

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2023

DRAFT for authorisation September 2023

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 2021/22 | £0 |
| Total amount allocated for 2022/23 | £16,942 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £0 |
| Total amount allocated for 2022/23 | £16,942 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £ 16,942 |

Swimming Data

Please report on your Swimming Data below.

| | |
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| <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> | 87% |
| <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> | 78% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 80% |
| <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: | 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 Healthy Active Lifestyles | | | Percentage of total allocation: 50% | |
| 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 Spent: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: |
| Swimming Lessons available to all in year 3,4,5,6. | Arrange swimming lessons for Year 3,4 and for Year 6 prior to gala | £1000 | Monitoring of swimming skills shows that a high proportion of children in years 3/4 are confident swimmers post COVID non swimming years | Larger allocation for swimming lessons in Y3,4 and catch up for Y5,6 to enable all children to have met their swimming proficiencies. |
| Equipment Fully resourced PE to ensure all participation safely PE mats 12x 150 Benches x 2 Hockey Sticks, tennis nets, basket balls etc | Audit resources. Review and order quality resources for school. | £4000 | Through the availability of good quality resources we are enabling all children to access quality resources for the full PE session and remain active for the full period of 2 hours in PE lessons | Monitor and audit resources against new scheme of work. Check resources are accessible for all (physical) |
| Fund all PP children with active activity before and after school slots | 9 PP children Running club set up at school | 2,000 | PP children invited to attend sports clubs before and after school 70% take up | To encourage 100% PP children to take part in active before and after school sessions and understand barriers to take up. |

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| Mental Health Journals all junior children | Buy the journals | 350 | Trialled for a year but these weren't a cost effective or sustainable use of time. | Look at mental health provision in 2023/24 |
| Playtime equipment project | Purchase of lunchtime equipment to lead active playtimes Train leader to utilise lunchtime resources High adult: child ratio to run activities Order soft landing rubber for climbing frame Repair and maintenance of climbing frame | 2,000 | Monitoring of playground shows high level of activity during playtimes Climbing frame is regularly supervised at lunchtimes | |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: 17% |
| 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 Spent: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Promote PE and the importance of physical activity through other areas of the curriculum | Promote sports days and inter-group sports competitions (see indicator 5). Celebrate achievements. | £200 Admin time for resource allocation | Children understand the value of physical education within other areas of the curriculum and are motivated to participate and do their best. | Promote sport through a dedicated PE page on the website |

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|--|---|-------|--|--|
| Continue to develop outdoor learning and forest school experiences for ALL | Hire a forest school leader to take sessions (small group up to 16) across the terms and year. Hire mini buses for some out of school grounds experiences. | £2500 | >95% of children enjoyed the experiences given when asked. All children wanted this provision to continue in the curriculum. Forest school diaries indicate good extended learning. Noticeable improvement in collaborative friendships and behaviour has been noted in one class in particular. | Invest in training for a member of staff to be forest school leader to ensure sustainability of programme. |
| Purchase of medals and certificates/badges for sports Day event to encourage joy and celebration of PE | Purchase resources | £200 | Resources used to celebrate the achievements of ALL children through participation and winner recognition. | |

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|---|---|-------|--|---|
| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| | | | | 11% |
| 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: | | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| To increase staff knowledge and skills in teaching PE | Qualified sports coaches to work alongside teachers to broaden and upskill teachers on different sports coaching and to run after school clubs to broaden participation | £2000 | Children have had a wider range of experiences and benefitted from male role models teaching sport. The teachers are more confident in planning and delivering sports lesson activities. | Sports teaching to be brought back in-house now that confidence is high |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 3% |

| 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: |
| Residential experience and staffing | Ensure ALL pupils regardless of backgrounds can attend the residential in Year 5/6 | £450 | Extra staffing costs utilised to ensure high pupil/staff ratio and for safety. Funded full cost of two PP child ren | |
| Experience of forest schools (see key indicator 3) | | | | |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|---|--------------------|--|--|
| | | | | 6% |
| 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: |
| To give all pupils experience of local inter-school tournaments offering the opportunity to play competitively | Be active members of the SSG confederation and Bohunt Sports Arrange transport Arrange supply costs for staff | £1000 | Children across Y1-6 have participated in competitive sport. Over 50% of PP children have taken up the opportunity of these competitions Basketball, cross country, ruby, football, athletics, swimming, rounders, sports days Y2 and Y6 at local secondary school. | |

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| Signed off by | |
| Head Teacher: | Julie Robinson |
| Date: | 26.7.23 |
| Subject Leader: | Suzy Philpott, Anna Buxey |
| Date: | 26.7.23 |
| Governor: | Full Governing Body |
| Date: | 25 th September 2023 |

Total £15,700

Carry forward: £1,242