

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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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 underspend from, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2024.**

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 2023. To see an example of how to complete the table please click [HERE](#).

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Physical Education

Active Partnerships
Engaging Communities, Transforming Lives



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2022/2023	£3,039
Total amount allocated for 2023/2024	£17,800 (approx. depending on pupil numbers)
Total amount allocated for 2023/2024	£20,839
Total amount of funding for 2023/2024 to be spent and reported on by 31st July 2024	£20,839

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</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 2024.</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>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>	No

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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: 2023/2024		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
				11%
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 achievements 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>Pupils to know about the importance of being active.</p> <p>Pupils to be engaged in a wider range of activities/games via use of sports apprentice.</p> <p>Higher level of engagement (which is tracked via registers of engagement) via sports apprentice.</p>	<p>Pupil perceptions on importance of being active.</p> <p>Higher engagement in physical activity during lunchtimes and after school clubs.</p>	£2,280	<p>Pupil perception:</p> <p>% of pupils participating in physical activity (average):</p> <p>Reception:</p> <p>Year 1:</p> <p>Year 2:</p> <p>Year 3:</p> <p>Year 4:</p> <p>Year 5:</p> <p>Year 6:</p>	<p>TBC with lunchtime and after-school club sports apprentice.</p> <p>Pupils confident to continue learnt games independently in order to lead an active lifestyle.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.				Percentage of total allocation
				11%
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 achievements 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
Staff structure amended to accommodate for a specialist sports apprentice/instructor to support raising the profile of PESSPA via PE lessons, lunchtime sports, after-school sports, PE tournaments, School Games Award and promotion (school website, PE noticeboard, weekly PE certificates etc.) Half a day a week – planning and preparation time.	Higher quality PE lessons (min 60 minutes and max 120 minutes). More focussed assessment (half-termly). Higher engagement in physical activity during lunchtimes and after-school clubs. Higher engagement in tournaments. School Games Mark – Silver. PE profile is high and more visible.	£2,230	PE lesson times: YrR, 1, 2, and 6 = 120 minutes per week. Yr 3, 4 and 5 = 60 minutes per week. Lunchtime and after-school club registers of pupils participating in physical activity (average): YrR: Yr1: Yr2: Yr3: Yr4: Yr5: Yr6: 20 tournaments during academic year 2023/2024 (from YrR-Yr6). School Games Award 2024. PE profile visible in school and on social media.	TBC with half day a week for raising PE profile.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.				Percentage of total allocation
				22%
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 achievements 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
Purchasing of new sports equipment to support staff to deliver a wider range of sports in PE lessons. Purchasing of new sports equipment to support staff to deliver a wider range of extra-curricular sports.	Curriculum and extra-curricular audit to ascertain where new equipment is required and purchase to embellish that area.	£2,000	A wider variety of sports are now available to play after an investment in areas.	Enabled staff to deliver high quality PE lessons that are well-resourced and children to achieve improved outcomes. Enabled pupils to be active during 'free time' – promoting an active lifestyle.
Continuation of subscription to new teaching and learning resource (GetSet4PE) to support staff in the teaching, learning and assessment of PE.	GetSet4PE purchased and shared with staff who make good use of the resource.	£580	Pupils receiving well-sequenced lessons with assessment focus to monitor their achievements and next steps.	Enabled staff to deliver high-quality PE lessons and focused assessments.
Staff CPD for sports apprentice and support staff to promote the level of PE lessons and outcomes for children.	Training from CPD will be embedded in PE lessons.	£2,000	Pupils will receive a higher quality of PE lesson.	Enable staff to have the confidence, knowledge and skills (via CPD) to deliver good/outstanding PE lessons.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.				Percentage of total allocation
				16%
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 achievements 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
Wood chip purchased to ensure safety of outdoor gym equipment. The legacy of the outdoor gym equipment is to provide a broader range of sports and activities for all pupils at the school.	Wood chip bought and distributed to the relevant areas of the equipment.	£543	This has allowed pupils to return to the popular outdoor gym equipment in a safe way, and enabled them to trial and maintain fitness in a different way.	Ongoing maintenance and checks of outdoor gym equipment remain essential.
Year 5 Bikeability: Pupils to be able to ride a bike safely and engage in more physical activity to and from school and outside of school too.	3 x groups to take part in Bikeability programme (Summer term).	£262	This has allowed Year 5 pupils to be competent at riding their bikes and increase physical activity on the way to and from school (as well as understand the safety elements). This has also encouraged them to lead a more active lifestyle out of school too.	Year 5 able to cycle to and from school with sustainable and lifelong skills.
To offer a broader experience and range of activities to all pupils via Bushcraft CIC (external agency),	Mental health and wellbeing is supported for all pupils via the use of our wildlife area and outdoor space – making links with nature, wider skills and reflection time.	£2,500 (shared cost with wildlife grant)	This has allowed pupils to be active in a wider range of activities.	Future grants/funding support for wildlife area/mental health and wellbeing. Staff able to apply what they have learnt to lead some future sessions.

Key indicator 5: Increased participation in competitive sport.				Percentage of total allocation
				29%
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 achievements 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
Members of this partnership have full access to professional support in best practice across sport and health, as well as discounts and access to equipment. Critically, this membership provides a gateway to over 20 inter-school competitions, across different age groups throughout the year.	YrR – 1 tournament Yr1- 2 tournaments Yr2 - 2 tournaments Yr3 – 4 tournaments Yr4 - 3 tournaments Yr5 - 5 tournaments Yr6 – 8 tournaments	£595	This has allowed pupils to take part in a wide range of competitive events. Number: YrR: Yr1: Yr2: Yr3: Yr4: Yr5: Yr6: Greater interest in sports participation (with pupils being motivated by participating in competitions).	Annual access to various competitive inter-school events. Initiatives that will make pupils aware of long-term health and fitness considerations.

Pupils to have access to local tournaments to increase enjoyment and participation in competitive sports – by providing transport to alleviate the costs for parents/carers.	Higher level of engagement in local tournaments YrR – 1 tournament (Panathalon) Yr1 - 2 tournaments (Everyone Active and Panathalon) Yr2 - 2 tournaments (skittleball and Panathalon) Yr3 – 4 tournaments (matball, skittleball, Panathalon and unihoc) Yr4 - 3 tournaments (unihoc, dodgeball and Panathalon) Yr5 - 5 tournaments (Everyone Can, swimming, rounders, Panathalon, netball) Yr6 – 8 tournaments (athletics, basketball, swimming, quicksticks, netball, quadkids, kwik cricket and dance)	£4,000	This has allowed pupils to take part in a wide range of competitive events: Number: YrR: Yr1: Yr2: Yr3: Yr4: Yr5: Yr6:	Sustain payment for transport to enable pupils to access tournaments.
Pupils to have access to local tournaments to increase enjoyment and participation in competitive sports.	Cover for sports apprentice and support to attend local tournaments.	20x tournaments £1,500	As above.	

Signed off by	
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Date:	10.07.2023
Subject Leader (cover):	<i>K. Gowen</i> Kim Gowen
Date:	10.07.2023