

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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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 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 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 allocated for 2022/23 | £ 18,110 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £ 18014 |

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 2021. Please see note above | 57% |
| 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 | 57% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 57% |
| 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: £18110 | | Date Updated: 26.7.23 | |
| 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: 60.8% |
| 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: |
| A qualified Sports Development Sports Coach is employed for 2 days per week to plan and deliver high quality curricular PE provision for the children across the school in – <ul style="list-style-type: none"> Games both indoor and outdoor games Gymnastics Dance Provide opportunities for all children to access high quality extracurricular sports provision and competitions. | Coaches timetables to work with all classes throughout the year, providing a broad experience of a wide range of sports and activities which develop key skills and ensure that all children are physically active and enjoying their activity Sports coach provides an extra-curricular clubs each Tuesday and Friday. The additional activities are there to encourage children to attend an activity which they enjoy. | | £11,015.00 | All children are more physically active and have been provided with a broad range of experiences in sports. The sports coach has engaged all children, including some children who do not particularly like participating in sports. All children have been taught by qualified sports coaches who have delivered a curriculum that has developed children’s skills and techniques through a multi sports approach. Various sports both traditional and alternative sports are encouraging children’s interest in a more sport and healthy lifestyle. | With continued funding, the quality provision provided will be able to continue. Upskill staff through observing and team teaching with qualified sports coaches to ensure continuity of provision. To increase the uptake of children taking extracurricular sports. |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
|---|---|--------------------|--|---|
| | | | | 13.2% |
| 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: |
| Ensure all children develop a positive attitude towards health and fitness | Freddy fit to visit school to deliver fun fitness to all our children | £2394 | Children enjoy sharing and seeing their achievements and it acts as a great motivator for them. Children are motivated to do and be their best. Children enjoy taking part and acknowledging that sport is fun. | Investigate alternative new sporting activities to introduce to pupils to develop a wider range of skills and sustained engagement. To look at new health themes to promote across school and link in with Freddy Fit. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|---|---|--|--|
| | | | | 0% (this is built into funding allocate at KI 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: |
| CPD opportunities are being explored by the whole staff by observing the trained coaches deliver specific lessons. | Observations and staff to work alongside external sports providers to gain additional knowledge and skills. | £0 (already accounted for in Key Indicator one) | As a result, all staff have an increased subject knowledge to develop further effectiveness of the delivery of this subject. | PE Lead to access CPD |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
|---|---|--------------------------------------|---|---|
| | | | | 24.9% |
| 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: |
| To encourage wider participation of the children of said physical activities by introducing a wider range of extracurricular activities. | <p>Little Biker programme in Reception class</p> <p>Bikeability for Year 5/6 Level 1 & 2</p> <p>Little Rockies (Boxing Club)</p> <p>Funding of one midday equivalent to increase the take up of sports activities at lunchtimes which will also feed into break times</p> | <p>£600</p> <p>£480</p> <p>£3435</p> | <p>Children enjoy sharing and seeing their achievements and it acts as a great motivator for them.</p> <p>Developing cycling skills through balance bikes and also cycle safety on the roads. Children started to cycle to school following the completion of the course.</p> <p>Children are motivated to do and be their best. Children enjoy taking part and acknowledging that sport is fun.</p> <p>Timetabled structured sports in place on one playground. Alternate sports organised and engaged with on other playground.</p> | Children provided with the opportunity to take part in the Bike Ability Level 1&2 awards. |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|---|----------------------------------|--|---|
| | | | | 0% |
| 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: |
| To re-engage with inter-school sporting competition. | To organise and play competitive football matches with other schools. | £0 (volunteered teacher time) | For the children to experience competitive sport with other schools. | Wider involvement in other competitive sports, other than football. |

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| Signed off by | |
| Head Teacher: | Simon Wright |
| Date: | 26.07.2023 |
| Subject Leader: | Liam Browne |
| Date: | 26.07.2023 |
| Governor: | Jackie Yates |
| Date: | 26.07.23 |