

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](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	12270.84
Total amount allocated for 2021/22	17754.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	8077.28
Total amount allocated for 2022/23	17697.50
Total amount of funding for 2022/23 To be spent and reported on by 31st July 2023.	25774.78

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</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 2023.</p> <p>Please see note above</p>	69%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	69%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	94%
<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>	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: 2020/21	Total fund allocated:	Date Updated:		
<p>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</p>			Percentage of total allocation: % 23.6	
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
<p>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:</p> <p>The intention of OPAL is very clear between staff and parents. The sustainability of this investment will see children be engaged within physical activity in unstructured time and be open to a wide range of resources that will encourage physical activity.</p> <p>The intention of a new PE scheme (REAL PE) is to give children the skills and insight to be physically active and have a positive attitude towards physical activity.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>OPAL project in the early stages. Meetings with Rachel Murray, lunchtime supervisors, letter to parents and staff inset day introduction to project.</p> <p>Actions to ensure that all staff are aware of the values and premise behind the project.</p> <p>Real PE scheme staff training and class logins for all children to access REAL PE at home.</p> <p>Videos explaining to parents how the scheme works and what PE will look like in school.</p>	<p>£4843</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>OPAL impact will be measured at the end of the academic year.</p> <p>All staff are secure in their understanding and this clearly shows the OPAL project is a whole school approach.</p> <p>Real PE scheme has received good feedback and staff are aware of all the skills they need to cover in their specific year groups. Subject leader is also monitoring staff/children's feedback and will introduce more tools within time.</p> <p>Impact on children has seen a more inclusive approach where children's learning is clearly differentiated and accessible for</p>	<p>Sustainability and suggested next steps:</p> <p>OPAL will continue with its 18 month project.</p> <p>New staff to be given an explanation and directed to what the intention of OPAL is. Next steps is to thread OPAL throughout the school.</p> <p>Next steps are to introduce assessment tool and BURSTS project within the REAL PE scheme.</p>

			all learners.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 53.7%
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:
The intention is to ensure that PESSPA is threaded throughout the school and wider community. We want everyone to be aware of learning and the significant achievements throughout our school.	New PE equipment to ensure all children can access high quality resources throughout the school day. Regular updates through the school website and social media to sporting achievements by pupils and teams. Specific coaching that will inspire and spark interests in- DFCA cricket coaching and Swift Sports Coaching.	£11,005	All children are able to access different resources and equipment in lessons and unstructured time. Whole school celebrate success through praise assembly. Example: cricket coaching has inspired children to take on more sporting activities outside of school. Swift Sport's coaching have enthused children to join clubs and camps out of school hours.	Next steps will be to install fixed equipment for physical activity which is linked to the OPAL project. Provide a wider variety of sporting opportunities which is threaded for each year group- e.g. tennis lunchtimes XC lunchtimes Wake and Shake.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
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				4.6%
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:
Our intention is to ensure that all staff have a secure level of understanding and a high level of confidence when teaching PE. We intend for children to be inspired by their teachers when focusing on PESSPA.	OPAL inset day training. REAL PE scheme training for all teaching staff and Swift Coaches.	£ 955	The impact of training days has been clear through the delivery of lessons and a clear understanding of skills progression. The PE curriculum is clear throughout the school and is allowing staff to also focus on the attitude of all learners through the cogs.	Next steps are to introduce assessment tool and BURSTS project within the REAL PE scheme.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
We intend to offer a variety of sporting activities that will give children the opportunity to aspire, take risks and pursue their goals.	Staff members to take sporting clubs- e.g. girls football, tag rugby, netball, boys football, dance. Parents to be made aware of sporting links in the community and how to access with contact details, cost and location. Cricket Coaching- Swift Sports coaching.	£ 3054	We have had high numbers of children from different year groups signing up for sporting clubs and experiencing a high level of coaching across the fundamental movement skills. Parents are aware of a range of sporting links through a document that has been communicated with them. Staff are aware that they	Forest School skills progression document and training to be researched and introduced to all staff. Training to ensure all staff are qualified to show forest school skills such as fire safety.

			should let parents know of any specific interests a child shows in school.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
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:
We intend to ensure that competitive sport features throughout the school year and that boys and girls are given the opportunity to understand competition, which in turn will develop resilience and encourage positive well-being.	Acquire a school games membership. Enter into school competitions. Give children the opportunity to experience rules, winning or losing.	£ 610	Impact of entering competitive sporting tasks has seen our school win regional football tournaments. Competed within indoor athletics, swimming galas, cross country and girls and boys football competitions. New PE scheme encourages low risk competition and allows for active learning to take place still.	Next steps- Compete in other areas of dance and gymnastics to allow for a higher engagement across the school.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Jack Smith
Date:	31/07/2023
Governor:	
Date:	