

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 2021/2022, 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.**



Details with regard to funding

Please complete the table below.

| | |
|---|---|
| Total amount carried over from 2021/22 | £0 |
| Total amount allocated for 2022/23 | £16,000 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £0 |
| Total amount allocated for 2022/23 | £16,000 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | <p>£16,000</p> <p>Allocations for the academic year 2022 to 2023 are calculated using the number of pupils in years 1 to 6, as recorded in the January 2022 census, as follows:</p> <ul style="list-style-type: none"> schools with 17 or more pupils receive £16,000 plus £10 per pupil schools with 16 or fewer pupils receive £1,000 per pupil |

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 2022.</p> <p>Please see note above</p> | 95% |
| <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> | 100 % |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 100 % |
| <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 |

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: £16,750 | | Date Updated: July 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: 50% |
| 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?: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> To promote a healthy lifestyle in school through understanding the importance of long-term health and well-being. | <ul style="list-style-type: none"> Every child accesses two quality hour-long P.E. lessons weekly (at least one each week with sports coach) as well as at least two after school clubs that are sports related. Two after school sports clubs per week subsidised or free for PP/FSM pupils | From budget From pupil premium | <ul style="list-style-type: none"> Each child accesses at least two hour long P.E. sessions per week. All pupils are able to access additional sport after school, up to two hours per week | <ul style="list-style-type: none"> Continuation of quality teaching – through teachers’ ongoing CPD and sports coaching input. | |
| <ul style="list-style-type: none"> To provide targeted activities and support to involve and encourage the least active children To encourage active play during break times and lunchtimes. | <ul style="list-style-type: none"> Additional TA cover each lunch time to encourage active break times Additional resources available to encourage active play Pupils have 2 x 15 min and 1 x 30 min opportunities for active play per day (total 1 hr) | £161 | <ul style="list-style-type: none"> All pupils are active for minimum of 30 mins each lunch time Pupils have access to resources which encourage physical activity Pupils access 1 hr of active play per day | <ul style="list-style-type: none"> Resources used until replacement required. Pupils understand how to keep active | |

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|---|---|--------------------|---|---|
| <ul style="list-style-type: none"> To extend core swimming offer to all pupils in Y3, 4 and 5 | <ul style="list-style-type: none"> Buy an additional 4 swim sessions per year for three years across KS2 Pupils have 12 hours swimming per year | £1,044 | <ul style="list-style-type: none"> Ensure competency for all pupils in swimming and water safety All pupils attain minimum standard | <ul style="list-style-type: none"> Swimming and forest school to continue into the following year. Reduce sports coach time for more Forest school. |
| <ul style="list-style-type: none"> To offer active outdoor learning and forest school as part of the curriculum. | <ul style="list-style-type: none"> Forest school sessions – equivalent to 1 hr per week across the year for children to be learning actively outdoors with qualified forest school leader (sessions blocked) | £7,219 | <ul style="list-style-type: none"> Pupils learn to manage and take their own risks Pupils understand the need for safety, mental health and wellbeing | <ul style="list-style-type: none"> Healthy lifestyles are actively promoted and embedded |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement. | | | | Percentage of total allocation: |
| | | | | 0% |
| 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: |
| <ul style="list-style-type: none"> To promote a healthy lifestyle in school, understanding the importance of long-term health and well-being through the updated curriculum. | <ul style="list-style-type: none"> To embed the new curriculum map for PE. To use activities and resources from a wider range of sources – Primary Premier League Stars, ECB – Chance to Shine, British Gymnastics etc. | From budget | <ul style="list-style-type: none"> Pupils access an even spread of sporting opportunities with specific objectives in a progression model Wider resources used – Chance to shine cricket coaches have been used, Caunton Tennis Club, Nottinghamshire Cricket Club, PL Stars resources etc. | <p>New Curriculum Map ensures continuity and consistency across the school, with clearly defined LOs (Milestone Indicators).</p> <p>Next steps: recording system to demonstrate attainment and progress</p> |

| | | | | |
|--|--|-------------|--|--|
| <ul style="list-style-type: none"> To align the PE curriculum with forest school, PSHE and PD | <ul style="list-style-type: none"> S.L. to promote healthy living by researching and utilising cost effective/free offers from wider sources. | From budget | <ul style="list-style-type: none"> Children understand healthier lifestyles through cross curricular lessons and promotion of healthy living. | Pupils make connections and understand the impact of healthy lifestyles in general mood, overall health and wellbeing. |
|--|--|-------------|--|--|

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Percentage of total allocation:
43%

| 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: |
| <ul style="list-style-type: none"> Subject Leader to attend courses to up-skill knowledge and understanding which can be confidently disseminated to all staff, thereby increasing their knowledge and confidence. | <ul style="list-style-type: none"> Teachers and TAs to engage in ongoing CPD with Sports Coach, to develop personal skills and knowledge in teaching P.E. School engages in locally delivered PE courses with cover provided as required. SL liaised with SLT to ensure staff meeting time allocated to deliver training to staff. | £7,140 | <ul style="list-style-type: none"> P.E. Subject Leader attended and completed multiple online P.E. CPDs. Teachers/TAs engaged in quality CPD with coaches in P.E. lessons. | <ul style="list-style-type: none"> Teachers have increased knowledge and understanding of PE/sports and able to plan and deliver quality learning sequences over time |
| <ul style="list-style-type: none"> Subject knowledge to be developed by teachers through observations and staff meetings. | <ul style="list-style-type: none"> Provide cover so SL could team teach or observe all members of staff at least once. | From budget | <ul style="list-style-type: none"> SL has an up to date knowledge of provision in the school Self-evaluation accurately completed to impact on subject action plan | <ul style="list-style-type: none"> SL accurately identifies further CPD needs and implements through action plan |

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
7%

| 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: |
| <ul style="list-style-type: none"> Children are given a broader range of sports activities and outdoor education (including Forest School). | <ul style="list-style-type: none"> Through use of Express Coaching, provide wider opportunities in P.E. (activities such as Wheelchair basketball etc) SGO to supply variety of equipment and activities to support P.E. Lead in providing broader experiences. | From budget | <ul style="list-style-type: none"> All children have a broader experience in a range of sports. All children explore active outdoor learning further in forest school. | <ul style="list-style-type: none"> Wider opportunities via Express Coaching for broader chances to experience different sports. |
| <ul style="list-style-type: none"> Children from Year 2 – Year 6 have opportunities for broader active and outdoor learning through residential trips, which have an element of adventurous activity. | <ul style="list-style-type: none"> Residential trips offer wider opportunities for adventurous activities, team building and sports with qualified instructors for higher risk activities. | £1,186 | <ul style="list-style-type: none"> ALL children in Y2-6 have access to residential trips to experience activities they may not experience otherwise Pupils understand risk and safety measures to mitigate risk | <ul style="list-style-type: none"> All children encouraged to take part in adventurous activities with qualified instructors outside the staff team |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|---|--------------------|--|--|
| | | | | 0% |
| 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: |
| <ul style="list-style-type: none"> Develop teaching approaches to embed children's enjoyment, knowledge, and skills within P.E. (and outdoor education inc. Forest school) | <ul style="list-style-type: none"> Teachers to use Sports Coach's skills and knowledge to help implement and develop their own skills. | From budget | <ul style="list-style-type: none"> Subject leader has gained vital CPD from attending and completing courses. Wider range of sporting opportunities in school. | - |
| <ul style="list-style-type: none"> Develop and instil excellent sporting attitudes into children. Allow children to have the opportunity to compete in competitive sport. | <ul style="list-style-type: none"> SL to provide wider opportunities including participation in local school competitions, liaising with the School Games Organiser. | From budget | <ul style="list-style-type: none"> Wider opportunities for various sports to embed better sporting attitudes. (Chance to Shine cricket etc) | <ul style="list-style-type: none"> Develop further opportunities to compete in sports events outside school. - |

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| Signed off by | |
| Head Teacher: | Tracy Burn-Smith |
| Date: | 31.7.2023 |
| Subject Leader: | Joe Trickey |
| Date: | 13/07/2023 |
| Governor: | |

| | |
|-------|--|
| Date: | |
|-------|--|