

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 2022. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

Total allocation for 2022/23	£18,100
Total spend for 2022/23	£18,100
How much will be carried forward into 2023/24?	£0
Total amount allocated for 2023/24?	£18,080
Total amount of funding for 2023/24 . To be spent and reported on by the 31 st July 2024.	£18,080

Swimming Data

Please report on your Swimming Data below.

<p>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</p>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	88%
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	80%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	94%
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?	Yes

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: £18,080		Date Updated: 31.07.24	
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: 55%
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?:	
The engagement of all pupils in regular physical activity kick-starting healthy active lifestyles. This will support children’s physical and mental well-being, improved levels of concentration as well as physical fitness.	<p>All children have a least 30 minutes of daily physical activity which includes:</p> <ul style="list-style-type: none"> - Weekly PE sessions- 1 indoor PE/gym and 1 outdoor sports lessons. <p>(The children benefit from a progressive scheme of work-<i>Dan Partridge</i>- which has been written with careful consideration of the aims of the National Curriculum, to ensure a wealth of opportunities to develop physical skills as well as developing the whole child.)</p> <ul style="list-style-type: none"> - Swimming lessons will take place across KS2-these will replace one of the PE lessons whilst taking place. 			<p>All chn participated in 2 weekly sessions of PE, learning a range of indoor and outdoor sports.</p> <p>Swimming took place weekly from Sep 23 – July 24. Weekly lessons took place for year groups as follows:</p> <p>1 full term – Y5 (as so many non-</p>	

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	<ul style="list-style-type: none"> - 'Top up' swimming for Year 6 chn who are not able to swim 25m. 	£580	<p>swimmers when chn were in Y4) and Y3 ½ term each – Y4 and Y6.</p> <p>Top-up swimming took place for 6 sessions for those Y6 chn who needed extra input to reach 25m. There were 15 non-swimmers in the year group after their usual lessons were completed. This required 2 swimming coaches for Kick 25, leading to increased costs.</p>	
Children to be engaged in high quality play/regular activity throughout lunchtime break.	Employment of a specific sports midday supervisor to plan and lead a range of activities on a daily basis, overseen by PE lead.	£2,800	Also supported by trained play leaders at breaktime and lunchtime.	Sustainability built in with the TAs ready to take on rotas for supporting play leaders.
Children are able to access high quality play and sports resources.	<p>Purchase of sports equipment to help support the PE lessons being taught (also to help differentiate) such as:</p> <ul style="list-style-type: none"> -tchoukballs -tchoukball nets -handballs <p>There had been plans to completely replace the existing trim trail but this is no longer possible to do under rules for sport premium spending. Therefore, costs to repair and maintain will be significant ongoing to enable further activity during break and lunch-times.</p>	<p>£2,200</p> <p>£3800</p>	<p>New equipment enables a wider range of sports to be played.</p> <p>Maintenance cost of current equipment</p>	

To continue implementing Teach Active Maths	Continue using Teach Active in maths to get the children moving. (Discussions with other teachers on good practice/activities that have worked well)	£500	Annual licence for Active Maths	
		Total for KI 1: £9,880		
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0%
Intent	Implementation	Funding allocated:	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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Ensure that all children are aware of the importance of a healthy lifestyle, including both diet and regular exercise	-PSHE long term plan is revised so that it covers in greater detail all aspects of keeping healthy. This will be done during lessons or through assemblies. -Keep monitoring whether additional resources are required. -Change Makers after school club to run weekly during Autumn Term.	N.A. N.A.	Revised PSHE scheme implemented during this academic year After the success of last year, this was less well attended this year.	There was a less experienced leader this time – investigate viability next year.
To encourage pupils to take on leadership roles that support sport and physical activity.	(See Key indicator 1 for more information) -Leadership training for year 5's to help create more engaging break and lunch time opportunities.			

Pupils are aware of sporting activities and achievements across the school	Sports noticeboard to regularly be updated with photos. All participants in sporting fixtures to receive a certificate for participation in assembly. School newsletter carries a regular slot of our achievements.	N.A.	Greater visibility and celebration of our sporting achievements. Celebrated a wide range of sporting achievements, including a much bigger number of children completing kids marathon.	Involvement with CWSSP
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				30%
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 specialist teacher to teach alongside teachers to ensure CPD and confidence in all staff, to help improve the overall quality of PE lessons throughout the school - to develop higher levels of participation in PE sessions.	Planned support to develop CPD of all staff. Teachers choosing sports they are not as confident with and team teaching alongside specialist teacher. Specialist teacher will also do recap sessions on how to get children to perform effectively at long jump & standing triple jump following installation of new pit last year.	£2,200	Increased confidence of teachers when delivering PE – greater technical knowledge. Improved planning and delivery – results in accelerated learning of pupils, greater success at individual's own level of achievement / better use of differentiation / greater inclusion. Enabling a clear overview of the PE curriculum with progression of skills and coverage.	Ongoing – increased staff confidence.
Ensure all staff are confident in teaching and delivering high quality PE resulting in higher quality learning	Staff audits-linking with cpd of areas they are not as confident in. PE subject lead to review school's assessment and see most effective way of doing this to see children's progress in PE.	AS school PE lead on maternity leave. Paid for support from federated infant school: £3,200 Total for KI3 = £5,400	Completed an audit, planned use of specialist teacher time accordingly – opportunities to observe and team teach. As above, purchased assessment materials to more effectively judge impact of the curriculum.	Ongoing – increased staff confidence. PE lead due to return in Nov. 2024 – focus on assessment of PE thereafter.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 0%
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:
Continue to offer a range of sports to the children through specialist teacher. Also, to continue to offer a range of sports to the children through different competitions run through our local PE school games organisers.	Using specialist teacher time to lead sessions on alternative sports. A range of children to be picked to represent school in different sporting competitions. A lot of these competitions will be aimed at developing children's confidence in the sport and inviting children with SEND needs to attend.	£ - see K13 for costs	This year, year groups have chosen different sports to develop their CPD. For example, year 5 have learnt how to play Tchoukball. They will also have a couple of sessions with the specialist teacher .	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 15%
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>Continue to develop the children's involvement in local sport tournaments by increasing the number and variety of sports and varying the pupils who compete.</p>	<p>Calendar of activities throughout the year Cross country races Indoor athletics competition against local schools Swimming gala against local schools – not yet back in place following pandemic. Competitions organised by Central Warwickshire School Sports Partnership Take part in interschool sporting tournaments throughout the academic year.</p> <p>Paid for a football coach to train the school team and manage fixtures against other schools.</p>	<p>£1400 – including competition entry fees & transportation to events</p> <p>£750 6 x ½ days supply cover to take chn to events</p> <p>£400</p>	<p>More opportunities given to children across the year groups, to participate in competitive sport, including inter and intra. This also includes SEN and some of the less able in competitions designed specifically for them.</p> <p>This was a real success this year with chn engaging enthusiastically</p> <p>Without expertise in school to coach team (previous coach retired), hired time of an extra-curricular coach to train, plan and lead fixtures.</p>	<p>Teaching staff to ensure all children have the opportunity to represent the school. PE Leader to carefully select competitions entered for the academic year, to ensure all ability of students have a fair chance to represent the school.</p> <p>Plan to use same coach for next academic year and investigate further opportunities for training girls football.</p>
<p>The organisation of the annual Sports Day to be managed to showcase participation, teamwork and a competitive element.</p>	<p>Management time to be given to PE Leader to secure a smooth running of events</p>	<p>1 day supply cover</p> <p>£250</p> <p>Total for KI5 = £2,800</p>	<p>Participation will be high, children will state high levels of enjoyment, parents/carers will be positive about the event</p> <p>Round robin of events across the morning with ALL chn participating in long jump, throwing, javelin, hurdles, football dribbling, hockey dribbling, obstacle course. Pm – track competitions.</p>	

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	