



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 2019/20	£ 392.00
Total amount allocated for 2020/21	£17,541
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 1,772
Total amount allocated for 2021/22	£ 17,933
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 16,161

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?

48%

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.

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]?

39%

Please see note above

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?

48%

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?

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:	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: 9%
Intent	Implementation		Impact	Sustainability and suggested next steps:
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<ul style="list-style-type: none"> The introduction of structured lunchtime sports clubs. (Four days a week) Sports Leaders Introduced during Lunchtimes. 	Purchased more equipment to enhance the quality of clubs at lunchtime. Sports coach to deliver a programme that children will follow and deliver. Year 6 children will become sports leaders and provide ks1 children with activities during play/lunchtimes.	£ 1500	Children are focused during lunchtimes and are able to follow structured games and rules. Further to this, Children are able to play separate games while following the rules. 19 pupils from year 6 have taken part, to offer younger children structured games at lunchtime. Year 6s have also gained knowledge of leadership skills and basic officiating of games.	Make sure equipment is well maintained and well looked after. Also offer different activities across the year/target different year groups. Offer “Sports Leaders” out to more Year 6s and year 5s to increase participation levels.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
<ul style="list-style-type: none"> Regular use of social media/school newsletter to promote school sporting events Create Links with local outside clubs Increase focus on intra-school competitions- Sports coach to plan, deliver and maintain. 	Photos to be taken at sports events to use Regular updates of sporting events both upcoming and after the event Use the school Twitter and Facebook to update and inform regularly Provide children with clear pathways to local clubs in the area. Organise regular house competitions to increase competitive exposure and raise profile of sport within school	£	School events have now started to take place again. Parents and the community can keep up to date with what events children have attended. Local clubs have been contacted in order to create between the school and clubs so children can attend sporting activities outside of school. Children have moved onto local football/gymnastics clubs. Intra-school activities during PE lessons (Last lesson of each half term and lunchtimes.)	Keep promoting with relevant posts on social media and newsletters. Keep searching for local links and more clubs to provide children with more opportunity. To keep track on sports/scores. Also offer different activities.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				77%
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:

<ul style="list-style-type: none"> Employment of specialist sports coach 	To work along all staff to increase confidence and provide CPD.	£ 10, 301	Staff will be more comfortable teaching PE with their class. Staff can take ideas from coaches and implement them into teacher lead PE	To keep working alongside PE specialist that will offer more support to staff members.
<ul style="list-style-type: none"> Continued with Rugby Tykes for Lower KS1 	<ul style="list-style-type: none"> Rugby Tykes to work with reception and year 1 across the yea to raise fundamental skills and engage children in being active 	£2160	Rugby Tykes support provided children with the opportunity to develop skills with a fully trained coach. Staff have been given professional support throughout the sessions.	Ensure that other local clubs can become a link to offer a wide variety of sports.

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 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?:
Additional achievements: <ul style="list-style-type: none"> New sports implemented into the curriculum such as orienteering and Archery. Signed up to Planet Super League (PSL) Highlight Children that need extra support Improve children gross motor 	<ul style="list-style-type: none"> To offer a wide variety of sports to enhance learning. To offer children the opportunity to increase their activity levels in/outside of schools. Highlight children that need extra support such as interventions and Fizzy programmes. Introduce EYFS to balancability 	£ No Cost	<ul style="list-style-type: none"> Children have learnt different skills that can link to life situations such as map reading. Children will complete challenges to score points for their school and compete against other schools. Challenges link to becoming more active and learning about keeping the planet green. Focus groups have been identified and there's been positive outcomes that link to behaviour and ability levels.
			Sustainability and suggested next steps: <ul style="list-style-type: none"> To continue to offer different sports and activities. To promote active lifestyles in/outside of school. To keep focusing on children that need extra support and ensure there is a way of measuring impact .

skills through the use of balance bikes			Children would be more confident with riding bikes and have an understanding about how best to use them.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				12%
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:
<ul style="list-style-type: none"> Link with other schools to provide competitive fixtures with. Membership to Move More competitions 	<p>Monthly fixtures in a number of different sports (Covid depending)</p> <p>Take part in Move More Competitions.</p>	<p>£</p> <p>£2,200</p>	<p>This will give children the opportunity to compete and socialise with different schools, whilst playing sport.</p> <p>Children are able to represent the school in a number of different sports and challenges.</p>	<p>To continue organise fixtures that are regular.</p> <p>To continue to attend competitions and highlight competitions that is unconventional.</p>

Signed off by-	
Head Teacher:	Sara Bennion
Date:	September 2022 (Reiewed)
Subject Leader:	Mark Yearley
Date:	September 2022 (Reviewed)
Governor:	Kelly Knock
Date:	December 2021