

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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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 2022/23	£16960
Carried forward from 2021/22	£0
Total amount allocated for	£16960
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17010

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 2021. 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	100%
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?	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: £16980		Date Updated: Sept 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:
					£2500 15%
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?:	
Children are increasing their fitness. They are improving their skills in running over a distance. More children are engaged in sports, including some who were previously reluctant and struggled with coordination difficulties. They are improving their skills in a range of games through mass participation not just those children who have always loved sport.	Weekly 2 lessons of PE Daily Run a Mile Play and sports equipment for breaks and lunchtimes Organised sports at lunchtimes Assault course, adventure play area		£1200 to fund TA hours at lunchtimes and play equipment £250 repairs to running track – materials and time.	Children are very much engaged in active and energetic play and they are involved in organised games. It is noticeable that children who were reluctant participants in sports previously are now fully involved.	
To ensure that there is always plentiful, well-organised and good condition equipment available for children to play with at breaks and lunchtimes often facilitated by adults and Y6 sports leaders.	Buddies bring out equipment on rota and sports leaders organise games with younger children. Regular audits ensure that equipment is replenished regularly.		£400 equipment	Children are purposely engaged at breaks and lunchtimes and develop their motor skills and sporting skills using a range of equipment.	
			Continue to replenish sports equipment and continue to schedule TA organised sports at lunchtimes.		
			Continue to keep this aspect as high priority and ensure that equipment is well looked after by children.		

Children in Year 5 trained as sports leaders in summer term so they can begin to work with younger children organising sports and games and continue this through Y6.	Sports leader programme run by Scott Wilcock and all Y5 children take part.	£200 course	Children develop leadership skills and importance of physical activity and games is emphasised.	Children pass on games which can then be passed onto other children creating a virtuous cycle.
All equipment kept in good order to ensure that the children have maximum opportunities to develop sporting/ physical skills at breaks and lunchtimes	Regular maintenance of climbing frame/ adventure play area/ assault course/ running track	£450	Children have access to excellent facilities to encourage physical activity on a very regular basis.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: £3400 20%
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:
For children to be aware of the value of regular and frequent physical movement and exercise in a range of contexts including sports, gardening, outdoor learning, play, outdoor adventurous activities, yoga, etc.	Children are engaged in outdoor learning and forest schools. Our after-school club is largely based outdoors. Children are engaged in physical activity with gardening and other outdoor activities. Children go on an annual visit to Borwick Outdoor Centre for a day's adventurous activities. Y5/6 children go on a residential for a week's adventurous activities. After school clubs include forest schools, gardening, yoga and fitness circuits.	£2300 Borwick subsidy £300 Gardening club staffing	Children are noticeably active around school. During whole class or whole school gardening days, their stamina is good and they understand the importance and value of putting in physical effort, both to get the job done and to keep fit. Children's confidence and ability to take risks, persevere and work as members of a team increase significantly due to the adventurous activities the participate in.	Continue to fund Borwick day for all year groups.

Repairs to the adventure playground, climbing frame, assault course, new rubber mulch	Adventure playground safe for children to play on and develop their motor skills.	£800	Children are active and have good motor skills which transfer to all physical activities and sports.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	£6100 36%

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:
To equip teachers with a clear understanding of the progression of skills across all disciplines within the PE curriculum. To ensure that the school offer in PE is consistently high quality with a clear progression of skills and capabilities from YR to Y6.	Our specialist PE teacher works with all teaching staff, assisting their practice and ensuring they develop a good understanding of the development of PE and sports skills.	£4500 for teacher and gym club £1400 new PE equipment	All teachers feel confident to teach PE well and they feel that their skills and continually being developed through the input of the specialist teacher. Children are making good progress within lessons and within and across year groups. PE is very broad and balanced and there is high quality resourcing and equipment in place	Teachers to do more lessons to be observed by the specialist PE teacher to further develop practice.
Subject leader has up to date skills and knowledge and is kept abreast of all new developments	Attendance at CPD events/ subject leader networks/ meetings with subject leader. Time out of class for monitoring and evaluation.	£200	Subject leader is confident in knowledge of subject and what is happening throughout school.	Subject leader continues to have the opportunities to work alongside experts and to monitor sports and PE in school.
Meeting between PE subject leader and sports area coordinator to assess against the Sports Gold Mark	Assessed against mark		Achieved mark for involvement of children in PE, sports and competitions.	Continue to offer the children a wide range of sports experiences and access to competitions and events.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:	
				£3260	19%
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:	
Children have access to skipping for fitness workshop to develop skipping at breaktimes in varied activities	Skip for fit day.	£165	Children transferring skipping games to breaktimes	Repeat activity biannually	
Children to participate in a wide range of sporting activities both in school and in extra-curricular activities. To develop orienteering skills across the whole school. This to be used across the curriculum.	Extra-curricular clubs and special visit days by sports coaches broaden children’s experiences and participation in a wide range of sports and physical activities including football sports coaches. Specialist coaches in school for sessions – rugby, cricket, streetdance, etc. New orienteering maps and course provided by a specialist company with training for staff.	£800 £2295	Children participate in different sporting and physical activities through after school clubs: Yoga, forest schools, dance, fitness circuits, football, gymnastics, etc. Children have access to good quality orienteering and develop their fitness as well as geography skills. Other areas of the curriculum are enriched through using the course in a cross-curricular way.	Children develop skills and an openness to new sports and experiences. They can develop expertise in these activities with sustained participation. The course is established and can be used for many years. Staff are trained to ensure that it is used extensively and there is clear progression in skills.	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:	
				£1720	10%
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:	
Children to participate in a wide range of sporting activities in competitions with neighbouring schools. This is to increase their engagement, skills and experience of competition.	Membership of the local small schools' sports partnership. Coach travel to competitions and events. Inter-school football matches organised. Football kits, balls, nets	£800 £420 £500	Children have participated in a large number of competitions and events across the whole age range from Y1-Y6. They have grown in confidence to do the sport and to go to a different environment to participate.	Continue to be members of the sports partnership and participate in sports competitions. Widen the number of staff able to take children to competitions.	

Signed off by	
Head Teacher:	Nicki Bradbury
Date:	Sept 23
Subject Leader:	Wendy Keates
Date:	Sept 23
Governor:	Chris Stephenson
Date:	Sept 23