughout the year (436 more than last year)</p> <p>Increase the % within target groups of those competing in inter-school competitions: SEN – 1.47% increase DIS – 2.92% increase</p> <p>Increase the % of target groups competing outside of school: SEN – 4% increase DIS – 2.68% increase</p> <p>Selected children competed at the Golden Gala and Golden Games – providing them the opportunity to compete at the Olympic Aquatic Centre and the Athlete Stadium.</p>	<p>Accept all invitations for competitive fixtures.</p> <p>Continue to host festivals in at least 2 sports in order to ensure all SEN and Disadvantaged pupils have the opportunity to participate in inter-school competitions.</p>

Signed off by	
Head Teacher:	Aaron Jones
Date:	15/09/2022
Subject Leader:	Jack Morrison/ Lee-Anne Mounteney
Date:	25/07/2023
Governor:	Craig Fenton
Date:	15/09/22