

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** to the quality of Physical Education, School Sport and Physical they offer. This means that you should use the Primary PE and

- 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.



sustainable improvements
Activity (PESSPA)
sport premium to:

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Details with regard to funding

Please complete the table below.

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 2023.**

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

Swimming Data

Please report on your Swimming Data below.

impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2023. To see an example of how to complete the table please click [HERE](#).

Total amount carried over from 2021/22	£0
Total amount allocated for 2022/23	£17712
How much (if any) do you intend to carry over from this total fund into 2022/2023?	£0
Total amount allocated for 2022/2023	£17712
Total amount of funding for 2022/2023. To be spent and reported on by 31st July 2023.	£17712

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.

<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>	75%
<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 2021. Please see note above</p>	59%
<p>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</p>	55%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	79%
<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>	No

Academic Year: 2022/2023	Total fund allocated: 17712	Date Updated: 12/5/23
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Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: £1840
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:
Continue to provide staff training and development and quality ensuring its quality and impact in the classroom.	<p>Swimming conference 2023 (7th June)</p> <p>PE Leader to attend PE Network Meetings and LA cluster meetings termly.</p> <p>PE coordinator to closely monitor the quality of planning and assessment in all year groups and provide termly feedback to senior leaders.</p> <ul style="list-style-type: none"> - Half-termly planning meetings with PE HLTA to take place. - Assessments checked monthly. 	<p>£240</p> <p>£1600</p>	<p>All year groups have comprehensive planning saved onto the school system and pre/post assessments carried out for each unit within PE, saved to the PE Seesaw account.</p> <p>Assessments show that children's skills are improving particularly in areas such as striking and fielding, and Fundamental Movement Skills and this can be seen when comparing assessment grids across the year.</p> <p>PE Network Meetings attended alongside LA cluster meetings to increase participation in interschool</p>	<p>Continue working with staff for 21 out of the 2 weekly PE sessions to upskill their knowledge and confidence. This should be sustainable for future members of staff as current staff should be able to impart their knowledge successfully.</p> <p>PE file of planning, resources and assessment sheets available in school's online system alongside CPD notes for any future ECT staff.</p> <p>Next steps: PE coordinator to brief/support and train any new staff members. PE coordinator to attend meetings/courses and</p>

	<ul style="list-style-type: none"> - Learning walks to take place termly. - Team-teaching to take place weekly. 		competitions/festivals to supplement our offer from Education Enterprise Legacy (local SSP).	feedback any relevant information during staff meetings within school.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				£1560
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:
<p>1) For PE, 1 PE session is taught by our Sport HLTA, and the other is led by a teacher with support from HLTA.</p> <p>For PA, afterschool and holidays clubs to continue wherever possible.</p> <p>For SS, attendance and effort across the curriculum are encouraged and rewarded with additional SS opportunities.</p>	<p>Sport Leader to continue to raise PE profiles throughout the school by running additional clubs outside of regular school hours. This includes weekly afterschool clubs and camps during the holidays.</p> <p>PE intraschool competitions with participation and personal best medals/certificates given out termly, to engage and enthuse children. Annual colour run event.</p> <p>SS participation with SSP and local cluster.</p>	<p>£200 (equipment)</p> <p>£500 (equipment)</p> <p>£550 colour run</p>	<p>Breakfast club table tennis/pool/strategy board games runs five mornings a week and has regular attendance from at least two thirds of the overall intake.</p> <p>Performing arts runs once a week offering nonmainstream sports/activities/theatre craft dance that have appealed to a large range of children including those from underrepresented groups.</p>	<p>Highly sustainable as this role could be taken on by a PE coordinator if necessary or other members of staff.</p> <p>Sustainable as the children could take over responsibly for clubs (supported by staff), after short-term Sports Leader training.</p>

<p>Sport Week 2023</p> <p>2) Increase attendance of underrepresented groups by securing places in after school clubs and offering opportunities to take part in an exciting range of physical activities during the day. E.G. Dance club run by year 6 at lunch time.</p> <p>3) Create a PE reading spine for children to access to encourage love of sport and reading.</p> <p>4) Create a PE Council.</p>	<p>Continued use pupil voice (taking particular notice of children with low attendance) to develop activities that are offered throughout the day. Ensure a member of staff is available to support the different activities. Wider range of equipment purchased in order to increase enthusiasm.</p> <p>Pupil voice used to create a fun, reading spine offering children the chance to learn about new sports, great athletes and foster a love of all things PE.</p> <p>Chosen through voting and teacher selection, 6 children were selected to represent their peers and gather</p>	<p>£50 (snack funding for healthy treat – whole school)</p> <p>£150</p> <p>£10 (badges)</p>	<p>Multi-skills camps run during the Easter and Summer holidays offering places to underrepresented groups.</p> <p>Those which would normally avoid physical activity, now have a safe space where they can engage with sport through reading and have exposure to PA with the hope that they will want to eventually join in.</p> <p>Represented by the underrepresented groups, less active and lovers of sport outside of school (information</p>	<p>Next steps: Continue to work alongside the pupil voice PE Council to discuss how the PE profile can be further raised. Continue to build the reading spine whenever funds permit e.g., when we have free book tokens.</p> <p>Continue to develop council and appoint new members in July 2024.</p>
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	pupil vice/organise equipment/lead activities.		gather through pupil voice questions).	
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Key indicator 3: 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: £8106
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:
1) To continue the increase in children’s physical activity through Active Break/Lunch times and Active Blasts.	Sign up for the Active 30 pledge. Support PE TA to run exciting physical activities at play time with the focus on all children taking part in at least one activity each week (targeting the least active children which have been identified through questionnaires).	£0 £1000 (equipment for play times boxes for all of KS1 and KS2)	Pledged on the Active 30 online hub (20 mins per day). Each day most classes will endeavour to take part in an Active Blast for brain break/refocusing purposes.	Sustainable as timetables allow an allocated time during the academic day for physical activity (outside of the curriculum PE sessions).

	MOKI BANDS purchased for KS2 – Active Blasts encouraged weekly or whenever children need a ‘brain break’.	£200 (new batteries and certificates/stickers)	Half-termly the data for each class is reviewed and new challenges/personal targets are set. In Year 4, a child with typically low active engagement boosted their activity from around 3000 steps a day to 8000+ after only two weeks of using the bands.	Bands are sustainable as they have a great warranty and a relatively cheap to replace the batteries in. Next steps: Review effectiveness of the MOKI bands yearly/compare to other activities offered. Ensure children are still engaged/enjoying taking part through asking classes.
2) Improve the equipment offered to children during outdoor play to encourage better engagement with physical activity.	Purchase permanent goals with basketball, football and mesh fencing to attach other equipment to. Purchase thermoplastic playground markings to be used by sport leaders e.g., Dance With Me markings and an Adventure Trail	£3450 £3456		Train play leaders to effectively use the outdoor markings.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation: £2000
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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:

<p>1) Offer a wide range of activities outside of the curriculum to all the year groups.</p>	<p>Offering after school activities led by staff.</p> <p>Offering activities within school led by sports leaders.</p> <p>Offering multi-skills clubs ran by staff during the school holidays.</p> <p>Attend various cluster festivals within the local community.</p> <p>Residential stay offered in an OAA complex for upper KS2 (summer 2023).</p>	<p>£2000</p> <p>(golf equipment, running sheets, fitness dice, goal ball set, pokeyballs)</p>	<p>Before school breakfast club activities offered to all children from years 1-6.</p> <p>After school physical activities offered to all children from years 1-6.</p> <p>Competitive football offered one night a week to upper KS2 (extended to lower KS2 in the summer).</p> <p>Easter/Summer multi-skills camps offered to years 1-6.</p> <p>Festivals attended across all key stages in a wider range of sports such as tri-golf, boccia, curling.</p> <p>OAA residential trip.</p>	<p>Highly sustainable as all before, after school clubs and holidays camps are ran by staff within the school except one which is not funded by the Sport Premium.</p> <p>Sustainable to attend cluster festivals as these are organised by our own cluster of teachers and supported freely by the local secondary school (Parkside Academy).</p> <p>Next steps: Continue to offer a varied range of activities around the curriculum for all children to enjoy. Monitor the attendance of these clubs, ensuring that underrepresented groups are able to attend as many as they wish (free of charge).</p> <p>Continue to meet and organise local cluster festivals with community links to local clubs/secondary schools.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
Intent	Implementation		Impact	£4180
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:
1) Children gain a better understanding of competitive gameplay through attending festivals and holding interschool competitions.	<p>Accept the festival offer from Education Enterprise Legacy (SSP), and attend these events every half-term.</p> <p>Take part in local cluster festival programme.</p> <p>Host one festival for other children in the area to attend.</p> <p>Take part in School Games programme. Aim for Gold Award.</p>	<p>£1650 (SSP)</p> <p>£2000 (transport)</p> <p>£100 (equipment)</p> <p>£400 (equipment for festivals – only need to purchase once)</p> <p>£0</p>	<p>Intraschool competitions ran once every term by PE coordinator during lunch time. E.g., Athletics in the spring term. Dodgeball in the summer term.</p> <p>Interschool activities ran by each school in our LA cluster group and attended at least once every term.</p> <p>School Games have awarded the school silver since 2018. We are aiming to receive gold next year through participating in not only SSP festivals, but also competitions and CVLs.</p>	<p>Local festivals could be sustainable due the lack of need for transport.</p> <p>SSP festivals could be less sustainable to funding for transport. This would need to be carefully considered ion 2024.</p> <p>Next steps: Monitor the attendance of both intra and interschool school festivals to ensure we meet the requirements of the School Games Gold award.</p>

	Engage in football matches with other schools from the local area.	£30 (maintain cup/emboss)		
Signed off by				
Head Teacher:	<i>[Signature]</i>			
Date:	19/06/2023			
Subject Leader:	<i>[Signature]</i>			
Date:	19/06/2023			
Governor:	Cllr O Gunn			
Date:	19/06/2023			