

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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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](#).



Details with regard to funding

Please complete the table below.

Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£9,471.61
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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	83%
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	83%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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?	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: £9,471.61 + £10,192 carry forward		Date Updated: July 2023	
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: 27%
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?:
Children to have access to high quality school facilities and equipment. To be available on a daily basis during their break, lunch and PE lessons.		Children to have daily access to a range of activities/ floor markings to assist and develop their physical activity during their break, lunch and PE lessons.		£5,361.43	Higher percentage of children accessing the playground area during their break and lunchtimes – making their play more active.
Sustainability and suggested next steps:					Monitor the use of the equipment purchases further – assess data. Help with the upkeep of markings.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 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:					

Using physical activity as a tool to help increase engagement and attainment within writing and SPaG.	Whole staff CPD 'Moving on Up' by MoveMoreLearning. Help encourage all but also target: kinaesthetic, SEN, boys and lower attaining children, helping them to engage within these learning areas and better their attainment.	£250.00	Children have more memorable learning experiences within the class room and can recall and apply previous learning into their written work.	Continue to review the training programme, adapt and change where needed. Use further funding to support staff CPD.
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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:
Increased subject knowledge, confidence in planning and delivering content to students.	CPD sessions for subject leader, helping to keep up to date with new and current guidelines in PE Safety, guidance on the PESSPA and Inclusive PE training. Swimming CPD for members of staff with little subject knowledge and confidence in delivery.	£546	PE curriculum has been adapted and changed to help with physical and mental health attainment. New guidelines regarding safety, shared with whole school team. Increased confidence for subject leader regarding the PESSPA. Staff members feel more confident in delivering and planning swimming lessons, as a result, children are making better progress.	Continue to review staff CPD and training.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 34%
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:
<p>ALL children to have the opportunity to try new sports and activities within their schooling experience/lifetime.</p> <p>Children to be engaged and enjoy trying something new or challenging.</p> <p>Increased physical participation during school and through extra-curricular activities.</p>	<p>Annual Sport, Health and Well-being Week – children to have external providers come into school and deliver new sporting opportunities. Children will also have the provision to experience activities outside of the school setting.</p> <p>Year round swimming lessons (paid for by parents), transport is provided so children can learn this important life skill.</p> <p>Year 5 and 6 children to have 'Bikeability' during their Summer Term – teaching them an important physical and life skill.</p>	<p>£1,732.32</p> <p>£4810.00</p> <p>£190.00</p>	<p>A percentage of children have now signed up to access extra-curricular clubs within school.</p> <p>A number of SEN children have signed up to extra-curricular clubs outside of school.</p> <p>Children's mental health and has improved vastly, alongside their physical health.</p> <p>Attainment in learning has increased.</p>	<p>Continue to offer experiences and opportunities within school.</p> <p>Have a diverse range of sporting activities.</p> <p>Continue to target certain groups for increased participation.</p>

Key indicator 5: Increased participation in competitive sport				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 to have the opportunity to access competitive sport, both internally and externally.	<p>Opportunities provided for children to compete in sporting teams both inside and outside of school hours – including the appropriate equipment needed to facilitate this.</p> <p>Transport needed to facilitate these competitive events.</p> <p>Being part of the Local Community High School Partnership, encouraging schools to compete against one another and staff to network.</p> <p>Children to have positive reinforcements for their efforts when taking part in competitive sport.</p>	<p>£1941</p> <p>£1,250.00</p> <p>£71.00</p>	<p>Children are more open and willing to take part in competitive sport.</p> <p>Children have increased their friendship circle and developed their social skills by interacting with other children.</p> <p>Children are showing and developing their life skills/ values (teamwork, communication, respect, leadership).</p> <p>Staff have created local school links, helping with subject knowledge, increased fixtures played and networking.</p>	<p>Continue to monitor and develop the competitive sport programme.</p> <p>Very beneficial for children and staff.</p>

Signed off by	
Head Teacher:	Hannah Moon
Date:	31.7.23
Subject Leader:	Jessica Wadley
Date:	31.7.23
Governor:	Paul Massey
Date:	31.7.23