**EVIDENCING THE IMPACT OF THE PRIMARY PE & SPORT PREMIUM**

**(maybe subject to further amendments)**

**Purpose of the Premium**

The Premium must be used to fund additional and sustainable improvements to the provision of PE and sport, for the benefit of primary-aged pupils, in the 2022 to 2023 academic year, to encourage the development of healthy, active lifestyles. The Department for Education (DfE) has published information on [how much PE and sport premium funding primary schools receive, and advice on how to spend it.](https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools)

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.

Schools are required to publish details of how they spend this funding as well as on the impact it has on pupils’ PE and sport participation and attainment. The premium must be spent in full by proprietors of academies by the end of the 2022 to 2023 academic year.

Schools must publish the following information on their website by the end of the academic year and no later than the **31st July 2023**:

* the amount of premium received
* a full breakdown of how it has been spent (or will be spent)
* what impact the school has seen on pupils’ PE and sport participation and attainment
* how the improvements will be sustainable in the future
* the percentage of pupils within their year 6 cohort for academic year 2022 to 2023 that can do each of the following:
  + swim competently, confidently, and proficiently over a distance of at least 25 metres
  + use a range of strokes effectively (for example front crawl, backstroke and breaststroke
  + perform safe self-rescue in different water-based situations

If selected, schools must also take part in a sampling review to scrutinise their compliance with these terms.

In addition to minimum information required by the DfE, the Trust have included an action plan for the next academic year. This will help schools to plan your spending for next year.

**Details with regard to funding**

Please complete the table below

|  |  |
| --- | --- |
| Total amount carried over from 2021/22 | £ 12,000 |
| Total amount allocated for 2022/23. To be spent and reported on by **31st July 2023**. | £ 17,700 |
| Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024. | £ 29,700 |

**Swimming Data**

Please report on your Swimming Data below.

|  |  |
| --- | --- |
| **Meeting national curriculum requirements for swimming and water safety.** |  |
| **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 2023.  Please see note above | % 76.667 |
| **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 | % 76.667 |
| **What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?** | % 76.667 |
| 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 |

**Spending Impact Report for the Current Academic Year – 2022/23**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Academic Year:** 2022/23 | **Total fund allocated:** | **Date Updated:** | |  |
| **Key indicator 1:** The engagement of all 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: |
| Children to take part in a regular run and improve fitness and stamina. | Track and pitch markings for field and playgrounds. | Awaiting quote |  | All staff will continue to regularly take their classes out for a run. A timetable will be created if necessary.  Children set personal goals for improvement |
| Least active children are targeted | TA to run a change for Life session 1 hour per week & accompanying children to events & prep time to work with children on presentations | £2000 | Children have a dedicated slot each week to be active and are introduced to a range of activities and learning about healthy lifestyles | The children have access to a range of activities and find something that they enjoy and may wish to pursue beyond school  Change for life Champions can share their knowledge of healthy lifestyles with peers.  Change for Life pupils have opportunities to represent the school in ‘festival’ style sports events.  Children improve their coordination and gross motor skills. |
| **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: |
| Acknowledge sports participation and achievement both in and out of school  Pupils share ownership of promotion of sports and exercise. | Continue to promote exercise and healthy life choices through newsletters, social media  Use school Facebook page to promote sporting opportunities and celebrate successes.  TA to work with Wheel Education and Traffic Safety Officer to promote healthy and sustainable. Travel to school, e.g. walk and cycle to school events. | Time within school to promote  £2000 | Pupils are affirmed in their sporting efforts and achievements. | Pupils are inspired by their peers to become involved in sports and sports clubs.  Parents/carers are informed about sports events and opportunities and encouraged to enrol their child in sports and other physical activities being offered in school and beyond |

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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 | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| Increased subject leader knowledge | PE lead to attend Tees valley PE conference |  | Up to date information and new new ideas to be shared with pupils and staff. | PE lead to share ideas from conference at staff meeting so that these ideas can be incorporated into school practise. |
| Increased staff confidence in the teaching of PE | Part Time Teaching assistant to support/lead in some PE lessons | £2000 | Teachers will gain new ideas and have increased confidence when teaching PE. | Teacher’s will be present in these lessons and take notes on new ideas. There will be a time table to ensure that different year groups benefit and that the TAs subject knowledge/expertise is used effectively. |
| Renewal of PE scheme – Get Set 4 PE | PE lead to cascade information and updates to staff  Staff continue to access online resources and training | £500 | PE planning ensures progressions. There is a focus on fundamental skills in KS1 whereas KS2 has a more sports specific focus. Blocks of lessons in KS2 start with a skills focus but build up to playing competitive sports.  There is a clear skills progression across school. Scheme resources provide teachers with clear plans.  Online training and resources support preparation and development.  The curriculum plans for PE develop the whole child through teaching thinking and social skills. | Continue to use scheme  Review use of scheme once Trust PE Curriculum is produced. |
| **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 | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| Additional achievements:  Experience a range of sports and allow pupils to access specialist coaching/teaching | SLA with Wheel education  TA to deliver Sports’ session after school clubs  Sports lead to take Girls football club at lunchtime | £2,600 | Pupils sample sports wider than the curriculum. Biking confidence has increased and more children are choosing to cycle to school.  Younger children develop basic cycling skills which can be built upon in future years.  Learn to ride sessions for KS1  A range of activities have been offered to pupils. These have been well attended and increased the opportunities for pupils to be active.  Girls’ provided with opportunity to further develop- football skills | Pupils and their families  consider healthy and sustainable travel options.  Continue to offer a range of sporting clubs. Provide more opportunities for KS1 pupils.  Provide more opportunities for |girls’ football. |
| Purchase and investment to Outdoor Play and Learning (OPAL) | |Review and further develop outdoor area and equipment. All staff trained to support and guide children. | £4,800 | All children including the Less Active’ children are engaged and interested in participating in sports/activities again.  Outdoor area to be developed with games/equipment to enrich playtimes and lunchtimes. | Invest in further equipment and continue to train staff |

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| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| % |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| Children will be able to attend a wide variety of competitions throughout the school year. | Membership for Darlington School Sport Partnership | £1370 | Pupils participate in a wide variety of competitions. The opportunities to take part in competitions and festivals to focus skills development in curriculum P.E,  Provide full classes opportunity to participate in festivals enabling maximisation of competitive opportunities for pupils. | School will continue to participate in competitive sports |

**PE and Sport Premium Action Plan for Next Academic Year – 2023/24**

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| --- | --- | --- | --- | --- |
| **Academic Year:** 2023/24 | **Total fund allocated: £29,700** | **Date Updated:** | |  |
| **Key indicator 1:** The engagement of all 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: |
| %14.12 |
| **Intent** | **Implementation – Planned Actions** | | **Expected 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: |  | Sustainability and suggested next steps: |
| Upgrading/re-spraying schoolyard to incorporate playground activities, which children can participate.  Aim to engage children who are less active. | Yard markings: quote to be attained  Establishment of Active 60 activities throughout the day, with support of Sport’s Leaders. | £ 7000 | Children have the opportunity to participate in activities on the yard.  Staff to utilise markings within PE sessions.  Sports leaders to lead active sessions with new markings. | Increase markings on school yards.  This year’s assistant sports leaders to continue active sessions. |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| %13.56 |
| **Intent** | **Implementation – Planned Actions** | | **Expected 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: |  | Sustainability and suggested next steps: |
| Acknowledge sports participation and achievement both in and out of  school  Pupils share ownership of promotion  of sports and exercise  Purchasing of new sporting equipment/kits/items to raise the profile of PE within the school and establish a sense of pride within lessons.  Purchasing of a drone to record and promote sporting events within the school. | Continue to promote exercise and healthy life choices through newsletters, social media  Continue to use school Facebook page to promote sporting opportunities and celebrate successes.  Use of specific pupil sports leaders to promote and aid with the delivery of some sporting activities during the school day. Purchase Sport’s Leader Badges/Caps  Purchasing of trophies/medals for sport’s day.  Purchasing of a drone. | £3000 | Pupils to become inspired by their peers to become involved in sports and sports clubs.  Parents/carers are informed about sports events and opportunities and encouraged to enrol their child in sports and other physical activities offered in school and beyond.  Sports leaders and assistants continue to promote sporting activity throughout the school in relation to achieving the Active 60 programme.  Children inspired to compete during Sport’s Day events. | Equipment to be logged and monitored.  Further equipment to be replaced.  Continuation of posting sporting events on school social media.  Sports leaders to continue delivering sessions. |
| Use of athletes/inspirational speakers to promote other sports and inspire children. | Funding put aside to bring former athletes/sports personnel into school to discuss sports with children. | £1400 | Children to be exposed to a variety of sports and inspired to participate in other sporting events. | Possibility of carrying out afterschool clubs based on sports. |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| %9.04 |
| **Intent** | **Implementation – Planned Actions** | | **Expected Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding |  | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: |  | next steps: |
| and be able to do and about | intentions: |  |  |  |
| what they need to learn and to |  |  |  |  |
| consolidate through practice: |  |  |  |  |
| Renewal of PE scheme – Get Set 4 PE | PE lead to update staff in terms of LTP and sessions to be covered, along with assessment updates. | £600 | Staff to gain confidence in the delivery of the PE curriculum, increasing their knowledge and understanding.  Children to access high quality PE lessons. | Continue to use scheme Review use of scheme once Trust PE Curriculum is completed. |
| Use of external providers to assist in the delivery of sporting areas in which staff may not feel as comfortable in delivering. | Newcastle Thunder Foundation to assist in the delivery of Tag Rugby session.  Further providers to be listed.  Quidditch Experience Day | £2500 | Staff to gain confidence in delivering sessions. Links established with Newcastle Thunder Rugby League Foundation.  Children to experience up and coming sporting activity, not previously experienced. | Continued links with Newcastle Thunder. |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
|  |
| **Intent** | **Implementation – Planned Actions** | | **Expected Impact** | %42.94 |
| Your school focus should be clear | Make sure your actions to | Funding |  | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: |  | next steps: |
| and be able to do and about | intentions: |  |  |  |
| what they need to learn and to |  |  |  |  |
| consolidate through practice: |  |  |  |  |
| Additional achievements:  Experience a range of sports and allow pupils to access specialist coaching/teaching | SLA with Wheels Education  SLA with Newcastle Thunder Foundation and Rugbee’s (inclusion of girls in rugby league participation)  SLA with Skip2Bfit  Sports clubs ran by TA and staff throughout academic year. | £2600  (£500 from above budget)  £500 | Pupils and their families  consider healthy and sustainable travel options.  Offer sporting opportunities to those children who may not have experienced certain sports. To promote girl’s tag rugby and increase participation.  Sporting activity day for the children, to provide enrichment.  Continue to offer a range of sporting events for children across school. | Promotion of cycle/walk to school weeks.  Further participation in girl’s rugby competitions.  Various sports to be promoted. |
| Purchase and investment to Outdoor Play and Learning (OPAL) | Review and further develop outdoor area and equipment. All staff trained to support and guide children. | £5500 | Children to access enriching activities at break and lunch times, allowing children to participate in active play. | Invest in further equipment and continue to train staff |
| Use of experienced and specialist sports coaches to assist in the delivery of PE sessions within the school. | Sporting Futures to deliver PE sessions on a Tuesday afternoon. | £2700 | Children to access high quality PE sessions led by a Sports Specialist. Staff to gain further understanding of certain aspects of PE. | Staff to use experiences to increase own knowledge with the aim of delivering PE sessions with confidence. |

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| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| %20.34 |
| **Intent** | **Implementation – Planned Actions** | | **Expected Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding |  | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: |  | next steps: |
| and be able to do and about | intentions: |  |  |  |
| what they need to learn and to |  |  |  |  |
| consolidate through practice: |  |  |  |  |
| Children will be able to attend a wide variety of competitions throughout the school year. | Membership for Darlington School Sport Partnership | £1500 | Profile of sports at St. Augustine’s to be raised.  Children to engage in sporting activities and experience participation in competitions. | School will continue to participate in competitive sports |
| Funding to pay transportation to attend sporting events. | Coaches/mini bus hired in advance to competitions.  TA/Sports Lead to attain use of Camel School mini bus for smaller group sporting events. | £2300 | Children to attend sports events and activities. | Early booking of transport.  Staff to be trained to drive Carmel School Mini Bus |
| The school can host competitive football matches | Pay affiliation fees and hold a boys and girls’ football club. | £100 | Profile of sporting events within St. Augustine’s to be raised. | Medals etc. provided for the St. Augustine’s Cup |