

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.

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| Total amount carried over from 2019/20 | £ 1032.00 |
| Total amount allocated for 2020/21 | £ 18,879 + £ 1032.00 = £ 19,911 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £ 19,67 |
| Total amount allocated for 2021/22 | £ 18,740 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £ 20,707 |
| Total amount of funding for 2022/23. To be spent and reported on by 31 st July 2023. | £ 18,720 |

Swimming Data

Please report on your Swimming Data below.

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| 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 | Pre top up 50% |
| 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 | Pre top up 20% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | Pre top up 38% |
| 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 |

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.

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| Academic Year: 2022/23 | | Total fund allocated: £18,720 | | Date Updated: 7.11.22 | | |
| Key indicator 1: The engagement of all 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 | | | | | | |
| Intent | | Implementation | | Impact | Review | |
| 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 increase pupil participation in sport and physical activity. | | Continuing with adult led activities during lunchtime and break time. Increase the variety of games and sports used on the playground to encourage greater participation and enjoyment. Top up play boxes and introduce craze of the week. Replenish specialist sports equipment. | | £400 £846 | All children to become active at dinnertime and be active for at least 30 minutes a day. Children can try new sports and activities in a fun atmosphere. | |

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| To relaunch daily Golden Mile. | Track the time to complete the Golden Mile. Set class targets and introduce rewards. Purchase certificates and prizes. | £100 | Pupils will be physically active outside having impact on mental and physical health. | |
| To encourage physical activity throughout the day and promote walking to and from school. | Use assemblies and walk to school week to promote a healthier lifestyle. | | More children are choosing to walk, scooter or cycle to school increasing minutes of exercise per day. | |
| To promote additional outdoor play opportunities in Year 1 by improving the outdoor area. | Astroturf an area of the Year 1 outdoor provision. | £5000 | Pupils able to use the outdoor area in all weathers. Increasing active minutes and promoting mental wellbeing. | |

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

| Intent | Implementation | | Impact | Review |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|---------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------|
| <i>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:</i> | <i>Make sure your actions to achieve are linked to your intentions:</i> | <i>Funding allocated:</i> | <i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i> | <i>Sustainability and suggested next steps:</i> |
| Ensure a range of after school clubs are available to both key stages. Children to be aware of what clubs are on offer both in school and the wider community. | Teachers and providers to promote a range of afterschool sports clubs | £1520 | All clubs at capacity. More children are choosing to participate in all key stages. | |

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| Children should understand the benefits and importance of being physically active. | Healthy living week. Assemblies. Bike Ability. Swimming lessons. PE lessons. National Scooter Day. National Skipping Day. | No cost | Children understand how to lead a healthier lifestyle and to make healthier choices. | |
| Celebrate children's sporting achievements to motivate and increase participation. | Celebrate children's sporting achievements to motivate and increase participation. | No cost | Children and parents are more aware of sports and pastimes on offer in the local area due to school promoting out of school clubs, therefore more likely to participate. | |
| To understand the importance of a healthy lifestyle. | Build on the success of the Healthy Living week where children explore all aspects of a healthy lifestyle including mental health and wellbeing. | No cost | Children will have the knowledge of how to lead a healthy lifestyle. | |
| To understand the importance of healthy eating | Promote healthy lunch boxes and snacks through displays and rewards. Offer parents and children school meal 'taster' sessions to increase uptake of school meals which offer a balanced diet. | No cost | Improved healthier food choices and better understanding of the benefits of a healthy balanced diet. An increase in the number of pupils taking school meals. | |
| To gain the School Games Award as a tool for school self-assessment and improvement. | Apply for the School Games Award | Release time for PE lead to carry out audit and action plan. Funded from school budget. | School will have a clear action plan for self-improvement following consultation from external experts. Strengths of current provision will be identified. | |

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| Provide additional swimming lessons for children who do not meet the national curriculum. | Target children in Year 6. On site swimming pool for a 2 week period. | £1600 | More children have met the national curriculum of swimming 25m unaided. | |
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

| Intent | Implementation | | Impact | Review |
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| <i>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:</i> | <i>Make sure your actions to achieve are linked to your intentions:</i> | <i>Funding allocated:</i> | <i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i> | <i>Sustainability and suggested next steps:</i> |
| <p>To provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively.</p> <p>To increase confidence and knowledge of all staff in the teaching of PE and sport.</p> <p>To improve pupils' skills.</p> | <p>All staff to work alongside specialist sport coaches (R-6). Teachers to take part in team teaching with coaches. Key skills progression is available and used by specialist coaches. Planning is shared with staff so that they can identify how skills link, develop and progress into one another. PE key vocabulary is taught by sport coaches and staff. Observe teaching and learning of PE/via drop ins and provide feedback.</p> | <p>£4690 Sports Coaching Group</p> <p>£4464 Specialist Athletics and Gymnastics Coach</p> | <p>All staff trained and equipped to deliver effective PE lessons leading to improved progression of skills through the school. Observations show the improvements in teaching of PE. Observations will clearly demonstrate the teaching of skills, followed by the opportunity for children to apply it.</p> | |

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| To provide staff with expert cricket training. | Chance to Shine Cricket coaches to support staff to deliver QFT in cricket. Staff Training. | No cost | Staff to gain expert knowledge and skills to deliver QFT cricket lessons. | Further develop staff skills and knowledge to enable them to teach high quality effective lessons. |
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

| Intent | Implementation | | Impact | Review |
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| <i>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:</i> | <i>Make sure your actions to achieve are linked to your intentions:</i> | <i>Funding allocated:</i> | <i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i> | <i>Sustainability and suggested next steps:</i> |
| For children to participate in cycling and to become aware of the hazards on the roads so that they can keep safe. | Year 4 and Year 5 – Bikeability. Have cycling lessons in school to prepare them for cycling safely in the local area. | | More children can ride a bicycle safely and confidently. They are choosing to cycle to school and are more active. | |
| To offer child-initiated clubs to improve participation. | Sports Coaching to run a variety of after school clubs. | (See KI2) | Children are choosing clubs that interest them, therefore more children are trying new sports which leads to an increase in participation. | |

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| House matches to take place each term to maintain profile and provide opportunities. | Run House matches each term. (2 each term/half termly) Certificates and trophies to be purchased. House captain badges purchased. | £100 | Children are exposed to different sports and share in the experience of team sports. | |
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Key indicator 5: Increased participation in competitive sport

| Intent | Implementation | | Impact | Review |
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| <i>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:</i> | <i>Make sure your actions to achieve are linked to your intentions:</i> | <i>Funding allocated:</i> | <i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i> | <i>Sustainability and suggested next steps:</i> |
| To increase pupil participation in Inter/intra competitions in all sports and sporting events. | Sport clubs and lessons to identify talented children across all sports. Target children to come to clubs and competitions. Promote Girls' football and ensure they have the opportunity to participate following the success of the Women's Euros | | An increase in numbers attending sports clubs and competitions. | |
| To partner with other schools to run sport activities, clubs and competitions. To offer more opportunities for KS1 to participate in competitive sports | To develop links with local colleges and high schools. | No cost | Increased pupil confidence and pupil participation. More opportunities for pupils to participate in competitive sport | |

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| Signed off by | |
| Head Teacher: | C Adlington |
| Subject Leader: | M Giblin |
| Governor: | S Cross |
| Date: | 7.11.22 |