

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 2021/22	£17,793
Total amount carried over from 2021/22	£0
Total amount allocated for 2022/23	£17,740
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0

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	80%
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 2020. Please see note above	80%
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	80%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80%
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.

AUTUMN

SPRING

SUMMER

Academic Year: 2022/23		Total fund allocated: £17,740		Date Updated: 21/7/23	
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: 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"> Increase the amount of curriculum time spent on PE to consistent 2 hours each week Increase the physical activities available at playtimes 	<ul style="list-style-type: none"> 2 MDAs sent on training to promote more active playtimes Regular MDA meetings to ensure playtimes are active and discuss more/alternative games YR2 and 6 completed play leader training with intention to lead playtime games for other year groups Scheme of work was purchased in SPR term New basketball goals and table tennis tables were introduced in SPR term All classes timetabled two one-hour weekly PE sessions 		<p>£660 SOW</p> <p>£1325 2 table tennis tables</p> <p>2 basketball nets</p> <p>Additional football goals</p> <p>£200</p>	<p>Increased time for PE within the curriculum each week.</p> <p>Increased opportunities and uptake at lunchtime using table tennis, basketball, football goals.</p> <p>New PE coach runs lunchtime clubs to support fitness of all eg. dance, dodgeball.</p> <p>Playleaders and sports ambassadors lead games with younger pupils.</p>	<p>Assessment of PE across school to be further developed.</p> <p>Develop opportunities for playleaders and sports ambassadors to run sports sessions during lunchtime with younger pupils.</p>
					Percentage of total allocation:

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Key indicator 2: The profile of PESSPA (Physical Education, School Sport and Physical Activity) being raised across the school as a tool for whole school improvement				33%
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 pupils opportunities to attend sporting clubs • Increase pupil's opportunities and participation in competitive sport 	<ul style="list-style-type: none"> • Introduce a range of new sporting clubs before and afterschool (including those targeting particular groups of chn: e.g. girls, SEN, PP) • Attend sports competitions both within and outside school 	£4659 £1125	Pupils now have a wide access to before and afterschool clubs with new experiences and sports eg. kickboxing. Newly formed school football team competes in the Sports Partnership local league. Year 1, Year 2 and Year 4 all participated in whole class competitive sports events. Half termly sports house competitions for all pupils within the school to compete in.	Provide varied opportunities in after school opportunities for pupils. Review uptake and use pupil views to support club decisions.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				9%
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"> Opportunities for CPD are available and utilised 	<ul style="list-style-type: none"> Team teaching alongside professional coach Have specialists or sporting companies come in to deliver staff CPD: gym trail and cricket Purchase a scheme of work: Get set 4 PE and deliver a staff meeting Sports coach to be employed to mentor, coach one PE session and upskill members of staff. 	£660 SOW £1638	Staff are confident to delivery high quality PE lessons and continue to be inspired by active teaching and learning opportunities Pupils have access to high quality PE and sports teaching. Strong impact with sports coach supporting and modelling PE lessons.	Networking provides access to good practice, CPD, information sharing and relevant activity.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				29%
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:
Additional achievements: <ul style="list-style-type: none"> Provide opportunities for children to access a broad 	<ul style="list-style-type: none"> Set up several before and after school clubs: running, martial arts, fitness, football, gymnastics, multi 	Play equipment £4000	Children engage in and enjoy a wider range of sports Children become skilled in a	Children's skills are developed in working together and are able to transfer these to competitive sports

<p>range of sports, including new sports</p>	<p>sports, archery, dance, gym trail, golf, cricket, basketball</p> <ul style="list-style-type: none"> • YR5 and 6 children to receive Bikeability training • Essex Outdoors to lead a KS2 orienteering day • Develop termly house competition events • Increase the participation in competitive sports against other schools • YR2/5/6 to complete mini leaders and bronze ambassadors training • Two MDAs sent on training to promote active lunchtimes • New play equipment purchased: two basketball goals and table tennis tables • YR1 attended Teddy Lympics Competition • YR4 attended Superstars Competition • Year 2 attended Mini Games. • Whole school dance workshop (2 days) 	<p>Enrichment days £350 Training £750</p>	<p>wider range of sports</p> <p>Children have experience of healthy competition</p> <p>Children become more confident and resilient in competitive sport</p> <p>Children develop a sense of team work.</p>	
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<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation:</p>
				<p>17%</p>
<p>Intent</p>	<p>Implementation</p>	<p>Impact</p>		
<p>Your school focus should be clear what you want the pupils to know and be able to do and about</p> <p>Created by:   </p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Supported by:    </p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has</p>	<p>Sustainability and suggested next steps:</p>

what they need to learn and to consolidate through practice:			changed?:	
<ul style="list-style-type: none"> Increase pupil's opportunities and participation in competitive sport 	<ul style="list-style-type: none"> Sign up to whole-class competitions with CSSP Develop termly house competition events Enter YR6 boys football league YR1 attended Teddylympics Competition YR4 attended Superstars Competition Yr 2 attended Mini games 	£2933	<ul style="list-style-type: none"> Children partake in and enjoy competitive sport Children's skills are developed in working together and this will be transferred to curriculum PE 	Increased number of competitions the school participates in during 2023/24.

Signed off by	
Head Teacher:	Stephen Saunders
Date:	21/7/23
Subject Leader:	Stephen Saunders / Georgina Smith-Little
Date:	21/7/23
Governor:	Rachel Wiltshire
Date:	21/7/23