

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	£0
Total amount allocated for 2021/22	£17720
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2022/23	£17720
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17720

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?	

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?:
Encourage participation in a wide range of sports and sport clubs through Sports Week and weekly PE run by sporting professionals. All children have access to high quality resources during PE sessions with sporting professionals and teachers that is delivered during curriculum. Sport equipment is out at break times for children to access and new playground markings have been installed. All children are provided with 6 weeks of Forest School.		Sports coach provides additional support and surveys children about range of activities available. Purchase of additional PE resources to support PE sessions e.g. Balls/Racquets. Sports clubs with professionals are paid for by the school to ensure all are able to access sports clubs. Further encourage use of initiatives such as the 'Daily Mile' and sport/exercise at break times.		
Launch of lunchtime clubs led by staff engages more children, particularly those who are disadvantaged/SEND or tackle gender bias as identified from after school clubs analysis.		Survey school council pupil feedback 2022: - Summer sports - Table tennis - Ballet/dance - Rugby - Hockey - Tennis - Running - Skipping - Football - Bulldog		
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:
Develop clear progression of skills and consistency throughout the school from year group to year group.	Subscribe to P.E. Planning Scheme of Work – an online resource for the planning and assessing of P.E. lessons.			
Investment in OPAL outdoor learning to support active playtimes and lunchtimes is successful as seen in pupil voice, reduction of behaviour incident and parent voice	Visit local school with OPAL provision with Assistant HT and Wellbeing Leader • Plan with OPAL the implementation project for 22/23 • Share plans with staff – 18m project • Locate areas which can be used for storage and investigate costs • Locate areas which can be used to store scooters and investigate costs for scooter storage • OPAL audits completed – site walks undertaken and possible plans received.			

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				14.4%
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 the confidence, knowledge and skills of teaching staff in PE and Sport.	ELITE Sports to provide CPD, working alongside teachers to demonstrate teaching skills and develop the teachers' ability to deliver PE lessons.			
Involve less active pupils in more physical activity.	P.E. equipment provided for use within P.E. lessons and during break times, e.g. tennis nets, netballs, playground balls, rounders equipment and cricket equipment.			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				5%
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:
Additional achievements: New equipment purchased to support active lunchtimes is in place and used well, supported by adults	Children choose the equipment they would like to use on the playground. School Council to make a wishlist.			

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%0
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:
Sports Day Competitions within classes during PE lessons (near the end of each term) External competitions such as Tag Rugby, Cricket Festivals, Football Tournaments, Collaboration Athletics Competitions, football friendlies.	Opportunity to take part in competitive and no competitive events			

Signed off by	
Head Teacher:	Christian Kelly
Date:	Nov 2022
Subject Leader:	Cody Hopkinson
Date:	Nov 2022
Governor:	Susannah Butcher
Date:	Nov 2022