

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised July 2021

Commissioned by



Department for Education

Created by





It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework</u> 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 <u>Quality of Education</u> 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.

Pleasevisit<u>gov.uk</u>fortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement. This document will help you to review your provision and to report your spend. DfEen courages 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 <u>publish details</u> 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.**

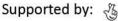
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click <u>HERE</u>.

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Details with regard to funding Please complete the table below.

Total amount carried over from 2021/2022		
	£0	
Total amount allocated for 2022/2023	£17680	
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0	
Total amount allocated for 2022/23	£17680	
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17680	

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	96.6%
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 2023. Please see note above	93.3%
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	93.3%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	96.6%













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?











Action Plan and Budget Tracking

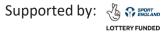
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23	Total fund allocated:	Date Updated:	: 06/9/23	
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	14%
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: £2500	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
An increased number of children will take part in physical activity during lunch and play time.	Offer additional sports equipment during breakfast club and at break times. Each class to refresh and reorder class equipment to ensure that they remain relevant and engaging. To continue to develop play leaders, building on the foundations of last year, to allow all children the opportunity to engage with a range of physical activities at break and lunch times. Introduce a time table of activities for each year group to allow for clarity in what will be available and when.		for each child and to help cover lost equipment more sustainably. Play leaders in the initially worked effectively and they were enthusiastic to help monitor and encourage the play of others ensuring that more children were active at break and lunch. A daily timetable has helped to give children options and	To ensure that all equipment is well maintained and that budget is set to refresh some of the lost equipment and broken each term. Certain equipment, such as footballs and basketballs, to be allocated to classes so that class teachers can ensure that every child has the opportunity to use them, as well as classes having responsibility for looking after their own equipment. Play leaders to be given more time for planning activities and to be refreshed each term to avoid drop out. A greater recognition to be given to those who volunteer to encourage them to stay involved.













			ensuring that all year groups have access to a range of activities.	Timetabling and provision to be reviewed and carried over to next year.
Key indicator 2: The profile of PESSPA	A being raised across the school as a to	ool for whole sch	nool improvement	Percentage of total allocation:
Intent	Implementation		Impact	36%
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: £6375	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To further enhance daily activity sessions for each class and support the positive profile of sport in the school. Active lessons will be introduced in all year groups to help build to the recommended 30 minutes.	Continue lunch time adult led sport sessions. Timetable these sessions so that every child has the opportunity to access a range of activities and experiences. To research and provide teachers with information on active learning techniques and routines to help incorporate physical activity into daily lessons. Healthy lifestyles for all children are well promoted. Support is offered from external agencies to parents. Links with partner schools to be restarted and developed to allow for		More children have had the opportunity to access lunchtime activities that are led by an adult. Certain groups have taken full advantage and timetabled slots ensure that all children have the option to join in an adult led, structured activity at least once a week. Some more active lesson ideas have been trialed in year 2 and other year groups have trialed daily mile or daily exercise style activities. Inclusive school football and basketball teams have been running and competitions have been attended.	To be more rigorous in the promotion of the various activities, reminding children what is on offer. To include a greater range of activities and make these known to the children. To gather feedback and implement what has worked in terms of active learning across more year groups. To further research and provide cpd on active learning approaches. To maintain our school teams and to add tag rugby and gymnastics if possible.













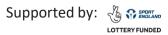
interschool activities and tournaments. This will include travel and staffing to and from events. Pupil voice questionnaires to determine attitudes to PE and Physical activity in the school and how to improve them.	Pupil voice identified behavior and not enough time to do the games as key issues in some classes. CPD was arranged to address engagement and behavior in PE. All classes generally held a positive view of active play and exercise and where pleased to have access to equipment at lunchtime.	Further refreshes of equipment for outdoor use. Play leaders to take greater responsibility for outdoor equipment. Different, larger equipment to be introduced (such as connect 4 or giant jenga) to add more options and variety.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:	
Intent	Implementation		Impact	5%
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: £950	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Children will receive high quality lessons. Staff will be confident to deliver high quality, sequential lessons. The PE curriculum will be relevant and engaging.	Get set 4 PE to be carried forward into 2022/2023. New staff to be introduced to the Get set curriculum and have time to meet PE lead to discuss.		Get Set 4 PE has been effectively embedded in most year groups and is being used and adapted by class teachers and HLTAs. LR has met with new staff to help them access and use Get Set 4 PE.	PE next year to support
Support staff will be confident to support PE sessions.	Use staff questionnaires to determine CPD needs, confidence levels and identify staff who would like peer coaching from PE Lead.		CPD given based on staff feedback. CPD involved ways to adapt learning objectives and teaching practices to help maintain	Further follow up and staff meeting time to record and help where necessary to see impact of CPD. Further CPD







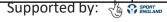






	CPD offered to staff to improve the quality of PE lessons. CPD session offered to all support staff to help with the assisting of PE teaching. PE lead and HLTA will lead active and engaging PE lessons and support less confident teachers.		engagement and behaviour issues. Staff have been trialling new techniques thus half term.	be offered to continue to develop teacher's confidence in teaching, planning and assessing PE sessions.
Key indicator 4: Broader experience of	f a range of sports and activities offe	red to all pupils		Percentage of total allocation:
Intent	Implementation		Impact	33%
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested
what you want the pupils to know	achieve are linked to your	allocated: £5855	pupils now know and what	next steps:
and be able to do and about	intentions:	13033	can they now do? What has	
what they need to learn and to consolidate through practice:			changed?:	
Continue to offer a broad range of sports	To refresh after school club provision		. A wide range of sports based clubs	These clubs will continue to be
opportunities to all children in school and			have been offered this year with	offered next year and cover a
outside of it.	is something for all age groups in each block.		many being free to children. This allows us to	range of activities. Priority free spaces reserved for PP
Children are aware of the importance of	STOCK.		anows us to	students.
looking after their mental health and	Review the current playground			Make as many free and open as
engage in a number of strategies to	markings and outdoor equipment.			possible.
enable them to continue to access a broad curriculum.	Order equipment as necessary to allow us to facilitate a broad range of			
Si dad carricalarii.	activities.		Playground markings have remained unchanged, equipment	Re order shared equipment for
			from classes has been gathered	outside use (after meeting with
	Playground zoning to be		together and made available to all	Play leaders for input.) inquire
	introduced slowly over the year to allow for children to embed the		children.	about big games for outside
Created by:	anow for children to enfocutife			use.









ffing and supervision has not	Reallocation and retraining of staff to better support zoning, Dedicated time weekly to help
·	train play leaders to manage some zones.
for children, as well as	Mental health board to be reviewed and refreshed as needed.
for ellbe	al health board has been put children, as well as eing and thrive active to













Key indicator 5: Increased participation	on in competitive sport			Percentage of total allocation:
Intent	Implementation		Impact	11%
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: £2000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Offer competitive sports opportunities in a wider range of sports than has previously been available: for example, cricket, rounders, doge-ball, cross-county, trigolf etc. To increase the visibility and engagement of girls in competitive sport.	School team participation in local leagues to increase competitive sport. Build and develop partnerships between local high schools to enhance provision. Restart our links with partner school to engage in a variety of sports competitions including team games and gymnastics. Offer a wider range of school teams, such as a rugby or hockey team, to compete and practice out of school time. With help of external agency. Focus on encouraging girls to play in more competitive sports, forming mixed or girls teams where appropriate.		Girls teams have been offered and all teams have been allocated as mixed when numbers are not sufficient. School basketball and football teams formed and managed by outside providers. Leagues and match ups have been played with a variety of schools. More girls in uks2 have been interested in playing in team sports but not a significant increase.	Pupil voice to girls to gauge interest in different sports with the view to set up new girls sports clubs. Team games to be managed and facilitated by TP. Expand our competitive club provision to include rugby. Contact SMP PE coordinator to discuss cross over events.

Signed off by	
Head Teacher:	A. Goddard













Date:	10/10/22
Subject Leader:	Mr L Rebecca
Date:	10/10/22
Governor:	Judith Daniels
Date:	10/10/22











