

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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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 2021/22	£18,777
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2022/23	£17,615
Total amount of funding for 202/23. To be spent and reported on by 31st July 2023.	£17,615

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>	100%
<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>	100%
<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: 2020/21	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:
Promote the importance of healthy living by increasing the pupils activity levels post Covid. To extend and promote opportunities to engage more pupils in extra curricular sports. Develop the EYFS outdoor space so it can be used for more purposeful physical activity and development.	Increased activity levels at playtime and lunchtime by purchasing new equipment and individual class bags of equipment to be taken out daily. Progressive Sports to run lunchtime clubs 3 days a week to engage more pupils in activity. High quality PE lessons of 2 hours per week. After school clubs 3 days a week led by Progressive Sports coaches	£194.88 Part of Progressive Sports package £8630.40	Pupils are more engaged and motivated at play and lunchtimes and equipment is well used. Equipment is always available and staff promote the use by modelling games etc In pupil voice and surveys all children can talk about what a healthy lifestyle is and looks like. EYFS now have specific areas and resources to promote the area of physical development.	Equipment will need to be replenished annually. Consider “Play leader” role for UKS2 pupils to promote games and activities. Monitor the uptake of activities. Monitor the children achieving a GLD in physical development alongside EYFS leader.

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	
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>Increase the number of pupils including pupil premium and/or disadvantaged pupils involved in extra curricular activities.</p> <p>Further embed iPEP as a tool to develop skills and ensure all pupils make progress in fundamental skills.</p> <p>PE leader to continually update the PE board showing the success and encourage pupils to join school clubs and teams</p>	<p>All pupils are offered the opportunity to participate in clubs – no financial barrier to families.</p> <p>Regular staff support from PE leader</p>	<p>Progressive Sports (as above)</p> <p>iPEP subscription £500</p>	<p>Post covid the uptake of clubs has been positive and remain high with clubs filling up quickly.</p> <p>Staff confidence and skill has increased</p> <p>High number of pupils share outside sporting achievements weekly from a range of clubs.</p> <p>PE leader updates display termly to inspire and celebrate successes (also on Class Dojo)</p>	<p>Continue to invest in partnership with Progressive sports and professional coaches who can inspire and coach.</p> <p>Continue to participate in local school and CSET competitions.</p> <p>Monitor long term PE plans.</p> <p>Move board to a more central space in school so more pupils see it.</p>

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	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:

consolidate through practice:				
Embed the use of iPEP as an assessment tool to identify more able pupils.	New staff are well trained (inc ECTs) in how to use iPEP assessment tool and a clear progressive curriculum map identifies skills and gaps.	As above	Staff confidence has increased and pupils are identified for competition and teams.	Monitor the teaching of PE and use of assessment to identify pupils who are more able or who need intervention.

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:
Additional achievements: Football and netball teams in UKS2 coached and compete on local competitions. Progressive Sports enrichment days across the year to introduce pupils to a wider range of sports and activities. Series of specialist PE sessions with CSET sports coaches. Attendance at CSET run	Teams run by qualified coaches and compete in competition. Arrange with PS and ensure a wide range of activities are on offer Book sessions with CSET and ensure a wide range of activities are available to all.	Part of CSET partnership £3255 Part of Progressive Sports package	Children have been enthused and encouraged to take part in a wide range of activities. Children have competed well in a range of competitions. Football and netball teams have played and competed against local schools.	Ensure clubs for 22/23 continue to introduce pupils to a wide range of activities Ensure all year groups are given the opportunities to compete and take part Continue to monitor pupils who take part in activities and sports outside of school. Continue to make connections with the community/parents with sporting careers/backgrounds

athletics/competition days for both
KS1 and KS2

Key indicator 5: Increased participation in competitive 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?:	Sustainability and suggested next steps:
Continued participation in CSET competitions to develop a sporting community	Children in all year groups are offered the opportunity to take part in CSET competitions.	Part of CSET partnership £3255	Year groups have attended a wide range of events this year and parent support has been positive.	CSET partnership to continue 22/23

Signed off by	
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Date:	31.07.2023
Subject Leader:	C Hedderwick
Date:	31.07.2023
Governor:	Shelley Weekes
Date:	