

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 2022/2023	Nil
Total amount allocated for 2022/2023	£16530
How much (if any) do you intend to carry over from this total fund into 2021/22?	Nil
Total amount allocated for 2022/2023	£16530
Total amount of funding for 2022/2023 To be spent and reported on by 31st July 2023	£16530

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>	89%
<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>	89%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	56%

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: 2022/2023		Total fund allocated:	Date Updated: July 2023	
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:
				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:
Continue to invite a high quality experienced sports coach to come into school to work on sports which not be usually be part of the curriculum offer, enhancing the sport provision we are able to offer to all children.	Sports specialists to visit school throughout the year, introducing staff and pupils to a variety of sports and transferrable skills which they can use in teaching going forwards.	£1,500		
Use the 'Skip2bFit' scheme to support children with their skipping, which will benefit them throughout the year during our daily skipping practice. Sessions also focus on positive mindset and target setting which will have a positive impact on children's resilience.	Hold a 'Skip2bFit' days to continue developing children's skipping abilities and growth mindset. Continue to implement 'Fitness Five' for the final 5 minutes of lunch break – combining skipping and other fitness activities.	£846		
Offer 'Sports Club' as additional provision for pupils who are not currently meeting the physical activity guidelines.	Member of staff to run an after-school multisport club targeting the less physically active pupils.	£550		

Train midday supervisors to hold physical activity lunchtime clubs for 30 minutes 2 x per week.	Train member of staff to run active lunchtime clubs.	£800		
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				13%
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:
Provide release time for the P.E Subject Leader to monitor, evaluate and develop whole school improvement in P.E	P.E lead to monitor playtime, curriculum and extra-curricular P.E activities, evaluate their effectiveness and implement changes where needed to enhance the provision across the school.	£1,200		
Membership of School Sports Partnership and training from Schools Games Organiser	Engage with sports cluster and training opportunities for all staff	£1,000		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				30%
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:

Employ a specialist sports coach to work alongside school staff and raise their confidence and competence in delivering high quality P.E lesson	Staff to work alongside P.E Specialist once per week in delivery of P.E lessons – working towards a team teaching approach.	£4,500		
Ensure all teaching staff are confident and proficient in teaching a wide range of sports in P.E which enable the children to develop their existing skills.	Buy into Get Set 4 PE scheme for 1 year initially, which provides lesson plans, vocabulary document, video demonstrations and equipment lists to support staff understanding.	£450		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				27%
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:
Employ the services of a specialist dance teacher to hold workshops for each class in the professional dance studio.	Pupils have a half term of dance taught to them by a dance specialist. Staff to work alongside specialist to increase confidence.	£600		
Develop closer links with neighbouring secondary school to provide the children with opportunities they would not usually experience and fund transport / release staff to attend visits. This would also develop the CPD of staff.	Arrange 3 visits per year to feeder secondary schools for pupils to participate in a variety of sporting activities.	£900		
Provide children with a range of outdoor experiences and challenges through a designated programme of Forest School activities	All pupils in FS2-Y2 to have a weekly Forest School session in the autumn term. Monitor impact of Forest School sessions for consistency. Engage members of the wider school community to support with sessions.	£1,875		

Procure the services of local Orienteering club to map the school and deliver a series of 6 2 hour sessions of OAA within school.	Orienteering Club to map the school and then offer a series of lessons in the spring term.	£599 (Mapping) £510 (Sessions)		
Increase activity of our EYFS children by implementing a weekly outdoor learning session, developing pupil resilience and key life skills and employing a specialist instructor to deliver.				

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:
Provide release time for staff to enable them to accompany pupils to competitive sports events – small school staffing means this has not been possible previously.	Increase participation in inter-school events throughout the year so every child has the opportunity to take part in at least one competitive event.	£1000		
Plan opportunities for termly intra-school competitions alongside Sports Leaders and involving specialist P.E teacher.	All pupils have the opportunity to participate in an inter-house competition at least once a term, following pupil's interests.			
Resource athletics activities thoroughly to develop children's abilities in athletics, celebrated with whole school 'Sports Day'.	All pupils have the opportunity to partake in high quality athletics training, culminating in competitive 'Sports Day'			
Purchase sports equipment needed for pupils representing the school in selected competitive events.		£200		

Signed off by	
Head Teacher:	Samuel Donaldson
Date:	15/7/22
Subject Leader:	Michelle Tunmore
Date:	15/7/22
Governor:	Luke Dodington
Date:	15/7/22