

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 2022 . 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 2021/22	
Total amount allocated for 2021/22	
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,550.00
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17,550.00

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	67%
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	71%
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	71%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	67%
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

Academic Year: 2021/22	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				Total allocation: £1473.89
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:
All children take part in regular physical education activity including 2 x1 hour PE sessions a week; one taught by Junior Jam and one CPD team teach session with Progressive Sports.	-2x PE lessons weekly; one taught as CPD team teach with Progressive Sports and one taught by coaches through Junior Jam -Wake and shake/brain breaks throughout the school day -EYFS provision provided as team teach with Progressive Sports focusing on physical developmental areas.	£333.89	-Children's skills in different disciplines across sports are becoming more integrated. -Reception class physical development positively impacted. -Brain breaks/wake and shake promote readiness for learning	Continue with provision from Progressive Sports across school, including Nursery and Reception class.
Access to high quality resources during PE lessons.	-Purchase enough equipment for all children to access PE lessons. -Ensure PE equipment is of a high quality and replace those needed -Specific equipment purchased to enable access to PE lessons for visually impaired child in Reception class.		-Children are able to access PE lessons at a greater standard -Equipment is accessible ensuring children are able to participate fully in the lessons -Adaptative equipment bought to ensure that a child with visual impairments could access PE lessons safely.	Continue to audit PE equipment and purchase replacements where needed To get new equipment to develop new sporting skills and interests.

Provide coaching and quality after school clubs for children to attend	<ul style="list-style-type: none"> -Progressive Sports have provided half termly clubs, both in alternative sports and conventional sports for competitions. -PE lead has led relevant sports clubs, after undergoing training. -Cricket training attended by PE lead -Netball coach was outsourced and carried out weekly training club 	£1140	<ul style="list-style-type: none"> -Children were active after school hours and engaging in sports positively. 40 children signed up to a Dance club. -Teams have been submitted for majority of sporting events throughout the school year. 	<ul style="list-style-type: none"> -Progressive Sports to continue to deliver half termly clubs in various sports. -Staff to undergo CPD in delivery and reffing of sporting activities, eg: Netball, Rounders, Cricket, Football.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Total allocation:

£3790

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to now 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:
Continue to use an engaging curriculum in EYFS to build gross motor skills	<ul style="list-style-type: none"> -Reception class received a session with Junior Jam weekly. -Reception and Nursery classes had a weekly session based on Physical Development with Progressive Sports. -Intervention based around physical development for children with additional needs in EYFS/KS1 was carried out by Progressive Sports during one half term. 	£1140	<ul style="list-style-type: none"> Children's gross motor skills are improving in line with the Physical Development area of the EYFS curriculum. Both practitioners have commented on the impact in terms of their knowledge and on the children. Reception class= 80% achieved their Early Learning Goal in Gross Motor Skills. 	<ul style="list-style-type: none"> Audit the curriculum for the year and amend accordingly. Assess the needs of Reception class starters and amend programme to accommodate.

<p>To provide sporting experiences to encourage children to take part in sporting events and competitions through the DPSSA</p>	<p>Children to take part in a range of competitions within the DPSSA calendar: -Boccia -Football (years 5 and 6, years 3 and 4) -Netball -Cricket -Cross Country -Athletics -SEN Festival</p>	<p>£2,200</p>	<p>Children enjoyed taking part in various events and enthusiastic about joining teams. Children were successful in some events but had an opportunity to develop and demonstrate excellent sportsmanship. Children have great sportsmanship and growth mindset attitude. Level of competitive sport is increasing</p>	<p>-Continue taking part in DPSSA events -to develop children's skills to help them compete competitively through high quality clubs. -Upskills teaching staff in delivering sporting clubs</p>
<p>To prepare to update the school sports kits ready for competitions and events in the new school year; to research school PE kit option to enhance the appearance of children on PE lesson days.</p>	<p>New kits purchased ready for next school year. New kits purchased and researched for whole school PE kits on days for PE lessons.</p>	<p>£450</p>	<p>Children are proud to represent the school and wear the school kit.</p>	<p>-Parents to have access to personalised sports kit for new academic year to enhance appearance of children and enable them to be ready for PE.</p>

<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Total allocation:£5693.30</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<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>
<p>Most staff completed a year of CPD team teaching with Progressive Sports coaching in all areas of the PE curriculum; gymnastics, dance, invasion games, striking and fielding, athletics and orienteering.</p>	<p>Staff completed teach teaching weekly from September-July.</p>	<p>£5320</p>	<p>Staff feel more confident in range of PE curriculum areas and have begun to lead lessons.</p>	<p>Staff to complete CPD in delivery of team sports for sporting events to take on more sports clubs, to free up Progressive Sports so children can have access to variety of clubs each half term.</p>

PE lead to undergo training in sports and subject leadership.	PE lead attended Cricket training for the day. PE lead was released from class to complete leadership related tasks.	£373.30		
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Total allocation:£6482.50

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? What has changed?:	Sustainability and suggested next steps:
To provide outdoor education through the PGL residential visit	Year 6 to access 3 day residential with PGL provider	£3030 £520 £1960	Children experienced a range of activities which broadened their experiences Children built confidence and resilience	-Continue to carry out residential with PGL for upcoming year 6.
To provide alternative sporting opportunities for children	Children to take part in: -Boccia -West End School (Dance) -Sports for Champions (Martha Harris: Professional footballer) -Junior Jam -Progressive Sports -Zumba Day -World Cup Enrichment day from Progressive Sports -SEN festival (DPSSA) -KS1 Multiskills festival (DPSSA)	£1042.50	Children experienced an alternative sport in Boccia, Multiskills and SEN festival. Children thoroughly enjoyed the World Cup enrichment day, as well as the whole school sweepstake in following the competition. Children enjoyed taking part in a dance activity with a qualified instructor, both in lessons and Zumba Children were inspired and enthused by spending time with	-Take part in all events again in the next year.

			Martha- raising the most money we have raised.	
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Signed off by	
Head Teacher:	<i>L. Peckson</i>
Date:	<i>21/7/23</i>
Subject Leader:	<i>Rebecca Ainsworth</i>
Date:	<i>5.7.23</i>
Governor:	
Date:	