

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 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 21/22	£0
Total amount allocated for 2022/23	£19030
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£19030

Swimming Data

Please report on your Swimming Data below.

<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>	95%
<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>	95%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	95%
<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>	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: £19030		Date Updated: July 23	
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: 74%
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?	
To maintain high quality PE teaching and learning throughout the whole school.	Employ qualified sports coaches (Funda & Miss Katie) to work alongside primary teachers when teaching aspects of PE as part of the school CPD programme	£8895	Children receive quality P.E teaching from highly trained professionals. Teacher's support and received CPD		Planning to be checked and coincided with learning walks to check on the quality of the PE lessons being delivered. Teacher feedback regarding CPD offered.
All children to receive access to playground games and equipment via timetabled activities during break times and lunchtimes.	Playground developed for KS1 - encourage participation in a range of activities and increased physical activity during non-directed time. Timetabled use of the Trim Trail.	£5150 (remainder contributed by PTA	Children enjoy using skills learned in lessons to partake in games with their peers on the playground. Children use skills and rules learned to implement their own competitive and friendly games. This has shown to be something enjoyed across a range of skill levels and abilities within year groups.		Pupil voice to gain feedback on pupil engagement and enjoyment for the different activities introduced and any others they would enjoy.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 1%
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 to have opportunity to participate in competitive sport.	Subscription to Bolton's 'Your School Games' to gain entry to town competitions and events.	Your school games subscription. £100	The chance for all children of all levels to participate in competitive sport has increased. Giving all children the chance to achieve.	Use pupil voice and survey to monitor children's participation in and out of school as a result of the skills learnt in PE and opportunities for competition through school.
P.E to be an area on the school development plan.	Staff to be given opportunity to develop their understanding of the P.E curriculum and delivery through FUNDA and the P.E hub through staff meetings and FUNDA training.	FUNDA and sports hub subscription.	Staff have a greater understanding of the progression in P.E from EYFS to Year 6. Staff have more confidence in the delivery and content of P.E lessons.	Remind staff of how to use the planning to ensure progression is made throughout the year groups.
Pupil's sporting achievements given a high profile within school.	Opportunities to share achievements of children in inter school sport, intra school sport and sport outside of school are shared weekly during class sharing time, assembly and photos are displayed in school and online.		The profile of participation of sport both within and outside of school has been lifted. Children feel confident to bring in their achievements and talk to their peers about their awards. Children are inquisitive about out of school sports teams.	Use pupil voice and survey to monitor children's participation in and out of school as a result of the skills learnt in PE.

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	2%

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?:
Teaching staff given means to develop their own knowledge of P.E teaching in order to deliver quality P.E lessons and gain an understanding of progression in the subject.	Use of the P.E hub as a tool for planning, gaining teacher knowledge and understanding progression across a variety of P.E strands. Use of outside coaches to gain a deeper knowledge of specific sports, how to approach teaching and how to make assessments.	£455 See Indicator 4	Sustainability and suggested next steps:

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation:
	22%

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 variety of equipment available to deliver quality P.E lessons and extracurricular clubs.	Fencing classes for KS2 pupils	£600	Children access new sport and gain confidence to develop new skills and have a change to achieve.	
Pupils to have access to a variety of professional sports coaches.	Employment of specialist coaches to coach children, alongside class teachers – Tom Luke – Tennis and Cricket	£3500	Children get to experience a high level of coaching and engage with the sessions really well. It drives a lot of children to sign up for extracurricular activities within these sports including joining sports teams and out of school clubs. Hopefully leading to lifelong participation for some pupils.	P.E lead to regularly contact and seek sport coaches to come to school. Listening to staff voice to ensure sports are covered where staff knowledge may need revising and any areas of the curriculum that need boosting. Listen to children voice as to which sports they've enjoyed and would like more coaching.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8%
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:
Subscription to Bolton School Sports Partnership.	<p>Entry to a variety of tournaments and festivals.</p> <p>Access to Greater Manchester sporting competition through the 'my school games' competitions.</p> <p>Allowed opportunity for children to take part in different competitions – both competitive and aspirational events.</p>	£ 100	Children are able to understand and use rules and skills practised during lessons within a competitive setting. Children know the process of playing a game to win and learn how to be a winner or a loser. Children understand the importance of being a team and representing their school. They gain an understanding of sportsmanship and meeting opponents that are unfamiliar.	P.E lead to regularly check for and sign up to interschool competitions, leasing with staff to check which children to take part.
Pupils to have opportunity to participate in a variety of competition.	Staff to be released top support a range of ages to partake in sporting events during school time.	£1500 for supply cover	Children are able to understand and use rules and skills practised during lessons within a competitive setting. Children know the process of playing a game to win and learn how to be a winner or a loser. Children understand the importance of playing as a team and working with others of different abilities to themselves.	P.E lead to oversee tournaments and competitions within school across year groups.
Enrichment Activities:			Impact	

<p>Bikeability for Reception and Year 6.</p> <p>Willersley Castle activity weekend – Year 6</p>			<p>All extra activities provide enjoyment for our children, allowing opportunities they may not otherwise be given and allow them to gain an understanding of their own skills and strengths in situations other than within the classroom. All these activities provided by the school aid in our children’s wellbeing.</p>
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