

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 carried over from 2021/22	£
Total amount allocated for 2021/22	£
How much (if any) do you intend to carry over from this total fund into 2022/23?	£
Total amount allocated for 2022/23	£16660
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023	£16660

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>The children practised safe self-rescue in different water-based situations during their swimming sessions. They can swim at least 25 meters using a range of strokes effectively.</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>	<p>81%</p> <p>NB: Children who did not achieve this have additional needs and made progress from their starting points.</p>
<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>	<p>31%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>25%</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?

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:	Date Updated:		
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:	
			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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
To increase physical activity across the school	<p>Children in all classes take part in the mile run daily.</p> <p>Children in all classes to have movement breaks such as Body Coach 5minute workouts, Just Dance, Cosmic Yoga</p> <p>A letter to be sent out to all Parents about sending wellies into school that children can wear at lunchtimes so that they can go on to the Bartons Field.</p>	£840.00	<p>Children continue to take part in the daily mile daily.</p> <p>Children have movement breaks when needed.</p> <p>Wellie racks were purchased in order to provide storage for the children wellies.</p> <p>All children brought wellies into school and were able to access the playground and Bartons Field in wet weather.</p>	<p>Maintain the participation levels in the daily mile.</p> <p>Signpost all staff to fun movement break videos or resources.</p> <p>Ensure all children have brought in their wellies for the new academic year.</p>
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			Percentage of total allocation:	
			N/A	
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 raise the profile of PE across the school as a tool for whole school improvement.	<p>Pupil voice – gather information on how children feel about PE and sport in our school.</p> <p>KS2 children to be trained as sports leaders in the autumn and spring term. They will then organise events for children at lunchtimes.</p>	N/A	<p>Based on pupil and parents views extra-curricular sports clubs offered after school. New clubs such as Tri Golf and Ultimate Frisbee proved to be very popular.</p> <p>Year 6 children were trained to be sports leaders by PACES coach. The sports leaders organised lunchtime games for the younger children.</p> <p>Sports leaders assisted on sports day, setting up equipment for the races and supporting the younger children.</p>	<p>To continue to utilise sports captains and use them more effectively with greater responsibilities.</p> <p>Ensure continued respect for the leaders.</p>

Key indicator 3: increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				62%
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 increase the confidence, knowledge and skills of all staff in teaching PE and sport.	<p>Staff work alongside PACES coaches – weekly CPD in a range of sports including football, netball, tag rugby, dance, athletics, cricket and multi-skills.</p> <p>Staff fill in TNA sheets for PACES coaches at the start of each term/half-term – this informs coach of areas for development. TNA is then filled in at the end of each term/half-term to monitor and track progress of staff.</p>	£10,350	<p>Staff confidence levels have increased</p> <p>100% of pupils received specialist teaching/coaching</p> <p>Non specialist teachers have and will continue to benefit by increasing their knowledge, understanding and confidence to teach PE.</p>	Implement new/alternative clubs for children
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:

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 provide a broader experience of a range of sports and activities to all pupils.	New extra- curricular sports clubs offered to the children.	£	Sports clubs run throughout the week and a wide variety of children attend – clubs are full to capacity.	<p>Implement new/alternative clubs for children.</p> <p>Target specific children.</p> <p>Open clubs up to Reception children (summer term) to capture their interest early.</p> <p>Monitor the groups of children and percentage of uptake for after school sports clubs.</p>

Key indicator 5: Increased participation in competitive sport				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:
To cover supply costs to release staff. To release staff to enable participation in matches, federation activities and outdoor pursuits.	Ensure that PE Subject Leader / Specialist PE Teacher can always accompany pupils to fixtures/tournaments.	£30.00	<p>Increased confidence, self-esteem and a real desire to learn.</p> <p>Enjoyment of PE increased.</p> <p>Development of cooperation/working in groups/desire to learn.</p> <p>Adapting skills from outside the classroom into the classroom.</p>	<p>Ensure we continue enter all sports competitions within and outside the cluster schools.</p> <p>Seek out further competitions and different sporting opportunities for the children to participate in.</p>

Signed off by	
Head Teacher:	Laura Davies
Date:	31/07/23
Subject Leader:	Julie Sullivan
Date:	31/07/23
Governor:	Brian Robbins
Date:	31/07/23