

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 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 2021/22	£19,985.04
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19,572
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£18,525.67

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	65%
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	57%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	35%
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:	Date Updated:	Percentage of total allocation: % £3,145
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				
Intent	Implementation		Impact	Sustainability and suggested next steps:
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?:
Physical activity to be used more regularly across the school day. Not just PE lessons, break and lunchtimes and after school clubs and comps.	Teach active membership and CPD so that all staff can use this to deliver Active Maths lessons.		£575 per year	Students are closer to achieving their 30 active minutes across the school day. Also allows opportunity to learn in an alternative way.
Increase the activity levels of students outside lesson times by running student led activities i.e. energy club.	8- 10 sports leaders to be trained up by KW in the Primary Playmakers Award.		£99 per year	Once they have completed the 6 hour course they can start running physical activity sessions with other students to increase the skills and physical health of these students. It will also improve the confidence, communication and leadership skills of the leaders.

<p>Purchase of equipment that our Sports Leaders can use whilst delivering their sessions.</p>	<p>Once 8- 10 sports leaders are trained by KW in the Primary Playmakers Award, pupils will begin delivering sports sessions to other pupils.</p>	<p>£855</p>	<p>Once they have completed the 6 hour course they can start running physical activity sessions with other students to increase the skills and physical health of these students. It will also improve the confidence, communication and leadership skills of the leaders.</p>	<p>Monitor, organise and maintain the equipment in order for it to last longer before the need to purchase new equipment.</p>
<p>Purchase of equipment to prevent participation barriers during PE lessons and provide more opportunities for pupils to be active at break and lunch times.</p>	<p>-Complete regular PE audits. -Order equipment from a range of suppliers.</p>	<p>£1616</p>	<p>Reduction of any possible barriers of children not being able to participate due to lack of equipment.</p>	<p>Monitor, organise and maintain the equipment in order for it to last longer before the need to purchase new equipment.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: % £2,509.67
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:
Improve experience of girls in PESSPA	5 GALS selected from each school to investigate, plan and deliver a project	£1200 £222.17 for kit £60 guest speaker	More awareness across schools of Gender Sport Gap in order that attitudes towards improve.	Join with previous years GALS in order to make a long term change.
Give students the opportunity to hear from a high-performance athlete and how they have overcome challenges. This will give a chance for reflection of how they can use some of the lessons in their own lives.	Athlete mentor from the Youth Sport Trust to come and do a whole school assembly and a Y6 workshop focussed around transition to high school.	£247.50	Students will be inspired to work hard to overcome challenges in all aspects of their life- not just sport.	Ensure each year every student gets the opportunity to hear a different story from a different athlete.
Increase members of staff's pride in representing the school during inter school events and P.E. lessons.	New staff kit to be used when students are taking part in competitions, festivals and P.E. lessons.	£780	Members of staff feel a sense of belonging and pride when representing school. This will then reflect on students.	Maintain the high standards in regards to representing the school In the most professional way.
Sport is part of our weekly celebration assemblies to ensure whole school are aware of the importance of PE and School Sport, which will encourage and inspire all students to aspire to participate in school sporting events, competitions and physical activity.	Achievements from sporting events announced in assembly, on website, twitter feed and school newsletters. Achievements of teams and individuals at sporting events (School Games etc.) celebrated in assemblies, with certificates / trophies handed out.	£0	The profile of PE for both staff and students is raised. Increased aspiration of students to want to be involved in school sport and competitions. Increased participation of children in school sport and competitions. Improve confidence and self-	Continue to provide this opportunity of celebration for new students entering the school. Celebrate more outstanding sporting achievements of pupils outside of school at their local clubs. Recommend local clubs to join

			<p>esteem of students. Increased aspiration of children in class; mirroring the desire to succeed and compete in the classroom.</p>	<p>if children are interested.</p>
			<p>Improved pupil attitudes to PE and school sport. Attendance / participation registers. Pupil voice Communication on website / Twitter feed / letters and newsletters home. Enhanced communication with parents and carers. Positive impact continuing to be seen on whole school outcomes.</p>	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Intent	Implementation		Impact	Percentage of total allocation:
				% £12,546
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:
Use of high quality planning to ensure progress, personal development and health and safety of all students.	Use of Get Set for PE across the Trust from Nursery until Y6.	£1375/ 3 years	Staff feel confident when delivering a wide range of physical activities in PE lessons.	Use of our hands, head, heart assessment model to inform focus of PE lessons. Staff should be able to use professional judgement when to move on to next activity rather than just working through STP.
Give staff access to wider opportunities and information in regards to PESSPA	Membership to YST offering increased CPD opportunities and information/ research into these areas.	£210/ year	Staff have increased knowledge into the wider context of PESSPA and it's importance in young peoples physical and mental health.	More CPD for all staff in order that they can improve their practice and contribution to PESSPA within the school.
Use of KW (PE, SS and Well being coordinator) to improve the quality of education in PE and also quality of performance in sport.	Regular meetings with KW in order to inform about strengths and weaknesses of our school's PESSPA offer. KW to work with specific members of staff in their PE time. Begin with ECTs then staff that, through both self and staff reflection, feel they may need more support.	£3917	Staff confidence improved so students receive higher quality lessons therefore more progress made across schemes of work. This will, in turn, improve performance levels at PAT Games and School Games events.	Analyse extra-curricular offer in order to allow more students to access sport and physical activity across school day. Staff members could run these activities through activity specific CPD.

Key indicator 5: Increased participation in competitive sport

Intent	Implementation		Impact	Percentage of total allocation:
				% £325
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:
Engagement in both inter and intra school sport offering opportunities across age groups, gender, SEND etc.	Regular participation in both the PAT Games and School Games. (both competitive events and festivals) Also, more intra school competitions i.e. Y3/4 interhouse football alongside the regular cross-country competition.	£280 coach to De Lacy Academy for 5 Towns Cross Country Event on 14 th October.	KS1 and KS2 students should have the opportunity to take part in competitive sport across the school year.	Look at how we can further engage KS1 in competitive sport.
Raise the profile of the PAT Games through a 23/24 championship	Medals bought for individuals. Spirit of the Games trophy for overall school. Championship trophy for overall winning school.	£45	Higher levels of engagement, participation and better understanding of the importance of taking part in the PAT Games.	Track the % of students that are accessing these events and ensure there is opportunity for all.

Signed off by	
Head Teacher:	<i>D. Wilbor</i>
Date:	<i>12/7/23</i>
Subject Leader:	D. Wilbor
Date:	12.07.23
Governor:	<i>A. Small 17/7/23</i>