

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 2021-2022	£8710
Total amount allocated for 2022/2023	£16,411.00 (£25,121)
How much (if any) do you intend to carry over from this total fund into 2023/2024?	£0
Total amount of funding for 2022/2023 To be spent and reported on by 31st July 2023.	£25,121

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	
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 2022. Please see note above	100%
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?	100%
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: 2022/23		Total fund allocated: £16,411	Date Updated: 19 June 2023	
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:
Engage in regular physical activity during school hours. Use playtime for playground games and play games related to PE that they have learned in these sessions.	Purchase additional playground equipment to replace old/damaged/lost equipment such as skipping ropes; footballs etc. Play ground zoned off by new line markings to facilitate more structured games.	£463 £632	Playground zoned into specific areas for exercise and rotas in place so all children get to access a range of equipment throughout the week, safely. The children are very active during lunch times, play times, and ask for equipment to play with such as hoops and skipping ropes. Children have been accessing a range of equipment and developing new skills.	Replace items due to wear and tear. Develop pupil voice on how this should be maintained fairly throughout the year – school council/play leaders.
High-quality teaching in PE sessions by a qualified coach (including after school sports clubs).	Qualified Coach (Progressive Sports) – after school sports club to include a range of different sports over the year to develop a range of skills in children.	£8225	Children have learned to work in small teams and this is followed into class to support group work and supported their growth mindset. Infants have enjoyed the after school club and have developed their fundamental skills.	Microsoft Forms Questionnaires to children and parents to continue to ascertain children's interests.

			Children have developed their resilience with each other.	
Introduce children to Orienteering	Jim Jenkinson create a fixed course and demonstrate a temporary course. Installed fixed course Train staff	£936	Classes used the skills learned from training in geography/PE sessions. Children enjoying seeking things and working puzzles out. Used in many cross curricular activities and also in various “treasure hunts” either as individuals or in small teams.	Introduce as a club if enough interest. Staff to continue to use throughout the year.
Encourage children to be physical on their way to school by being safe on their bicycles.	Use of SSP (School Sport Partnership) Bikeability	Cost is part of the subscription to RDSSP.	Y6 children took part in Level 1 and Level 2 bikeability.	Continue with subsequent Y6 cohorts.
To engage all year groups in physical activity over the academic year	RDSSP Affiliation – various sporting activities and competitions throughout the year (bikeability, football, rounders, cyclocross, athletics, potted sports etc).	£750	Increased participation in a range of sporting activities.	Continue to subscribe to RDSSP as an affiliate member.
To be curious about the outdoors and physical activity that is suitable for those who cannot be involved in continuous, strenuous movement	Continue to support children in looking after our hives and honey bees.	£ no cost	Children are knowledgeable about bees and know their importance. Children have developed a sense of justice towards pesticides	Develop an eco-council to be more active with their voices for small insects and the environment and human impact.

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:
Celebration of achievements outside and inside school Celebrate a child per class each week for sporting/physical achievements with a certificate to improve children's confidence	Achievements celebrated in assembly weekly. Purchase sporting certificates and rosette style stickers Achievements section on newsletter Children talk about their successes and out of school hobbies.	£50	Improved participation in PE Staff have a greater awareness of children who do not participate in PE Children rewarded for out-of-school sporting success in front of peers. Children are proud to showcase their hobbies. Staff aware of children's hobbies/talents	Record which children share success in sport in assembly. Signpost those children who have not shared in assembly. Actively encourage and invite visitors to share. Invite sports 'heroes' in to school to inspire.
School Games Mark https://www.yourschoolgames.com/how-it-works/school-games-mark/ Sign up and achieve the award and encourage children to participate in sport and in being active throughout the day.	Sign up PE leader to take lead Engage children in competitive sports through clubs and supporting teachings with their CPD in the curriculum	None at present.	<i>Predicted impact: children to participate in more competitive sports and achieve own goals to develop themselves</i>	Sign up to School Mark games
Introduce children to Orienteering	Jim Jenkinson create a fixed course and demonstrate a temporary course. Install fixed course Train staff	£ As above	Classes used the skills learned from training in geography/PE sessions. Children enjoying seeking things and working puzzles out. Used in many cross curricular activities and also in various "treasure hunts" either as individuals or in small teams.	See Above

Physical Literacy Provide some of our children (who have SEN and other medical needs) with the ability to move with competence and confidence in a wide variety of physical activities, that lead to the healthy development of the whole child.	Teaching Assistant allocated dedicated time throughout the week (5 hours per week) to support and help develop the children.	£3840	Physical literacy has helped in the way in which the children have engaged in and understand physical activity. It has offered an alternative approach to encourage the children to engage in physical activity to improve themselves by developing their physical, cognitive, emotional, and social attributes.	Factored in to support children going forward for future years.
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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:
Offer a wide range of activities within the curriculum and outside to get more pupils involved. Focus on children who do not involve themselves in physical activity as much as others.	Weekly multi-games after-school club/sports club provided for all children. Subscribe to RDSSP for wider sporting opportunities.	See above	More children attending sporting clubs due to popularity and range of activities.	Extracurricular provision offered to children across the primary school. Participation in SSP activities and competitions. Investigate local sports clubs such as karate, taekwondo, cycling to come to do an assembly and/or workshop.
Offer a range of after school clubs Football, Dodgeball and Multi-sports, Hunt the Flag. Requested by children and parents.	Clubs to be run on a weekly basis. Good take up of clubs.	See above	Improved participation in PE.	Find competitions using RDSSP

Provide a wider range of opportunity for outdoor physical activities.	Forest school to be run as part of the curriculum on a weekly basis. Staff to be trained/developed to lead this.	£4158	Forest School will help children develop: self-awareness, motivation, empathy, social skills, communication skills, independence, self-esteem and confidence, physical skills including the development of both gross and fine motor skills.	To embed Forest Schools as part of the curriculum so that it is delivered on a weekly basis to all children. Continuity of trained staff.
Provide a wider range of opportunity for outdoor physical activities.	Continue to develop front and sensory gardens.	£317	Developing different sorts of physical skills. Children learning about pride and ownership and helping the environment. Developing teamwork and commitment to support their school and community. Will enable work to link in with the management and upkeep of our bees and bee hives.	A continual project throughout the year as the seasons change. Once established, to be maintained in future years.
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:

SSP provide competitions through the subscription. Any additional costs will be noted here when competitions are booked.	Waiting for external competition information	£750 (detailed above)	Increased development in sporting ability.	Continue to ensure that areas of competitive sport are part of the curriculum we offer. Continue with membership to RDSSP. Look for additional providers for after school sports clubs for September 2023 to enhance our wrap-around care package.
Enter local sports competitions	Bunting Cup (Football Competition)	£20		
Attend a 2-night residential with another school to participate in competitive sport and play sports not played at school or out of school	Children's subsidy to Pine Lake residential in Barrow upon Trent Archery, Nerf, Canoeing	£500	Children made new friends and were able to compete in a friendly way. New skills were learned from the access to different sports. Some children returning to Pine Lake in the summer holidays.	As above

Signed off by	
Head Teacher:	Chris Layhe-Humphreys
Date:	27 June 2023
Subject Leader:	Vicki Parkin
Date:	27 June 2023
Governor:	Tony Jones
Date:	27 June 2023