

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised

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 Commissioned by
Department
for Education

Created by
 Department for
Physical
Education



YOUTH
SPORT
TRUST

It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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](https://www.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, as well as on the impact it has on pupils' PE and sport participation and attainment.

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. To see an example of how to complete the table please click [HERE](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2023:	Areas for further improvement and baseline evidence of need:
<p>Staff training CPD session completed with external tutor. Further CPD. Handout sent to all staff with summary of training and activities. Staff voice taken and positive. Areas for further development identified and actioned- gymnastics coach in Year 6 . MW led PE staff meetings.</p> <p>Staff Survey – established areas to develop further through CPD- gymnastics – provide training.</p> <p>Assessment format devised to link closely with planning. Monitor trends and support teaching/ identify need/pupil progress through assessment.</p> <p>Dance Club- Monday after school Football Club – Tuesday after school. Netball Club – Wednesday after school. BWFC – Thursday after school Local school friendly competitions</p>	<p><u>2023/24</u></p> <p>New scheme purchased and trialled for implementation across school Planning and resources support high quality teaching and learning</p> <p>Activity Ambassadors and SMA staff to continue training and implementing active play/ lunchtimes</p> <p>PE equipment purchase</p> <p>Sports Week and Athlete visit- Increase engagement and experiencing new sports (Quidditch, fencing etc) including athlete sessions.</p> <p>Explore implementation of :</p> <ul style="list-style-type: none"> *PPG Friday afternoon club provision. Identify gaps in understanding, put in place lunch time clubs for sports with less understanding/skill focus. *Personal challenges *Healthy lifestyle questionnaire. <p>Organise rota for Intra school tournaments and Inter-School competition to increase enjoyment and participation in sport.</p>

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO *Delete as applicable

Total amount carried over from 2022/23

= Total carry over to 2023/24 £16,175.00

Current spend- £14,760

<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>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 2020.</p> <p>Please see note above</p>	68%
<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>	51%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	44%
<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?</p>	Yes- swimming lessons provided years 1-5 ****

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: 2023/24		Total fund allocated:	Date Updated:	
Key indicator 1: To increase confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				39.2% £6350
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 access high quality, well planned and resourced PE lessons. PE lessons demonstrate stronger skills development and a wider range of sports completed</p> <p>Develop subject knowledge thorough partnership with Queens sports consortium- MW attend range of CPD supporting professional development and disceminate to staff.</p> <p>Respond to staff survey to address areas to develop further through CPD Spring 2024-gymnastics coach in to support teaching and learning.</p> <p>Introduce new scheme – Complete PE with excplicit teaching points explained through video and text.</p>	<p>Trial Complete PE with 2 year groups and evaluate- introduce across school in CPD sessions</p> <p>Monitoring Learning walks/lesson observations</p> <p>Pupil voice include retrieval-learning links eg “What did you learn last year in tennis?”</p> <p>Purchase of new scheme with the staff CPD with videos provided for each key learning point within lesson to support staff teaching (as mentioned during staff surveys)</p>	<p>£4000 Queens sports consortium</p> <p>£700 equipmnet to support lesson plans</p> <p>Barry CPD £200</p> <p>£1450</p>	<p>Teachers will be subject experts in PE. Scheme ensures that a wide range of sports are taught well, with clear progression across units, years and key stages. Equipment audited and purchased</p> <p>All children enjoy PE and achieve successful outcomes in lessons at their level and understand what their next steps are to progress.</p> <p>Confident teachers able to identify gaps and misconceptions in methods/teaching of sport.</p>	<p>Evaluate implementation of new scheme</p> <p>Explore evidence and strategies through research- Representation in sport, celebrating differences and promoting sport.</p> <p>Develop use of Active Planner (School Games Mark) Healthy lifestyle questionnaire.</p>

Use at beginning of lessons to establish key skills (support behaviour and teacher assessment).				
Key indicator 2: To increase the engagement of <u>all</u> pupils in regular physical activity and sport – 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: 25.4% £4110
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 profile of PE across the school and for every child to see themselves as an athlete. Identify need. Majority of children participate in active break times MSAs encourage games and activities with children	Normalise personal best in the classroom, creating opportunities for shared agreed language reflected in Pupil Voice Develop Positive Playtimes ethos – purchase equipment for play/lunch times and support MSA staff /Activity Ambassadors Year 5 . Training arranged with Cathrine (School Games Mark)	£700 Basketball nets to purchase and fitted £800 Netball posts £260 Arsenal free BWFC £2350	Monitor trends through assessment. Identify gaps in understanding –provide lunch time clubs for further practice. Children having more active lunch breaks and participate in a wide range of sports due to equipment provided Children to consistently strive to achieve personal best BWFC /Arsenal/Queens Gym coaches-staff attend pupil sessions for professional development ideas	Explore using funding to offer more sports clubs after school. Adapt storage of PE and play/ lunchtime equipment to make it easier for the staff and children to access and maintain.
Opportunities widened for participation- clubs and mini-competitions and outside agencies	Pupils access Arsenal / BWFC/Queens coaches – develop enrichment provision Organise rota for Intra school tournaments and Inter-School competition to increase enjoyment and participation in sport.			

Key indicator 3: To raise the profile of PE and sport across the school, to support whole school improvement				Percentage of total allocation:
				19.7%
				£3200
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>Promote physical activity and healthy lifestyles through Sports week/ Athlete visit- Gold athlete in school scheme-16x PE lessons and assemblies /Bounce coach/ Saracens</p> <p>Organise Intra and inter school competitions to increase enjoyment and participation</p> <p>Assessment for learning used to adapt teaching. Identify groups to target from data</p>	<p>Pupils experience and explore different sports opportunities</p> <p>Introduce personal challenges - Link to Queens Sports Game Mark (eg-no. chest passes in 1 minute. Weekly challenges sent round for PE starters linking to curriculum)</p> <p>Overview of assessments collected at the end of each term. Highlight and identify gaps and support staff and pupils to address need. Implement interventions.</p>	<p>£2200 (£989 x2 plus resources)</p> <p>Bounce coach/Saracens £1000</p>	<p>Organise enrichment events and opportunities – sports week planned with staff and involve outside agencies.</p> <p>Pupil evaluation- feedback and link to encouraging healthy attitudes towards exercise and sport .Pupils share success and recognise progress</p> <p>Develop consistent assessment across school. Analyse data and compare using complete PE system. Manageable and purposeful recording systems for staff and pupils-Daily Mile recording tracker/ Complete PE assessment tracker</p>	<p>Summer term -PPG club Identify need and interests</p> <p>Swimming data to be collected from the Venue at end of Year 5. Data logged to support reporting data in Year 6.</p>

Key indicator 4: To offer a broader and more equal experience of a range of sports and physical activities to all pupils				Percentage of total allocation:
				4.3%
				£700
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:
Increase number of Extra-curricular clubs Increase in- school intra competitions Liaise with MSAs to provide training and equipment – ES model ‘craze of the week’	Current provision: Dance Club- Monday after school Football Club – Tuesday after school. Netball Club – Wednesday after school. BWFC – Thursday after school Parent /football coach to provide expertise at Football club Gymnastics club at lunchtime- Queens’ Partnership Timetabled PE lesson for Early Years to develop key skills.	Playleader training – positive playtimes £700	Equipment purchased for clubs- badminton rackets/tennis nets Increase in confidence especially PPG/SEND. explored a range of roles within competitions – including umpires/referees	Liase with Local schools and Queens Partnership Explore Games mark criteria and requirements to meet standards- identify areas for development

Key indicator 5: To increase participation in competitive sport				Percentage of total allocation:
				2.4%
				£400
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:
Schedule in- school intra competition and local school friendly competitions in Spring/Summer term Entered the Queens' Partnership to enter a range of competitions with a, b and c teams. Enter Hertfordshire consortium fixtures where practical	Pupil voice questionnaire and responses Mini- tournamnets arranged within school and at lunch times where pupils explore a range of roles within competitions – including umpires/referees Liaison with outside agencies	£400	Current provision –BWFC across school targets all pupils Arsenal sessions foster engagement and enjoyment	Work with Queens partnership to access competitions.

Signed off by	
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