

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 allocated for 2022/23	£19,360
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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 2023. Please see note above	70%
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	50%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	50%
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:	
			41.3%	
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:
<ul style="list-style-type: none"> Increase in activity levels from pupils at playtime through use of equipment and focused activities. Promote physical activity through the use of specialised equipment (outdoor gym). PE lessons to be physically active with minimal sitting and a focus on engagement and enjoyment. Wide range of after school clubs to promote physical activity both sports related and non-sports 	<ul style="list-style-type: none"> Resources and equipment available to children on the playground. Sports Leaders to promote games and organise and run. Outdoor gym to be used at lunch by Yr5/6. Training to be held for staff and pupils. Staff to be aware of expectations through CPD and briefing. PE passport used to support staff and build on progression of skills and knowledge. External providers alongside clubs provided by staff to encourage children to take part 	£8,000	<ul style="list-style-type: none"> Positive feedback from children around equipment playtimes. Increase in children taking part in physical activity at breaks. Most children participating in adult led games during unstructured times. New equipment used at unstructured times by all children. Positive feedback. Children using equipment appropriately and confidently. 	<ul style="list-style-type: none"> Continue to monitor and review impact. Identify additional sources of funding. Continue to increase activity during unstructured times.

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related.	in activities.		<ul style="list-style-type: none"> • Increase in pupil confidence and, through monitoring, physically active lessons seen. • Positive feedback and a good uptake of after school clubs. • Tracking of intervention impact. 	
<ul style="list-style-type: none"> • Children who would benefit for additional physical activity for various reasons to attend sensory circuit intervention on a daily basis. 	<ul style="list-style-type: none"> • Sensory circuit training for appropriate staff. Sensory circuits are used in the morning for specific children to support their physical development. 			

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	41.3%
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?:
<ul style="list-style-type: none"> • To provide children with the skills and opportunities to use a range of sports skills in different contexts. • PE curriculum used consistently with clear progression of skills and knowledge across the year and across the school. • Whole school sports events held to raise profile of PE and sport across the school. 	<ul style="list-style-type: none"> • Targeted CPD for teachers. • PE passport ensures lessons focus on skills which can be transferred across the curriculum. • Consistent PE curriculum across the school. • Introduction of PE Passport to support staff to deliver PE lessons. • Attend in house whole school sports events and Trust sports 	£8,000	<ul style="list-style-type: none"> • High quality lessons delivered in engaging activities • Teachers deliver high quality lessons • Children have a secured skills in a range of sporting activities with gaps in learning addressed through AFL techniques. • 75% of children can swim 25metres and an additional swimming session block of lessons put in place to close gaps.
			<ul style="list-style-type: none"> • Sustainability and suggested next steps: • To continue to use this online sporting tool to ensure National Curriculum expectations are met and a range of skills fostered. • To continue to provide swimming opportunities for our children. • School staff better equipped/ more confident to teach PE in school • Monitoring use of schemes and whole school PE coverage

	events.		<ul style="list-style-type: none"> • Pupils engaged in competitions. • PE and sport have a high profile and are celebrated across the life of the school. • Pupil voice informs us that pupils enjoy PE lessons and the competitions across the school. 	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Percentage of total allocation:

Intent	Implementation	Impact	10.3%
<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> <ul style="list-style-type: none"> • Teachers are provided with CPD through the deployment of specialist teachers. • Medium- and short-term plans in place to support the sequence of teaching and skills within each area of the curriculum. • All teachers delivering PE to same consistent standard. • Curriculum used to ensure 	<p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> • SLT to evaluate Medium Term plans half termly to ensure compliance. • Teachers are provided with opportunities to observe outstanding practice and develop their practice. • Staff are provided with opportunities to review lesson sequences on PE passport and review based on the needs of 	<p>Funding allocated:</p> <p>£2,000</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <ul style="list-style-type: none"> • Teachers are more confident in their knowledge and practice. They are aware of the importance of building on prior knowledge to ensure progress for all. • Agreed plans in place and sequence of learning appropriate to meet the needs of all learners. • A more inclusive curriculum
			<p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> • CPD plays a vital role in the progress and academic outcomes of all pupils. Teachers new to role will also benefit from continued support.

progression.	the children.		<p>which inspires and engages all pupils.</p> <ul style="list-style-type: none"> Increased capacity and sustainability - Continued progression of all pupils during curriculum PE lessons. Discussions inform us that pupils enjoy the variety of activities on offer during curriculum PE. 	
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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	6.3%
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:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Increase the number of children participating in after school sports clubs. Led lunchtime sports activities offering a variety of sports 	<ul style="list-style-type: none"> Sports clubs run by inspire sports skills ltd 	£1,210	<ul style="list-style-type: none"> This provision will continue next year to further develop skills and provide opportunities for all. This provision will remain to support our most vulnerable children.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
Intent	Implementation		Impact	0.8%
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"> To have a boys and girls football team competing in both league and cup competitions. To have children competing in schools games competition. 	<ul style="list-style-type: none"> Subscription to BPSSC School games netball league. 	£150	<ul style="list-style-type: none"> Children competing against other school and creating links with local clubs. 	<ul style="list-style-type: none"> This will continue again this year with an increase in opportunities which includes football leagues for both boys and girls.

Signed off by	
Head Teacher:	<i>Mr Baines</i>
Date:	2023
Subject Leader:	N/A
Date:	2023
Governor:	
Date:	