



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

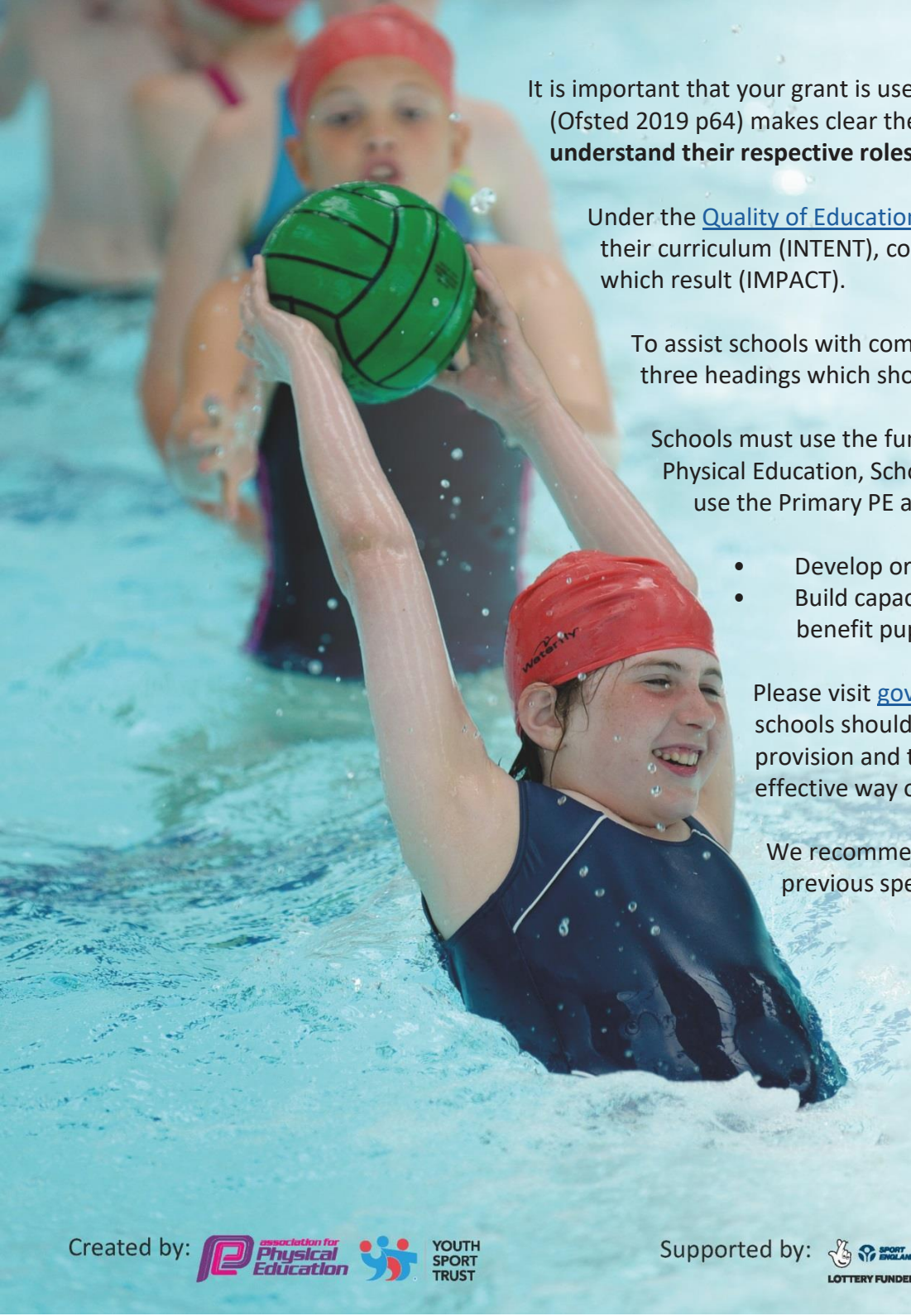
Commissioned by

Department
for Education

Created by

li51lJ!lh';;f **e e e** YOUTH

Jl=" Education **7...-!-4** SPORT TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

Please visit [gov.uk](https://www.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.

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Platinum School Games Mark Awarded • More children more active during lunchtimes • Children have attended a variety competitions and different events outside of school • After school clubs have commenced again this year with a great uptake. • New sports have been introduced to school. 	<ul style="list-style-type: none"> • 1. Further development of the curriculum to include Active Maths within most classrooms in order to improve teaching and learning • 2. Continue to target activities for the least active children such as change4life clubs and inter-school festivals • 3. Maintain the Platinum School Games Mark 2022/23 • 4. To continue to provide sport for all and competitions and events outside of school.

Meeting national curriculum requirements for swimming and water safety.	
<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 2020.</p>	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	
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: £17,769 (TBC)		Date Updated: September 2023	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer 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:
To continue to work towards more children, more active, more of the time. This will have an impact on pupils’ academic achievements, mental wellbeing, their self-esteem and overall fitness.		To continue to do fitness profiling to know where to target children/classes where focus is needed. Signpost children to further opportunities in the local communities Track children’s participation in school sport and physical activities Track the participation of inactive children from 2021/2022 A member of staff to attend forums and meetings and work closely with local SGO	£1500	Children will be active for 30 minutes during lessons and through the day. After training, staff will understand the reasons for this and the impact on learning. Track participation A variety of clubs after school, Attended PE forums and PE conference with Carre’s outreach.	

	<p>To use school values and School Games Values to make cross curricular links with being active in health and wellbeing. In addition to make links between values in sport and with other academic subjects.</p> <p>Each class to participate in interhouse competitions.</p>		Each class will take part in intra competition.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
Children will feel a sense of pride in representing our school within the local community. Their engagement in school life will be more positive as a result of their participation in sport/extra-curricular activities. Attendance at school will remain positive as a result.	<p>All children will practice their Leadership Skills from EYFS throughout the school</p> <p>After school clubs. We will also continue to fund trampoline group.</p> <p>Use the participation tracker and fitness testing to identify what area’s need improving on as a school and implement them into lessons.</p> <p>Termly level 1 house competitions to be done in all classes.</p> <p>The school website and twitter feed will be used to communicate School Sport activities</p>	£500	<p>Leadership logs filled in</p> <p>Through social media, parents are updated with all things sport and PE through photos and tweets.</p> <p>This will see which children we can improve activity with, e.g girls football with children that attend out of hours child care that would not otherwise be able to attend.</p>	

<p>To revise curriculum overview of subject in line with school aims and ensuring progression and coverage of the PE curriculum is continuing to happen.</p> <p>To review subject policy to be in line with school vision and intent.</p>	<p>Revise current progression for our school and monitor to ensure this is taking place. Check against new government outlines for PE and good practice.</p>	£500	<p>Continued to build confidence in teachers PE ability by SC providing help with dance and gymnastics.</p> <p>Introduced new sports such as baseball and pop lacrosse.</p>	
Active lunchtimes to continue	<p>To encourage skipping to continue from work with skipping workshop.</p> <p>To look at house captains becoming play leaders and working with ASCO.</p> <p>Luncheon assistants to act as play organisers where appropriate</p>	£500	New equipment to be monitored and sourced.	
To use PE to support emotional needs of children to assist with mental health and wellbeing.	<p>Change 4 Life Clubs</p> <p>To use school values and School Games Values to make cross curricular links with being active in health and wellbeing. In addition to make links between values in sport and with other academic subjects.</p> <p>To continue to develop ELSA/Pastoral role in school with active sessions and including sensory circuits.</p>	£1000	<p>Targeted children to attend events which are appropriate to improve self esteem and confidence. Focus on mental health benefits of exercise.</p> <p>To begin sensory circuits to help regulate children's behaviour and equipment will need to be purchased.</p>	

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:
More children will experience high quality PE, be inspired and will attend additional activities beyond those offered at school.	<p>School staff to work with visiting teachers and coaches in order to increase the quality and depth of their PE delivery</p> <p>Mrs Bell to work closely with Mr Strange at Carre's Outreach</p> <p>Active School Coordinator to support staff development – in dance and gymnastics specifically.</p> <p>New sports to be continued to be delivered to children as staff are upskilled.</p>	£8500	.Staff have confidence and skills when delivering PE specifically gymnastics and dance.	

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:

<p>School will use the funding to increase the number of opportunities available to our children both within and beyond the school day</p> <p>Children will have positive, memorable experiences that increase their understanding of the range of sports there are</p> <p>Broaden the opportunities within school for children to be physically active and engaged in sports</p> <p>Improve confidence of children through delivery of sport.</p> <p>New sports and small sided games introduced.</p> <p>To give a wider range of sporting opportunities and enhance our dance and gymnastic offer.</p>	<p>Carre's Outreach will deliver sporting sessions with their expert knowledge and continue with Winter and Summer games (lead by children)</p> <p>Continue to target and signpost specific children to activities that fit their needs. To continue to deliver clubs and to teach classes new games.</p> <p>Carre's Outreach to add to the number of clubs within the school.</p> <p>To purchase new gymanastic mats to enhance our offer, plus ongoing equipments</p> <p>Bikeability</p>	<p>£500</p> <p>£1300</p> <p>£400</p>	<p>Go dance opportunity ongoing with links to xclubs</p> <p>Continue to use fitness testing and participation tracker to identify those for the right events and activities.</p> <p>Children experience new skills and consider how to transfer some of their existing skills into new sports</p> <p>Children have increased confidence and are now able to take that confidence into the classroom and other situations outside of school.</p> <p>Life skills such as cycling.</p>	
--	--	--------------------------------------	---	--

	events/activities			
--	-------------------	--	--	--

Signed off by	
Head Teacher:	David Hodgson
Date:	September 2023
Subject Leader:	Amy Bell
Date:	September 2023
Governor:	
Date:	

