

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 carried over from 2020/21	£ 14,057
Total amount allocated for 2021/22	£ 31,776
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 12,292
Total amount allocated for 2022/23	£ 17,720
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£ 30,012

Swimming Data

Please report on your Swimming Data below.

<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 2023.</p> <p>Please see note above</p>	%
<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>	%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	%
<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				Percentage of total allocation:
				%
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"> • Raise an awareness across the whole school on the importance of physical fitness with regards to well-being, an aid to good concentration amongst the health-related benefits. • Pupils to engage in regular physical activities. • Pupils engage in activities during playtimes. • Pupils engage in focussed fundamental skills during 'active break' times. • Pupils to have opportunities to participate in extra-curricular activities on a wide range of skills. 	<ul style="list-style-type: none"> • Ensure pupil participation throughout the school in physical activities – registers. • Identify those children who are below age-related expectations for fundamental development and co-operation skills. • Each class able to access 2 sessions per week. • After School club led by specialist coaches – RugbyTots, Pro-Skills soccer. • 6 x after school club through the year led by SRBC Sports Coach. • Half Termly Festival days led by SRBC Sports Coaches. • Cluster competitions led by SRBC Sports Coaches. 	£1000 – equipment £6,000 – playground equipment		

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	<ul style="list-style-type: none"> Attend Regional events led by SRBC and School Games Co-ordinator. Termly local competitions led by SRBC. Re-introduce daily activities such as 'Active break' time. Coaching led by specialist coaches – RugbyTots. Improve playground equipment. 			
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation: %
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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?:
<ul style="list-style-type: none"> Improve engagement of pupils during physical activities. Develop outdoor playground activities during lunchtime and 'active break' time. Maintain high profile of PE in school by increasing number of pupils attending activities such as extra-curricular activities, festivals, local and regional competitions. Employ and develop Play leaders and Sports Leaders to increase participation of 	<ul style="list-style-type: none"> All pupils to engage in lessons. Children identified as inactive or less active to be given personal targets ie- complete 3 laps running during active minutes playtime. Registers kept of pupil engagement across the school to increase % of pupils participating in PE related activities. Pupils to take on roles of Sports Leader and Play 	£1000 Equipment for lunchtime activities £150 - Sports Leader training - SRBC	Sustainability and suggested next steps:

pupils in active sessions.	<p>leaders – trained by EL and complete training led by SRBC.</p> <ul style="list-style-type: none"> Improve playground equipment. 			
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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	
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"> Develop Subject Leader role in order to fully support Staff members in school and continue to highlight profile of Physical Education. Implement PE Passport planning and assessment App. Develop staff confidence in teaching sports within year groups through CPD, specialist teaching and team teaching where possible. Staff to participate in all activities led by Specialist Sports Coaches such as weekly curriculum delivery sessions and/or festival days in order to develop own skills and confidence. 	<ul style="list-style-type: none"> EL to attend termly Subject Leader meetings led by SRBC/SGO Staff to make use of PE Passport App for planning, assessment and demonstration of skills. Staff to fully participate during PE sessions led by Specialist Coaches (such as SRBC) 	£	Sustainability and suggested next steps:

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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		
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:
<p>Additional achievements:</p> <ul style="list-style-type: none"> Extend the opportunities for after school activities led by specialist coaches from SRBC Extend the opportunities for skills to be introduced through festival taster days led by SRBC. Develop outdoor physical opportunities for pupils in EYFS. 	<ul style="list-style-type: none"> Continue to offer after-school club led by sports coaches (Mon) Extend the range of activities offered – ie – Paralympics, Wheels club, Basketball, Dodgeball. Purchase equipment to develop Fundamental skills – access during ‘Active Break’ times. All classes to access SRBC festival days to have taster sessions in new sports. Arrange visiting coaches to introduce new sports to classes. (Taekwondo – Autumn, GB Athletes – Bobsleigher, sprinter, 	£		

	heptathlete, swimmer.)			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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"> • Access to the local Sports competition infrastructure, giving access to a wide range of local competitions and events which can lead to regional and national escalation, through the School Games project. • Access to friendly local sport competitions. • Maintain participation in events throughout the year – including intra-school events within school – class-class and within each class during lessons. • Take inspiration from others to form aspirations to gaining sporting achievements. 	<ul style="list-style-type: none"> • Access the events led by SRBC throughout the year– Autumn – Football, Girls’ Football, Tag Rugby, Sports Hall Athletics, Dodgeball, Inclusion event. Spring – Football (Girls and boys), Cricket. Summer – Dance, Bowling. • Organise and take part in locally organised matches with other local schools – football and futsal – coaching led by Mr Simms (Y6 parent) - Autumn. • Access sporting events, coaching and teaching links with Priory Academy. • Arrange visits from inspiring GB athletes to enhance pupils’ perception about sport. 	£		

Signed off by	
Head Teacher:	Helen Hesketh
Date:	September 2022
Subject Leader:	Elaine Lambert
Date:	September 2022
Governor:	Pat Jones
Date:	November 2022