

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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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 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 as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2020** at the latest.

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 2020. To see an example of how to complete the table please click [HERE](#).

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. 	<ol style="list-style-type: none"> Further development of the curriculum to include Active Maths within most classrooms in order to improve teaching and learning Continue to target activities for the least active children such as change4life clubs and inter-school festivals Maintain the Platinum School Games Mark 2022/23 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>	78%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	78%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	54%
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?	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: 2021/2022		Total fund allocated: £17,769	Date Updated: 16 th July 2022	
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:
<p>To continue to work towards more children, more active, more of the time.</p> <p>This will have an impact on pupils' academic achievements, mental wellbeing, their self-esteem and overall fitness.</p> <p>Children to have a member of staff at lunchtime to encourage activity.</p>	<p>Roll the heatmaps out across the whole school during staff meeting to show activity levels. To begin having 30 minutes of active lessons every day.</p> <p>Signpost children to further opportunities in the local communities</p> <p>Track children's participation in school sport and physical activities</p> <p>Track the participation of inactive children from 2020/2021 data</p> <p>A member of staff to work closely with local SGO</p>	£1,585	<p>Children will be active for 30 minutes during lessons through the day. After training, staff will understand the reasons for this and the impact on learning.</p> <p>Children understand where they can have club links.</p> <p>Track participation to inform</p>	<p>Bubbles made this trickier at the start of the academic year as we could not have all children outside together. Lessons are more active in KS1 – next academic year to have target for KS2</p> <p>To continue to keep the school notice board up to date and Twitter to signpost children.</p> <p>Continue to use the Tracker</p> <p>Data is tracked and has been used when picking children for C4L events particularly.</p> <p>Through Teams meetings and ASCO contact was maintained with SGO</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.			School values and Games values linked when needed and links made with other subjects in discussions with children.
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.	All children will practice their Leadership Skills from EYFS throughout the school Participation in clubs and events will exceed an average of 1 per child Termly level 1 house competitions will cover more than 6 sports The school website and twitter feed will be used to communicate School Sport activities To use Girl’s football to improve confidence.	£585	Leadership logs filled in. Children have been more active post covid as we have been able to offer a range of clubs covering the KS1 and KS2. Girls football club offered	To send a range of leaders to sporting event, this was successful with our School Sports Crew leading events at a community event. To continue to offer a range of clubs and monitor attendance. To continue in next year. Twitter feed has lots of information and links to Carre’s Outreach including over school closures. To set up a lunch time Girls football club to allow children

				who are unable to stay after school to participate as well as using the club to improve self esteem of these children.
To revise curriculum overview of subject in line with school aims and ensuring progression and coverage of the PE curriculum is continuing to happen. To review subject policy to be in line with school vision and intent..	<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> <p>To ensure vision for PE is within the schools vision.</p>	£500	<p>To work closely with CGS Outreach to check curriculum meets requirements.</p> <p>Curriculum key skills have been rewritten</p> <p>Vision for school to be updated.</p>	<p>Curriculum progression checked and new policy written.</p> <p>Vision for school has been revisited.</p>
To encourage more active lunchtimes again now children are not in bubbles.	<p>New playground markings</p> <p>Lunchtime assistants to act as play organisers</p> <p>Skipping workshop for all children</p>	£5157	<p>Children have been more active during playtimes using the markings to play their own games. Older children have been helping with this. These have also been used in lessons (eg Active English)</p> <p>Ability for children to skip as improved and used at lunchtimes/</p>	Children engage with the space much more and are far more active, which will embed an activity for these children from the start of their school life.
To use PE and Sport to support emotional needs of children and 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</p>	£500	Children have been targeted to attend events which are appropriate improving self esteem and confidence. Focus on activity for mental health as well as physical health.	To continue to look at the needs of our children both physically and mentally, helping them to understand the benefits of physical activity.

	active sessions for mental health and wellbeing.			
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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	
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 Carre's Outreach</p> <p>Active School Coordinator to support staff development</p> <p>New sports to be continued to be delivered to children as staff are upskilled.</p>	£8160	<p>Staff have more confidence and skills when teaching and delivering PE.</p> <p>ASC has worked with all staff.</p>	<p>To continue to develop this next year as well as new sports.</p> <p>New ASCO has been a positive asset to school and this relationship will be positive for the children in the next academic year.</p> <p>To consider new sports for next year.</p>

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 introduced to school</p> <p>To give a wider range of sporting opportunities through PE</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 get children to deliver clubs and to teach their classes new sports.</p> <p>ASCo AW to deliver range of sports</p> <p>Purchase ongoing equipment for school to deliver a range of sports</p> <p>Bikeability to Year 6 pupils</p>	<p>£462</p> <p>£289.00</p> <p>£360</p>	<p>Go Dance opportunity for all school children as well as links to club.</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>Using expert knowledge of Outreach, draw upon new sports that they become aware of and bring them into the curriculum.</p> <p>Continue to review the PE curriculum</p> <p>Work with less active children to find activities they enjoy in a fun environment. (Use Disney Resource)</p>

Signed off by	
Head Teacher:	Mr D Hodgson
Date:	
Subject Leader:	Mrs A Bell
Date:	
Governor:	
Date:	