

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 2023.**

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 2022. 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 carried over from 2020/21	£0
Total amount allocated for 2021/22	£0
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£16,250
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2022.	£16,250

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 2021.</p> <p>Please see note above</p>	%
<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>	%
<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: 2022/23		Total fund allocated: £16,250		Date Updated: January 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:
<p>Increase the numbers of pupils engaging in physical activity and play during unstructured times.</p> <p>To develop active breaks (YST) throughout school to improve well being and activity levels of all pupils.</p>	<ul style="list-style-type: none"> Invest in a range of new and engaging indoor and outdoor resources to support staff to setup and effectively run physical activities during lunch and break times Staff offer a variety of sporting options at break and lunchtimes for all pupils but specifically the least active. To provide CPD opportunities for staff and pupils to be trained for active breaks. 		£2500	Sports leaders and staff have offered structured active breaks and this has had a positive effect on the students health and engagement during parts of the day	Sports leader to teach other students how run the active breaks
An after-school club is established and accessed regularly by a range of pupils	<ul style="list-style-type: none"> An after-school sports club is established and offered to pupils at least once a week. The least active are encouraged to attend via a range of engaging and targeted activities. 		£1000	Clubs have provided students with the opportunity to continue to experience sports out of lessons	To build on this and to offer clubs that are in demand
					Percentage of total allocation:

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				%
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:
There are a range of additional opportunities during the school day and via the curriculum for pupils to be engaged in physical activity	<ul style="list-style-type: none"> Class teachers plan and use a range of physical activities through their teaching, including, Active Phonics, Outdoor Learning, Wake Up, Shake UP (L1) and brain breaks. 	£1500	Students are more settled and enjoy the breaks from more academic structured activities	To other this opportunity to other students
Pupils are actively encouraged to take on leadership / volunteer roles to support the delivery of sport and physical activity across the school.	<ul style="list-style-type: none"> PE staff implement a buddying system between upper and lower school to support lessons and after school clubs. 	£500	Sports leaders have supported and coached their younger peers	For sports leaders to coach external students

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 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 invest in YST membership to have access to resources and training.	<ul style="list-style-type: none"> For staff to access a range of online CPD as well as in person. Access to national networking team of professionals and other lead schools. 	£2000	This has allowed for networks to be developed and for the students to experience different projects	To build and further develop these networks and working relationships

To increase staff confidence, knowledge and skills through having the weekly support of a highly experience PE teacher.	<ul style="list-style-type: none"> • Katie to attend Discovery every Thursday to support the development of a sporting ethos legacy that will provide KS2 pupils with continued access to additional sporting provision as they move throughout school. • To provide staff with the confidence and skills to effectively run physical activities. 	£3000	A cohort of sport leaders has now been established and they have build the expertise to led in school	To develop their leadership skills by participating on external projects and SEND festivals
Staff training around fine and gross motor skills development and sensory integration.	<ul style="list-style-type: none"> • Sensory integration training 	£500	New sensory equipment and training has had a positive on calming and regulating students' emotions	To share this practise further up the school
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:
Pupils will engage in a range of new physical activities that can be offered throughout lesson times and enrichment	<ul style="list-style-type: none"> • Resources and equipment meet the needs of our pupils and promote engagement, enjoyment and participation. • A variety of sports activities are offered at the after-school club. 	£1750	New resources and equipment has allowed to students build confidence and increase their participate in sport in and out of lessons	For students to experience a range of new sports and equipment

<p>Pupils to have access to sports equipment that encourages pupils to self-regulate.</p>	<ul style="list-style-type: none"> • Staff to explore a range of options that will benefit pupils physically and will offer an area to self-regulate. 	<p>£1500</p>	<p>New equipment and training has had a positive on calming and regulating students' emotions</p>	<p>To share this practise with targeted students and new cohorts</p>
<p>Pupils have an opportunity to visit EIS Sheffield (English Institute of Sport)</p>	<ul style="list-style-type: none"> • Pupils are able to visit and take part in activities at local sporting venues. 	<p>£500</p>	<p>Students have been inspired by the sporting facility and sports they took part in.</p>	<p>To experience all types of sporting venues</p>

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:
An increasing school offer that focusses on pupil's participation in competitive sport.	<ul style="list-style-type: none"> Pupils to participate in house and cross school competitions. Annual Sports Day Implement a reward system for sports participation and fair play. 	£1,500	<p>Most students and parents experienced their first ever sport s day. All students took part and they enjoyed competing in house for competition</p> <p>Many students experienced participating in external events for the first and this increased their confidence and self-worth</p>	<p>To build on this by intruding the new reward system in lessons and a sports day on a larger scale</p> <p>To continue to participate in external events</p>

Signed off by	
Head Teacher:	Danny Ross
Date:	January 2023
Subject Leader:	Andy Pleass
Date:	January 2023
Governor:	
Date:	