

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 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 [HERE](#).



Details with regard to funding

Please complete the table below.

Total amount allocated for 2023/24	£20,415
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£20,415

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.

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?

60%

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.

Please see note above

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?

73%

Please see note above

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?

100%

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: 2023/24		Total fund allocated:		Date Updated: 30.07.24	
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: 44%
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?:	
<p>Increase in engaging playtime equipment to encourage least active children to become engaged and involved.</p> <p>Encourage active play during break times and lunchtimes. All children have a minimum of 45 minutes of outdoor play throughout the day with a choice of a wide variety of resources to ensure all children are active for as long as possible during this time.</p> <p>Introduce “Wake and Shake” once a week at the start of the day to encourage all children to begin the day with exercise.</p>	<p>Purchase a wide variety of resources including dance ribbons and pom poms alongside more traditional equipment such as bats, balls and skipping ropes etc... to encourage all children to actively play during break times.</p> <p>Trained Play-leaders to help engage those who are otherwise reluctant to participate.</p> <p>Well-Being Champion and well-being stewards lead the school in an outside aerobics style routine with music just before the start of the day.</p>	<p>£5000</p> <p>£715</p>	<p>Levels of participation increased and sustained throughout the year. Increased enjoyment during playtimes.</p> <p>At break times, Play-leaders encourage reluctant children to participate in a range of activity options. Alternative resources such as the dance ribbons and playground disco enable children to participate in physical activities in addition to the sporting ones.</p> <p>Children begin the day energised and have been physically active at the start of the day.</p>	<p>Sustainability and suggested next steps:</p> <p>Continue to monitor and embed, replacing lost or broken equipment and enhancing playtimes.</p> <p>Train new Play Leaders. Look into the Complete PE Play Leaders course.</p> <p>Regularly change the routine and song to maximise engagement and maintain interest. Increase Wake and Shake from one morning a week to more if possible</p>	

<p>Encourage active play throughout the day with no equipment.</p>	<p>New playground markings with games that can be played with no equipment, eg duck, duck, goose</p>	<p>£5556</p>	<p>Once taught, children are able to independently play co-operative games using the playground markings as an aid. They are more active during the times when equipment is not able to be provided, eg, a quick 5 minute movement break.</p>	<p>Reinstate playground markings when they are looking worn. Continue to teach new children how to play using the markings.</p>
<p>Encourage attendance at sports clubs and activities by offering a variety of sports.</p>	<p>Continue with after-school sports clubs in a variety of sports and monitor and encourage PP and SEND inclusion.</p>	<p>£150 for PP children to participate in their chosen sports clubs</p>	<p>After school sports clubs have continued, with 100% of disadvantaged pupils who requested a place, offered a place. Clubs were oversubscribed.</p>	<p>Ensure all pupils in receipt of Early Help attend at least one sports club.</p> <p>Ensure targeted pupils have access to a Sports Club.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 26%
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:
PE is taught by subject specialist qualified teachers who follow a dedicated Primary Scheme of work enabling children to achieve full potential in PE. PE equipment is safe to use	Secondary teachers adapt the Complete PE scheme, ensuring that every lesson is high quality enabling all children to develop their PE skills and knowledge.	£1350	Specialist provision enables more children to attain the expected standard in PE. Complete PE provides a structured and progressive curriculum that builds from one year group to the next.	Employ a coaching company to provide additional PE, focusing on enhancing competitive skills.
More children involved in more inter-school competitions.	Sign Up to different inter-school competitions hosted by surrounding secondary schools taking as many children as possible across different year groups.	£600 for transport costs	A number of children experienced competitive inter-school competitions. Children participated in a range of inter-school competitions, including football, multi-skills and cricket.	Employ a coaching company to provide additional PE, focusing on enhancing competitive skills and arranging intra-school competitions enabling all children to experience competitive activities.
Actively encourage Y6 children to take on leadership roles that support the delivery of sport and physical activity within the school.	Trained Play-Leaders to help engage those who are otherwise reluctant to participate. Well-Being Stewards to lead “Wake and Shake”.		At break times, Play Leaders encourage reluctant children to participate. Well-being stewards lead “Wake and Shake” promoting physical activity.	Continue to embed.
	Participation in WOW project/Living Streets	£840 Living Streets	Number of children and parents who scoot, cycle and walk to	

<p>Encourage active travel to and from school.</p> <p>New playground equipment be maintained and monitored to ensure active engagement across the school. Play-leaders leading games to encourage physical activity on the playground.</p> <p>Promote and encourage healthy lifestyle choices across the school community.</p>	<p>Streets to encourage walking, scooting and cycling to and from school.</p> <p>Playground equipment ordered regularly, so children can continue to have access to a wide range of equipment. Regular Playground Assemblies to introduce equipment and embed their use.</p> <p>Hold health awareness activity events. Monitor healthy eating and physical activity in school to educate both children and parents further.</p>	<p>Subscription</p> <p>£5000</p>	<p>school has increased significantly. School has been awarded Bronze Level for its work on raising awareness and participation.</p> <p>New equipment has been purchased, maintained and monitored.</p> <p>Healthy Lifestyle Events took place, including family sports day. Children are aware of what it means to be healthy and live a healthy active lifestyle.</p>	<p>Look into Bike Ability/Scooter Skills for next year.</p> <p>Continue to refresh equipment in response to progression documents and pupil voice.</p> <p>Continue to embed, monitor and evaluate.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				1%
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>Upskill PE staff through sharing best practice sessions and department meetings so that lessons are consistently high quality</p> <p>Encourage and facilitate situations where staff can team-teach to develop confidence in ECTs teaching to primary phase age group.</p> <p>PE teacher to attend Swim Teacher Course to that more children can have access to swimming lessons.</p>	<p>Time allocated in department meetings to develop teaching skills</p> <p>ECT PE mentor team-teaches and mentors ECTs who may not have had much primary experience.</p> <p>Swim Teacher Course</p>	<p>£200</p>	<p>Consistency of teaching across the department. PE teachers continuing development and learning from one another.</p> <p>Raised confidence in ECTs.</p> <p>Teachers able to assist with swimming lessons.</p>	<p>Look at attending LEAP primary PE conference next year.</p> <p>Think about ways to develop primary staff's knowledge of PE teaching in order for them not to become de-skilled in delivering high quality PE lessons.</p> <p>Ensure that there are always at least two members of staff trained in swimming.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 20%
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:
Range of after school clubs is wide and varied to give the children a range of experiences.	Clubs meet the varied interests of children within the school and cover all the main sports. The school always aims to have at least one sport that the children may not have experienced before. Use of premium to keep cost low and ensure that no child misses out through cost.	£150 for PP children to access their chosen clubs	Children had access to football, rugby, dance and cheerleading clubs.	Due to lack of Hall because of RAAC, dance and cheerleading clubs were suspended until temporary accommodation was sought. Next year, increase the variety of clubs on offer.
Provide children with the opportunity to experience a range of alternative sports and physical activity.	Organise for a number of workshops to take place throughout the year enabling all children to experience a range of sports and activities.	£2069	Children enjoyed skipping workshops, fencing, hula-hooping and urban street dance. Chris Tawiah England Basketballer Visit for years 5 and 6.	Continue to provide a wide range of sports and activities. Look to organise another athlete to come and talk to all the children as the Year 5 and 6s really enjoyed this.
Inspire pupils to pursue outdoor activities and sports beyond primary school.	Subsidise the Y6 residential trip to PGL	£3600	All children who went on the Y6 residential experienced a range of outdoor activities building their confidence and resilience. A number of the children had never experienced some of the activities before.	Continue to subsidise the residential.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
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 involved in more inter-school competitions.	Sign Up to different inter-school competitions hosted by surrounding secondary schools taking as many children as possible across different year groups.	£600	A number of children experienced competitive inter-school competitions. Children participated in a range of inter-school competitions, including football, multi-skills and cricket.	Employ a coaching company to provide additional PE, focusing on enhancing competitive skills and arranging intra-school competitions enabling all children to experience competitive activities. Time and staffing constraints meant that we didn't participate in every competition. We will be more organised next year and try to plan these with more notice.
Expand children's experience of working towards and participating in a sports tournament.	Tennis Coach to come in and prepare and organise a intra-school tennis tournament	£250	Children's skilled were improved and they experienced how to prepare and take part in a competition.	
All children to be involved in an athletics and sports competition	PE staff to organise 2 family sports days – one for Infants and one for juniors to include all children and encourage participation from family members	£85	KS2 enjoyed their sports day immensely, especially being given the opportunity to have family members attend and cheer them on.	

Signed off by	
Head Teacher:	<i>D. Collins</i>
Date:	31.07.24
Subject Leader:	<i>A. Johnson</i>
Date:	08.11.24
Governor:	<i>Ken Thomas</i> 11/11/24
Date:	