

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£ 5775
Total amount allocated for 2021/22	£ 23145
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 0
Total amount allocated for 2022/23	£ 17230
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2022.	£ 17230

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 2021.</p> <p>Please see note above</p>	69%
<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>	63%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	84%
<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/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: £17230		Date Updated: 16.7.2023	
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: %
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?:
<p>Children have an enthusiasm for sport and participating in it at all levels that they are able to build on.</p> <p>Have a range of equipment available that promotes physical activity.</p> <p>Opportunities to take part in organised activities that promote physical activity during playtimes.</p> <p>Pupils able to identify physical activities they enjoy.</p> <p>Y6 booster swimming lessons.</p>		<p>Mini leaders on the KS1 playground providing a range of activities for children.</p> <p>Each class provided with a bucket of equipment to use at playtimes.</p>		Equipment playtime - £1512	<p>Most children take part in activities with mini leaders. They look forward to this and are keen to improve their skills.</p> <p>Children engage in meaningful and active play. Majority of KS1 pupils are highly active during break and lunchtimes. Most of KS2 at least moderately active.</p> <p>Learning Walks demonstrated PE subject map and long term plan being followed. Pupils aware of what they were learning and why.</p>
					Sustainability and suggested next steps:
					Train another year group to be mini leaders.
					New equipment will be needed for next year to replace damaged and lost equipment.
					Invest in a biking program as more children re biking and scooting to school this year.
					Encourage teachers to use active break initiatives.
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:
<p>Raise physical aspirations for pupils through a fun and progressive curriculum, as well as extra-curricular opportunities.</p> <p>Children are excited for sports day and look forward to taking part and experiencing a wide range of activities.</p> <p>Children are excited to represent their school and recognise sporting success.</p> <p>Pupils motivated through active learning.</p> <p>Pupils are proud of representing their school which inspires and encourages others to aspire to being involved.</p>	<p>Children take part in whole Key Stage Sports Days.</p> <p>Confidence and aspirations increased as pupils represent their school.</p> <p>Football kit purchased to increase pride in representing their school and to promote the link between the shared values.</p>	<p>Football kit - £540.14</p> <p>Spare PE Kits to allow all children to take part in PE lessons - £259</p> <p>Fruit to promote healthy snacks - £540</p>	<p>Whole school assemblies used to recognise and celebrate success and link to values .</p>	<p>Develop initiative in line with whole school priorities to help improve attendance.</p> <p>Explore links with DT in the curriculum and the teaching of both.</p>

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:

<p>To further raise the quality of teaching in P.E including: high expectations and energy levels, teaching strategies, use of time and resources.</p> <p>Increase pupil skills, knowledge, understanding and therefore attainment.</p> <p>All pupils to have improved knowledge on how to improve fitness.</p>	<p>Some teachers get the opportunity to teach PE alongside a mentor/specialist from SHAPE.</p> <p>Audit teaching staff to ascertain confidence when delivering PE lessons.</p>	<p>Shape mentoring - £5718</p> <p>PE Lead release - £2050</p>	<p>Confidence of staff has increased. Staff are excited to teach PE and quality of lessons and teaching has increased.</p> <p>PE lessons are inclusive and ambitious.</p> <p>Pupils can explain what they learn in PE lessons and are beginning to show that they know what they need to do to improve.</p> <p>Children enjoy their PE lessons.</p>	<p>Increase learning walks of PE lessons.</p> <p>Work with new staff.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:

Intent	Implementation	Impact		
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Offer 'taster sessions' for sports that children currently in school have minimal experience of.</p> <p>Children have the opportunity to be taught Thai Chi by a specialist teacher.</p> <p>Additional achievements:</p> <p>Runners up at the SHAPE football festival on goal difference.</p>	<p>Hockey taster sessions for all children from Year 1 to Year 6. These were during school time in order to allow all children to experience it.</p> <p>Provide a variety of exciting equipment to support the delivery of the PE curriculum.</p> <p>Thai Chi lessons delivered in school to Year 1, 2, 3, 4 and 6.</p>	<p>Thai Chi provision - £3555</p>	<p>38 children have attended and accessed the football club after school. Some of these children have since joined their local football teams as a result of having this first experience of playing.</p> <p>10 boys represented the school at the SHAPE tournament.</p> <p>10 boys and 10 girls travelled to a local school to take part in fixtures. This was the first time that any of the girls had represented their school.</p> <p>Pupils receive 2 hours of PE curriculum offering an exciting variety of activities despite restrictions on</p>	<p>Continue to run the after school football club. Year 5s will be able to go again as Year 6 and Year 4 will become Year 5.</p> <p>Consider offering to Year 3 and 4.</p> <p>Offer after-school clubs for different sports.</p> <p>Continue to seek opportunities for competitions, events and festivals and extend to Year 3 and 4 and KS1</p>

			space in the hall.	
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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 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>For children to experience the 'pride' associated with representing their school.</p> <p>To give children the opportunity to experience a club – where everyone is there to play that sport and to improve.</p> <p>Increase participation in local area events and competitions.</p>	<p>Weekly school football club. Initially offered to Year 5 and Year 6 boys and girls.</p> <p>Attend a SHAPE tournament.</p> <p>Increase numbers of school staff taking children to festivals and competitions.</p> <p>Include values and behaviours in sports day.</p> <p>KS1 Attend Flying High Partnership Sports Day to compete against other Flying High Schools</p>	<p>Shape affiliation - £2232</p> <p>Coach to Shape tournament - £120</p> <p>Coach to football fixture - £325</p> <p>Coach to KS1 FHP Sports Day - £350</p>	<p>38 children have attended and accessed the football club after school. Some of these children have since joined their local football teams as a result of having this first experience of playing.</p> <p>Both boys and girls attended football club. None of the girls had any previous experience of playing football.</p> <p>10 boys represented the school at the SHAPE tournament.</p> <p>10 boys and 10 girls travelled to a local school to take part in fixtures. This was the first time that any of the girls had represented their school.</p>	<p>Continue to run the after school football club. Year 5s will be able to go again as Year 6 and Year 4 will become Year 5.</p> <p>Consider offering to Year 3 and 4.</p> <p>Offer after-school clubs for different sports – Ask children what sports they would like.</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	

Date:	
Governor:	
Date:	