

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 2022/23	£16,159
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2023/24	£16,850
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£16,850

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	No Year 6 children in school. Year 3 children attended a 12 week block of swimming lessons. By the end of the 12 week block, 9 out of 36 children (25%) achieved 25 metres.
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	N/A
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	N/A
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A
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: 2023/24	Total fund allocated: £16,850	Date Updated: July 2024	
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
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: (£701.00)	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
Continue to organise coaches to deliver sports with classes to engage pupils and upskill teachers.	Continued membership with inspire + to provide broader opportunities Inspire+ sessions: Bootcamp Boxercise Tri golf Boccia New age kurling	Inspire+ membership (£4750)	Children develop a sense of awareness of the world around them and how they can cope with any challenges they may face. Children learn key values which reflect the school's ethos and values. Cross-curricular links with the PSHE curriculum and the pastoral team regarding wellbeing (key focus has supported SEMH needs this year). Positive attitudes towards new sports developing, particularly children's resilience.
			Continue to broaden range of clubs offered in 24-25 and utilised Inspire+ opportunities further.

Continue to monitor and evaluate the effectiveness of the playground activities and adapt where necessary.	Inspire+ Coach – playground games Audit of the current playground equipment, followed by School Council gathering pupil voice to identify what additional equipment the children would like Ensure the playground equipment box is always well-stocked so children have a wealth of equipment available to use	(£300)	Further equipment this year has enhanced playtimes. Children experience playing with new pieces of equipment which develops lifelong skills. High activity levels at breaktimes and Lunchtimes Learning opportunities extended for all children and positive attitudes towards physical activity maintained.	- Next year, training for MSAs from Inspire+ and more structured zones in the playgrounds. - Purchase of KS2-appropriate sports & PE equipment.
Ensure all children are aware of the importance of a healthy lifestyle, including both diet and regular exercise. To continue to arrange with Inspire + for ambassadors to visit the school for an assembly or workshops.	Regular visits from Inspire+ celebrities Healthy eating promoted by school chef and nutritious meals are prepared. Importance of nutrition and exercise to be taught through PE and PSHE lessons.	Within Inspire+ membership allocation	Children take part in regular active brain breaks and sensory circuits throughout the day - opportunity to move more during class time.	Pupil voice to ascertain thoughts and knowledge of healthy diets/food. Audit new PSHE scheme used (SCARF). More targeted clubs to increase percentage from vulnerable groups attending..

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				22%
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: (£750.00)	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To develop leadership skills in children To raise the profile of Physical Education to all children in school.	Sports ambassadors to help at events such as Sports Day. Organise Playground leader training.		Children engage in lunchtime activities as well as those qualified as leaders to develop their own physical literacy and skill base. Playground leader training has galvanised sports leaders.	Sports ambassadors continue their work and help to train other children. Sports ambassadors become playground buddies and lead sports outside, particularly as they enter Year 4.
To continue to promote a range of in and out of school sports clubs.	Use responses from pupil voice to feed into PE sessions Organise after school clubs to link to children's interests Inspire children with visits to school by Sophie Devenish (Olympic swimmer), Sam Ruddock (paralympic athlete), Joe Roebuck (Olympic swimmer) and Dai Greene (Olympic hurdler).	Within Inspire+ membership allocation	More children joined sports clubs: multiskills, dance, football, lunchtime sports club run led by member of Inspire+ and Sports Apprentice, Children were inspired by Inspire+ celebrities who have achieved their goals.	Sports clubs run by more members of staff to further promote sport and PE – consider utilising external companies.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				36%
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: £800	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Additional achievements: Membership to PEplanning.org	Sports Apprentice accessing L4 training and modelling. Subscribe to PE planning.org to gain access to all planning material, resources, progression maps and assessment material. Drop-in sessions for all teachers throughout the academic year to provide on-going support. Ensure all teachers understand the planning tool and how to use it	£185	PEplanning.org has given teachers the confidence to deliver PE lessons to a good standard. PEplanning.org has provided access to planning and assessment for a broad and balanced array of activity areas across EYFS and Key Stage 1. Teachers have access to all planning which they then personalise for their individual classes. Following PE lessons children should be able to articulate what they have been learning about and understand the outcomes expected across all areas of the PE curriculum. The PE curriculum prepares children for the opportunities, responsibilities and experiences of later life and develops life skills.	PEplanning.org has been used as the PE provision at school and will continue to be used and subscribed to. It is becoming well established and provides key documents regarding lessons plans, progression of skill and assessment - Planning documents, progression maps, assessment tables and resources can be reused and adapted in future years. Consider use of guidance on how to evidence PE appropriate (use of floor books to develop).

Continue to offer CPD for PE for all staff through PDM planner	Sports Apprentice completed sensory circuit online training. PE leads to keep abreast of new initiatives to share with staff Opportunities in PDMs to discuss PE and share ideas	Use of sports apprentice (£5914)	Staff are confident in their delivery of PE. High quality PE is being delivered across the whole school.	Ensure KS2 staff in September feel confident to plan, lead and assess 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:
				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:£725.00	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Attend Inspire+ Mini-Olympics day	Y3 to participate in Inspire + Mini Olympics.	N/A – included in Inspire + membership Cost of coach (£0) – paid for by Inspire+	All Y3 children in school will be taking part in the mini Olympics this year.	Continue to enter Y2/Y3 teams into the mini Olympics competition
Increase range of clubs available such as dance and multiskills.	Use responses from pupil voice to feed into PE sessions Organise after school clubs to link to children's interests Inspire children with visits to school by Sophie Devenish (Olympic swimmer), Sam Ruddock (paralympic athlete), Joe Roebuck (Olympic swimmer) and Dai Greene (Olympic hurdler).	Within Inspire+ membership allocation Sports apprentice (£2000)	More children joined sports clubs: multiskills, dance, football, lunchtime sports club run led by member of Inspire+ and Sports Apprentice. Children were inspired by Inspire+ celebrities who have achieved their goals.	Sports clubs run by more members of staff to further promote sport and PE. Utilise range of external providers to broaden offer, particularly targeted clubs for vulnerable groups. Map out sports trips to broaden experiences.
Sensory circuit timetable for SEN children	Clear timetable created and focus children selected who would benefit from this extra physical activity	Use of sports apprentice and TAs	Children more engaged in the classroom. Improved behaviour and social skills. Increase in confidence and self-esteem. Children's enjoyment of these activities has increased as additional sensory equipment has been purchased.	Continue to run sensory circuits for those children who need physical activities and brain breaks during the day.

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: £225	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
PE/Sports lead and apprentice to provide competitive days such as Sports Day and tournaments/competitions	PE leader to organise and provide opportunities Sports Day to be planned for Summer term Increase participation in local sports partnership	Use of sports apprentice £500	Children enjoyed competing and sharing their successes with parents and each other at Sports Day (EYFS – Year 3). Increased participation and attendance in Sports partnership activities including cross-country, tennis competition, netball development	Take part in further competitive sports with other schools as KS2 offer develops.

Signed off by	
Head Teacher:	Joe Hawkins
Date:	17/7/24
Subject Leader:	Kachelle Shepherd
Date:	17/7/24
Governor:	
Date:	