

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
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](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 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 2021/22	£
Total amount allocated for 2022/23	£
How much (if any) do you intend to carry over from this total fund into 2022/23?	£
Total amount allocated for 2022/23	£ 17,730
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£ 17,730

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 2021. Please see note above	%
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	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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:	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:
				%
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 broaden school's offer of after school provision so that children are encouraged to be more active and participate in different physical activities.	Provide a variety of activities and afterschool clubs based on pupil voice, such as a netball club/playground activity.	£300	High levels of participation in pyramid events which have continued to grow year on year.	Continue to provide opportunities for all children to participate in to maintain high levels of participation in competition.
To provide outdoor and adventurous activities so that children enjoy being physically active in outdoor settings.	Use GROW to deliver outdoor activity experiences to promote physical activity and pupil wellbeing	£2300	Children have gained confidence in the outdoors, learning to appreciate the environment. This has promoted children's mental health	Continue to provide these sessions through our own newly trained Forest School Lead
To monitor and share afterschool clubs with community through social media so that children are celebrated and encouraged to participate to increase weekly physical activity levels.	Share images and information about involvement in afterschool clubs.	£0	Afterschool clubs have had high participation throughout the year. Children are keen to express their involvement in a variety of physical activities.	Continue to promote and celebrate involvement in afterschool clubs.

To provide children in EYFS to develop their confidence and skill in riding a bike so that they are encouraged to ride a bike in their own time.	Organise balance and bike-ability ensuring all children in EYFS and year 5 have access to a bike so that they can participate in the cycling courses.	£100	A greater number of children in school are cycling on their bikes to school.	Provide the opportunity for children to learn new skills in riding bikes in from EYFS to Year 5. Promote the cycling event to all children in school to enhance participation.
To provide children in Year 5 with the opportunity to develop their confidence and skill in riding a bike so that they are encouraged to ride a bike to school safely				
To enhance provision in the playground so that children are engaged in regular physical activity at playtimes.	Purchase scooters and outdoor equipment to be used at playtimes.	1,000	More children physically active at playtime and lunchtimes. Children have other opportunities to develop gross motor skills, including improving balance.	To ensure that all children are aware of their expectations when using scooters during play/lunchtimes.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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 embed intra-school competitions for all year groups so that children have the opportunity to participate in competitive and physical activity during the school day	Use sports leaders to plan and deliver a variety of competitions for all children across school.	£75	Children across school given the opportunity to participate in small competition and understand the importance and enjoyment of competing against others.	To continue to provide a variety of competitions for all year groups across school. Ensure that play and sports leaders are competent and confident to support this.

To celebrate and share all successes across school in all physical activity and sporting activities so that children are inspired and motivated to participate in future activities	Use school's social media and school assemblies to celebrate participation and involvement in physical and sporting activities.	£0	The promotion of sporting participation and achievement has ensured that participation levels in competitions has remained high. It has also prompted many children to share their success in physical activity/sports outside of school.	Continue to share children's participation in all physical activities/competitions to promote successes.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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 upskill staff and to develop confidence in the delivery of PE so that staff feel confident to deliver high quality PE lessons and to develop strong subject knowledge	<p>Support ECTs with delivery of a variety of PE using support from Project Sport.</p> <p>Use SSCO teachers to support teachers in the delivery of PE.</p> <p>Provide teachers with the opportunity to access CPD courses provided by the SSCO.</p> <p>Use the company Project Sport throughout the year to support ECTs in delivering High Quality PE</p>	<p>£ 5,190</p> <p>£5040</p>	<p>Staff across school are more confident in delivering high-quality PE in different areas.</p> <p>ECT's have gained valuable knowledge and skills so that they can deliver high-quality PE.</p>	<p>Use questionnaires to ask teachers where they feel they need further support in teaching PE.</p> <p>Allow teachers the opportunity to teach PE lessons without support from external providers.</p>

To upskill staff to deliver outdoor education so that children can experience more outdoor learning opportunities and to improve the children's mental wellbeing	<p>Organise training for staff in Forest school delivery.</p> <p>Ensure delivery of Forest School across school after training is completed to promote wellbeing in children.</p>	£1200	<p>Individual staff have gained new skills and understanding in delivering forest schools.</p> <p>12 Children have benefitted from Forest School this year directly. Their social skills and well-being have improved.</p>	To continue to provide children with the opportunity to access forest school to support mental wellbeing.
To audit the current provision, staff strengths and areas for development so that teachers are able to teach high quality PE	<p>Identify areas of provision that need to be upgraded or offered in school.</p> <p>Use questionnaires to elicit where staff need support.</p>	£75	This has allowed for teachers to be supported in a variety of areas of PE ensuring that PE is taught confidently and effectively.	PE coordinator to support and question staff so that they can be supported in all areas of PE.
To support staff with assessment in PE so that they are able to support and challenge children during PE lessons and to identify where children's needs can be supported.	Use staff meetings to ensure that teachers are confident in assessing children in PE	£150	Teachers have an improved understanding of assessing in PE and understand how they can adapt their teaching to support pupil needs.	Continue to support staff in assessing children in PE so that they can support all children during PE lessons. Use SONAR tracker to share teacher assessments.

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 advertise all sporting competitions provided by the SSCO so that participation in competitions is maintained and increased	Share all opportunities for children to participate to parents and to children. Use posters and social media to advertise events throughout the year.	£100	Participation in organised events have maintained high with increase in participation at the netball and cricket events.	Continue to advertise all events on social and share within school assemblies.
To provide whole school opportunities to participate in unique sporting activities so that children are provided with a rich and broad range of experiences and to encourage physical activity.	Organise a 'Scoot Fit' day for the whole school.	£1,000	Children and teachers 'loved' Scoot-Fit. It has encouraged many children to travel on scooters to school.	Plan to have another 'ScootFit' day for all children across school to promote the benefits of scooting.
To provide play leader training to Year 5 children so that they will learn & develop leadership skills and promote positive relationships with children in KS1 to develop positive attitudes towards physical activity	Train year 5 children so that they can provide children in EYFS with the opportunity to participate in a variety of physical activities.	£100	Play leaders have encouraged active participation in a variety of activities during lunchtimes such as tennis, netball and archery.	Train new year 5 children to become playleaders so that they can support active playtimes and lunchtimes.

To purchase Boccia and Kurling equipment so that all children have the opportunity to access a sport irrespective of their physical ability	Purchase equipment and share with all staff about the opportunity the equipment provides for all	£600	Equipment will allow all children to participate in competitive games as both activities are inclusive of all abilities.	Ensure that teachers are aware that the equipment is available to provide all children with the opportunity to participate in both Boccia and Kurling.
To ensure that equipment is suitable for high quality PE so that children have equipment in all PE lessons	Audit equipment for quality and usability and make purchases needed to upkeep PE equipment	£500	<p>Ensuring PE equipment is suitable for purpose allows for the delivery of high-quality lessons.</p> <p>Children have greater opportunity to participate in lessons when there is sufficient equipment, such as having enough footballs so at least half the children have access to a ball at any one time.</p>	Continue to monitor equipment and replace any items that become damaged or unusable.

Key indicator 5: Increased participation in competitive sport				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:
Promote intra-school competitions to all children through promotion on school's social media accounts	Use the sports leaders to create competitions for each year group throughout the year	£100	Children have positive attitudes towards competition and are more likely to engage with other competitions provided.	Continue to raise the profile of sporting competition by providing a variety of competitions for all children to access throughout the school year.
To sustain high levels of participation in sport and competitive sport in and out of school hours so that children maintain a positive attitude towards sport and physical activity and learn the positive values of participation in sporting activities	Promote local sports clubs and participation on social media and on school's notice board. Share and celebrate all involvement in physical activity outside school.	£50	Afterschool club attendance has remained high.	Use pupil voice to provide information regarding the types of afterschool clubs that they would like to attend. Continue to promote afterschool clubs.
To share and promote sporting opportunities provided by local clubs so that children are informed of the opportunities available and they are encouraged to participate	Liaise with different sports clubs to share information about their club and provide details so that children can attend them.	£50	Children are able to access a greater variety of activities due to having the awareness that different clubs exist. This creates stronger links between local clubs and school.	Continue to use social media to share all information regarding local sports clubs so that children/parents have an awareness what is available to them.

Signed off by	
Head Teacher:	Ifsheen Akhtar
Date:	21/07/2023
Subject Leader:	George Pritchard
Date:	20/07/2023
Governor:	Tracy Pinnock
Date:	21/07/2023