

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 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 2021/22	£11,538
Total amount allocated for 2022/23	£19,431
How much (if any) do you intend to carry over from this total fund into 2023/24?	£5769
Total amount allocated for 2022/23	£30,969
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2022.	£25,200

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	To note: 75 out of 89 successfully completed all aspects of swimming expectations (84.27%). 4 children medical exemption (3.56%) 9 children swimming 25m aided (8.01%) 1 child 10m aided (0.89%)
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	84.27% (75/89)
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	84.27% (75/89)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	84.27% (75/89)
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: £25,200		Date Updated: Sep 22 and 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: 30%
Intent	Implementation		Impact	Sustainability and further actions:	
Increase the amount of physical activity that children regularly partake in through planned skipping sessions for all children.	Daily/weekly skipping opportunity for every child (trial in one year group). Children will be involved in skipping daily/weekly during structured sessions in which teachers facilitate learning different skills and techniques in skipping.	£1600	Children’s stamina has improved and they are able to complete at least 2 different skipping techniques confidently by the end of the year.	-Additional skipping ropes required for the rest of school (250 additional sets)	
Improve outdoor learning environment with large adventure challenge play area to increase participation, challenge, enjoyment and physical activity.	Purchase and install play with support of School Council. Equipment to be used during PE lessons for upper body strength, agility and development of skills. To be included in relevant lesson plans. Equipment used at breaks and lunchtimes.	£6000	Children participate in using the equipment regularly and enjoy teamwork and imaginative play with peers. Children’s upper body strength and agility improves as a result of using the rope-slide area/horizontal bars and balance bridges.	-Gym equipment to be researched to enhance provision.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 12%
Intent	Implementation		Impact		

Review and revise PE provision to ensure it provides clear progression and meets our children's needs.	Subject leaders review current provision and make adaptations to existing sequences/content to ensure what is planned is progressive in skill and knowledge and meets our cohorts' needs. Provide the opportunity to take part in a range of sports.	£0	Children have a deeper understanding of a variety of sports and can explain the rules/skills needed for each. Children can take part safely and successfully in a variety of sports and they are keen to participate.	-Continue with monitoring schedule to assess implementation and impact
Inspire children to take part in new sports through the planned PE curriculum and develop provision by purchasing high quality resources needed.	Subject leaders use observation, monitoring, pupil voice and regular review to ensure sufficient challenge is planned and delivered and that the sports inspire the children to take part. New equipment needed purchased to support high quality teaching.	£2500	Lessons observed demonstrate challenge, adaptations according to need and all children participating. Pupil voice demonstrates children's increased understanding of a variety of sports and shows the children enjoy their PE and Games lessons/extra-curricular clubs.	
Raise awareness of having a healthy lifestyle – importance of healthy diet and healthy mind amongst pupils and parent/carers.	Additional learning opportunities through other areas of the curriculum such as Science/DT – cooking and PSHE in specific lessons and/or special days/weeks (Children's Mental Health Week). Share regular updates with parents about what we are doing in school to promote healthy body and mind. Invite parents in to take part in skipping activity throughout spring and summer term.	£500	Children will have a greater awareness of healthy living including naming activities they can complete for good physical and mental health. Children & parents continue skipping at home or take up another physical activity together. Cooking club established.	-Review cooking club and potential further offer -Inviting outside agencies in to promote healthy lifestyles (NHS, Premier Sports etc) -Invite parents in to take part in skipping sessions and share videos. -Mindfulness club -Wellbeing national events celebrated and promoted to parents
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				14%
Intent	Implementation		Impact	
Subject leaders audit staff confidence, knowledge and skills in the areas taught in PE.	Audit completed according to skills and knowledge for each sport taught throughout school.	£100	Skills and knowledge of teaching staff provides high quality teaching of the skills and knowledge children	-Continue to use audits to develop staff confidence and skills

			require for a variety of sports. Staff are able to explain and deliver lessons with confidence thus resulting in improved outcomes for children.	
Improve staff knowledge and skills through targeted CPD for staff teaching PE/Games according to audit results.	Network meetings, subject leader briefings and subject leader training to be disseminated by subject leaders once completed sessions. Schedule of CPD planned for individual staff or collectively through staff meeting time. CPD may be purchased through external provider where necessary.	£3000	Staff engagement in PE CPD sessions is positive and evident in subsequent planning and lessons by improved outcomes for children. Staff feel supported to approach PE subject leaders for advice and guidance in the future.	-Buy in professional expertise for particular sports/experiences to improve staff knowledge
Improve assessment of children's attainment and progress over time. Subject leaders to use assessment documents to inform their analysis, reviews and actions plans for their subject to improve outcomes for children.	Staff to have training on how to select end points for the sports they are teaching. Staff to assess half termly or by sport depending on whichever is more appropriate based on intended end points. Teaching staff to adapt teaching according to attainment of skills and knowledge within lessons. Subject leaders to analyse teacher assessment documents and year groups to track progress and make alterations to action plans – improving outcomes for children.	£500	Assessment documents show class by class attainment. Adaptations to planning will be made accordingly to improve outcomes and teach gaps in learning. Subject leader monitors outcomes in their subject and makes whole school changes that improve provision and outcomes for children based on assessment. Tracking children's progress over time improves and allows leaders to ensure provision is suitable for the children.	-Evidence learning through pupil voice/capturing learning electronically -Adaptive equipment audited by PE leaders and SEND team to make all lessons as accessible as possible.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				40%
Intent	Implementation		Impact	

<p>Extra-curricular opportunities increased for all pupils through a variety of clubs (dance, football, yoga, basketball). Clubs run in 6 week blocks according to demand to facilitate more children accessing over time.</p>	<p>Teaching staff to provide a club for at least one term for after school activities. Parents informed of clubs available regularly in newsletters, via emails and on our website. Children encouraged to join clubs and achievements celebrated in assemblies and recognised by adults in school. Outside professional provision sought to support extra-curricular offer such as 'Broadway Bella's Dance group'.</p>	<p>£2000</p>	<p>Increased amount and variety of clubs supports an increase in children accessing clubs throughout the year. Children enjoy and are keen to attend clubs and take an interest in the sport. Children's wellbeing and physical fitness improves as a result of participating in clubs over time. More pp children accessing clubs, widening opportunities and experiences.</p>	<p>-Continue with club offer from staff -Expand type of experiences children can try at clubs by organising outside agencies/venues -School to be part of cluster network (Flegg) to improve participation and opportunities in sporting events and tournaments.</p>
<p>Improved participation in physical activity during break and play times with activities different to what is offered in lessons such as biking, scootering, skateboarding.</p>	<p>Risk assessments to be completed by SLT/PE subject leaders and shared with relevant staff. Play equipment (hoops/balls/skipping) Scooters and helmets to be purchased. Bikes and helmets to be purchased. Skateboards and helmets to be purchased. Supporting safety items such as cones to be purchased. Professional support to set up bike ability/scooter provision. Midday supervisors and key adults provided with training and responsibilities for supervising key areas on playground and relevant equipment. Rotas for use of staff and pupils. Expectations shared by key play leader staff and SLT/PE subject leads.</p>	<p>£8000</p>	<p>Children's enjoying, wellbeing and physical activity is increased through participation. Children using smaller equipment and play equipment through adult supervision leading activities. Improved safety skills surrounding use of large play equipment such as appropriate use of climbing wall/safety towards others etc. We hope this influences their choices re their safety outside school (and for scooters once purchased). Staff see improved engagement in outdoor physical activity and also the children's wellbeing and enjoyment. Staff see less incidents of disagreements among children due to</p>	<p>-Scooters and helmets to be purchased. -Bikes and helmets to be purchased. -Skateboards and helmets to be purchased. Supporting safety items such as cones to be purchased. -Professional support to set up bike ability/scooter provision. -Staff training required for scooter/bike/skateboard provision.</p>

			being engaged in their activities.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4%
Intent	Implementation		Impact	
Children to have opportunity to attend inter-house and inter-school sports events and competitions.	PE subject lead to plan for inter-house competitions (rounders, multi-sports, sports day, archery). PE subject leaders to seek and book inter-school events and competitions for children to attend and offer to different year groups throughout the year.	£500	Children experience a variety of events in school within their house teams. Children can take part in events outside school. Children are keen to further their experiences and seek additional opportunities through school or in addition to school offers. Children's skills in teamwork, teambuilding and leadership improved.	-Join Flegg cluster and attend as Federation. -Seek opportunities to work with high school and use their facilities where applicable.
Children to have opportunity to attend inter-school sports events and competitions.	PE subject leaders to seek and book inter-school events and competitions for children to attend and offer to different year groups throughout the year. Children's participation and success shared in celebration assemblies.	£500	Children can take part in events outside school. Children are keen to further their experiences and seek additional opportunities through school or in addition to school offers. Children's skills in teamwork, teambuilding and leadership improved. Success shared and promoted in celebration assemblies with both children and parents and also in newsletters.	-Explore sailing, bowls and other such sporting provision to work with. -Take part in inter-school competitions. -Organise federation competitions and events.

Signed off by	
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Date:	20/07/22
Subject Leader:	Dan Bartram

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Date:	20/07/22
Governor:	Tina Godbolt
Date:	23/07/22