

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



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.	£17,500
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Swimming Data

Please report on your Swimming Data below.

<p>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</p>	
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	66%
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?	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: £17,500		Date Updated: 9-5-23 (working document)	
<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>					
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
To ensure children have a positive experience of participating in a minimum of 30 minutes of daily physical exercise during playtimes and lunchtimes.		<p>In consultation with the children, plan and install yard markings that will enthuse and engage children at playtimes.</p> <p>Replenish equipment provided at playtimes and lunchtimes.</p> <p>Organise lunchtime and playtime supervision to maximise opportunities for stay to model and lead activities.</p> <p>Carry out pupil voice conferences.</p> <p>Introduce Sportscool play leaders at lunchtimes 4 times per week from Feb 2023.</p>		<p>£7,000</p> <p>£1000</p> <p>£3760</p>	
				<p>£5996.40 spent on line markings.</p> <p>£838.68 spent on playground equipment.</p> <p>In pupil voice (school council) pupils are more positive about their playtime experience.</p> <p>£3760 spent</p> <p>In pupil voice (subject leader) pupils are positive about Sportscool play leaders. 100% of children participate in the activities they lead.</p>	
				<p>Sustainability and suggested next steps:</p> <p>Staff need to act as models to ensure children continue to engage with the activities. Opportunity for staff development from Sportscool in Spring/Summer term 2022/23.</p> <p>Playground equipment will need to be replenished over time. School council to work on ways to ensure equipment is cared for appropriately.</p>	

To maintain engagement with and develop Fitness Friday, engaging children in additional weekly exercise.	Install a running track around the edge of the playground that can be used by classes at any point through the day. Introduce Move It Monday to supplement Fitness Friday.	included above	Move it Monday is embedded into classes. In pupil voice (subject leader) pupils identify this as an opportunity to be active during the day.	Ensure children are motivated to stay active using the track.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

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:
Pupils will choose to access additional sports activities.	Provide opportunities for all children in all years to participate in after school clubs. Use playleaders from Sportscool to motivate and engage children during lunchtime.	£2000	SLA with Sportscool. Spring 1 KS1 - Tri-golf, KS2 - Archery Spring 2 KS1 - Cheer, KS2 Archery Playleaders 4x week from Feb 2023. Summer 1 LKS2 - multiskills UKS2 - cheer. Summer 2 UKS2 - Rugby, LKS2 - Gymnastics 64 children have attended Sportscool clubs this academic year in YR-6 (30%) 64 children in Y1-6 have attended the Football club run by Mr Brown (36%). Total 60% of pupils in YR-6 have	(Spring)Online booking system appears to be a barrier to participation in Sportscool clubs - liaise with sports cool about future use. In summer term Sportscool did presentations in assemblies to raise awareness and both clubs filled with 2 days of the booking system opening. Next academic year - aim to raise engagement beyond 60%

			participated in additional, after school support.	
Praise and celebrate children's involvement with out of school sports.	Make display board and regularly update with children's achievements. Photograph and publish achievements on social media	n/a	Children are regularly sharing out of school achievements as part of celebration worship.	Think about how to signpost children and their carers to local sports clubs.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

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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:
The new PE subject leader will develop their confidence and skills in leading PE.	A 12 month induction, shadowing the current PE subject leader. Attend CPD through LPDS to match subject leaders' learning needs.	In house CPD Supply teacher release time £500	The shadow PE lead takes an active role and is developing confidence in subject leadership. Attended Youth Sports Trust update online in Summer 1 and	Continue to engage in PE CPD to ensure good subject knowledge and understanding of good practice.

			fed this back to staff through a staff meeting.	
To employ a PE specialist to teach PE lessons across years 1 - 6	Junior Jam to teach PE lessons Assessments to be completed at the end of each unit and analysed by the subject leader	not funded by SSP.	In pupil voice (subject leader) pupils talk positively about JJ. They are able to identify the learning and skills they have developed.	
To increase Welfare staff confidence in leading and supporting sport at lunch times.	Employ Sportscool coaches to work alongside welfare staff at lunch time 4 times per week from February 2023.	See above.		Encourage school staff to become playleaders when Sportscool are not with their classes.
To develop KS2 staff confidence in planing and leading OAA activities as outlined in the curriculum map.	One full day of orienteering for children in each class Y3-Y6	£180 per day	£720 Orienteering days planned in with Sportscool for Summer 2 term. This will be planned by Sportscool and delivered in partnership with class teachers.	Follow up to identify the impact on staff and plan accordingly for future training opportunities.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
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>Pupils will have additional opportunities to participate in outdoor adventure activities.</p>	<p>Plan and risk assess a Year 6 residential.</p> <p>Disadvantaged families will be supported in the cost for the trip.</p> <p>Apply for a funded Y4 residential trip to widen experiences.</p> <p>One full day of orienteering for children in Y3-Y6</p>	<p>£50 per pupil + coach travel. (funded by Friends of St John's)</p> <p>see above</p>	<p>Y6 residential planned for 22-5-23. 28 children attended - more than ever before. Pupil voice is highly positive about the experience.</p> <p>Funding application made.</p>	<p>Continue to support families in accessing residential trips.</p>
<p>After school clubs will provide access to a broader range of sports.</p>	<p>explore the availability and offerings of local companies.</p> <p>Organise clubs for all classes.</p> <p>Pupil voice conferences.</p>	<p>see above</p>	<p>Sports offered - cheerleading, tri-golf, archery, ultimate frisbee, rugby, gymnastics</p> <p>More 'familiar' sports are better attended.</p>	<p>Use the developing partnership with sportscool to raise children's awareness of more unfamiliar sports through presentations and class visits.</p>
<p>To seek opportunities for 'wow' moments and experiences in sports.</p>	<p>Seek training from Lancashire Cricket for year groups that have not previously had it.</p> <p>Bikeability training for Y5 and Y6</p>	<p>n/a</p>	<p>In Autumn term, Year 2,3,5 and 6 completed a six week block of cricket coaching run by LCC Chance to Shine Programme.</p> <p>In Autumn term, Year 6 completed bikeability. 4 children achieved Level 1, 26 children achieved Level 2. Further funding was secured allowing 26 children to achieved Level 3.</p> <p>In Summer term, Y5 experienced a street dance session.</p>	<p>Continue to seek out wow opportunities that will enthuse and motivate children to develop new skills and confidence.</p>

Key indicator 5: Increased participation in competitive sport				
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 engage in a minimum of two competitive sport events during the year.	<p>Plan and undertake a sports day for all children.</p> <p>Purchase stickers, rewards drinks and equipment for sports day.</p> <p>To provide opportunities for children to participate in competitive sport between classes.</p>	£50		<p>Use pupil voice to explore children's attitudes towards sports day and use these when planning next academic year's event.</p> <p>Consider how further opportunities for children to experience competition can be provided.</p>