

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](#)





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Details with regard to funding

Please complete the table below.

Total amount carried over from 2021 - 2022	£7,350
Total amount allocated this year	£19,420
Total amount to spend this year	£26,770
How much (if any) do you intend to carry over from this total fund into 2023/24?	0

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	92%
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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	85%
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What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	92%
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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
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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 - 2023		Total fund allocated: £19,420		Date Updated: 14.7.2023	
<p>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</p>					Percentage of total allocation:
					£4593
Intent		Implementation			
<p>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:</p>		<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>
<ol style="list-style-type: none"> All children to have opportunities to be active during break and lunch times through a wide variety of activities and resources Trained staff will support children in making active healthy choices Children will understand the importance of leading a healthy active life and the role of movement in the development of their own physical literacy, fitness 		<ol style="list-style-type: none"> Train and develop sports crew to raise awareness of active 30 and promote healthy active lunchtimes Investment in playground equipment to give greater breadth to children's play / more opportunities to be active. Zoned playgrounds and new play equipment for lunch times. Train MDMS in active playground duty (provided through MSA) to ensure they can encourage and support children being active during lunch times Assemblies to educate children in the value and benefits of a healthy active lifestyle. Reinforced through active PE lessons. Train staff in active breaks in classrooms and 	<p>£1,700 (Barriers for playground to zone)</p> <p>£150 (MDMS training)</p> <p>£1,005 (Sports leaders MDMS)</p> <p>£538 (Jump start jonny & imoves active education)</p>	<p>Playground has been zoned and children are responding to increased opportunities and different ways to be active. More equipment available and rotated. More girls playing football as now have dedicated girls day and they are also joining in with boys now due to increased confidence. Children can talk about different ways that they can be active and why.</p> <p><u>Child's voice</u> <i>"There are lots of new things now like basketball"</i></p>	<p>-Continue to work in partnership with 'MSA' and our SGO to increase awareness of the importance of physical activity.</p> <p>- Continue to train MDMS in working / playing with children during lunch times</p> <p>-Track all children's activity levels in school and monitor the least active children. Hold conferences to see what they would like to do to be more active.</p> <p>-Introduce activity brain breaks with personal challenges through themed activity months. E.g skip-tember to develop healthy attitudes to active lifestyles.</p>

and well-being.	provide opportunities for daily physical activity in class through apps and classroom based get active websites to increase activity throughout the day.		<i>which we didn't have before." (Y4)</i> <i>"I like that I can play football now without the boys. I want to play more now and I'm getting better." (Y5)</i> <i>"We need to be active now because it's good for our bodies and our brains." (Y3)</i>	
4. Encourage active travel to school	4. Bikeability	£1,200		

Key indicator 2: The profile of PESSPA (Physical Education, School Sport and Physical Activity) being raised across the school as a tool for whole school improvement

Percentage of total allocation:

£5743

Intent	Implementation			
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:
<ol style="list-style-type: none"> Develop each and every child's sense of who they are in our school community and how they contribute individually and as a team. Develop children's aspirations and expand their cultural awareness 	<ol style="list-style-type: none"> Use Real PE to develop the whole person including thinking, social and personal skills, creativity and teamwork. Intra house competitions, whole school sports day Use sporting role models used to engage and raise achievement – inspirational assemblies and activity days. Women's world cup. Ensure PE and school sport is visible in the school (assemblies, notice boards, school website, local press, pupil reward and recognition of pupils) Assemblies celebrating sporting effort and success. Inter house competitions played 	<p>£695 (Create development Curriculum)</p> <p>£297 (Sports crew uniform)</p> <p>£203 (Athlete Visit)</p> <p>See MDMS</p>	<p>Lesson observation and planning checks show teaching of Real PE has significantly improved and staff's confidence to use this approach is more obvious in high quality PE lessons.</p> <p>Pupils are encouraged to take up and try new sports after they have been successful in competitions. <i>"I want to play hockey next year." (Y2)</i></p>	<p>Improved quality of PE lessons will have lasting impacts on children's attainment and enjoyment of PE. NS to develop and improve assessment to allow for fluid movement between year groups.</p> <p>NS Different clubs introduced for next year - archery.</p>

<p>3. Develop leadership skills</p> <p>4. Provide a focus to develop behaviour management during lunchtimes</p> <p>5. All children participate in some level of competition throughout the year.</p> <p>6. Promote inclusivity and respect and a range of opportunities for all children</p> <p>7. Reinforce school values of bravery, community, curiosity, resilience and respect through sport.</p>	<p>throughout the year</p> <p>3. Assemblies and class activities run by sports crew. Sports Crew trained to run clubs and playtime activities as well as sports leaders to help run and organise the intra-house festivals in the lower school.</p> <p>4. MDMS trained to deliver active playtimes (MSA training)</p> <p>5. Inclusive and fully active Sports Day.</p> <p>6. A range of sporting extra curricular clubs run in school with priority booking given to PP / less active children. All children to be encouraged to, and have opportunities to, join a sporting club</p> <p>7. Children to take part in have a go days where they are introduced to different sporting activities they can do independently or with others</p>	<p>training costs</p> <p>£4032 (Cost of LSA staff pay for additional clubs)</p> <p>£516 (Skipping workshop to develop active play)</p>	<p>Children in EYFS and KS1 particularly enjoy sports crew activities and are encouraged to join in and be more active.</p> <p><i>"I like playing with the big boys!" (EYFS / SEND)</i></p> <p>A huge range of sporting clubs run within school that was commented on as a positive in our school by ofsted. 65% of all children from EYFS - Y6 involved in at least 1 sporting club throughout the year.</p> <p>All children EYFS to Y6 have taken part in at least 2 get active workshops throughout the year.</p>	<p>Continue training of MDMS</p> <p>Develop cross curricular outdoor and active learning.</p> <p>Have a go days to encourage that activity in the playground as part of active 60. Skipping and hula hooping.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£0
				See other areas for cross over expenditure
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 do now? What has changed?:	Sustainability and suggested next steps:
<ol style="list-style-type: none"> All staff are able to teach high quality and progressive PE lessons. Clear progression of skills throughout school and each year group. All children to feel confident and 	<ol style="list-style-type: none"> CPD for new staff to deliver Real PE confidently and additional training in areas requested for new and existing staff through MSA Partnership CPD programme Lesson observations / deep dives to monitor staff effectiveness and confidence CPD in OAA provided by outside agencies to work with staff and develop a progressive curriculum. Whole school overview produced with key skills and knowledge required at each stage of learning. Development of a progressive and topic based (where possible) curriculum for Early Years PE. Assessment used to ensure 	<p>See Create development fees KI 2.1</p> <p>See general supply costs KI 4 / 5.1</p>	<p>Lesson observation and planning checks show teaching of Real PE has significantly improved and staff's confidence to use this approach is more obvious in high quality PE lessons.</p> <p>Ofsted inspection praised the whole school overview as progressive and well thought out.</p> <p>Ongoing assessment directive to</p>	<p>Ongoing work on assessment.</p>

challenged in PE lessons	challenge and progression. Training in assessment.		be evaluated and refined next year. Pupil interviews suggest more needs to be done in this area.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£16,386
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:
<ol style="list-style-type: none"> Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions, festivals and events and continue to offer additional extra- curricular opportunities for all pupils to take part in physical activity and sport Provide opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome. 	<ol style="list-style-type: none"> 1 & 2. Through MSA activities and school organised competitions Through school sports clubs 1. Additional clubs run by new sports leader Provide experience days to introduce children to a wide variety of additional sports that they may not normally encounter. Sport engagement activity days -skipping & hula hooping 	<p>£2,684 (Supply costs for cover to attend events, MSA training and PE leadership time to organise events)</p> <p>£7399 (Additional and diverse equipment purchased to engage children in active lunchtimes and support sports crew to deliver competitive activities)</p>	<p>More children attending more clubs.</p> <p>65% of school intake attend clubs, competitions or festivals during the year.</p> <p>All children in the school have taken part in an activity day to develop active play. More take up on the playground to practise these skills.</p> <p>Lunch time play is far more active and children are taking part in different activities than they were previously, raising engagement and active play. <i>"I love that I can play basketball</i></p>	<p>More intra school comps and experiences through lunchtimes and in PE lessons supported by sport and play leader(LSA) and sports leaders.</p> <p>Develop partnerships with other schools to increase participation in inter school matches.</p> <p>Provide additional links to Community Sports Clubs.</p> <p>New sport experience days -round net and yoga experience days.</p> <p>Increase opportunities for KS1 children to engage with a number of multi sports activities and key skills linked to sports. More KS1 clubs to</p>

<p>3. More children in school to attend forest school sessions to develop active outdoor learning</p> <p>4. More children achieving swimming levels</p>	<p>3. Forest school training for additional leader to allow more children to take part in outdoor physical learning</p> <p>Additional swimming catch up for children unable to swim during covid pool shutdowns.</p>	<p>£3000 (forest school training)</p> <p>£3,303 (Swimming catch up)</p>	<p><i>now at lunch.”</i> <i>“The netball is really good!”</i></p> <p><i>“I can play football now and it is better to just have girls sometimes so we can play too.”</i></p> <p>Led to 92% of cohort swimming confidently and competently over a distance of 25 metres.</p>	<p>allow children to develop a love of being active and develop key physical literacy skills.</p>
		TOTAL: 26,722		

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	K. Griffiths
Date:	27.7.2023
Governor:	
Date:	