Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2022

Commissioned by

Department for Education

Created by

association for Physical Education

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.

Pleasevisitgov.ukfortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement.Thisdocumentwillhelpyoutoreviewyourprovisionandtoreportyourspend.DfEencouragesschools 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 2020/2021, 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.

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£7427.62
Total amount allocated for 2021/22	£19446

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? **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 2021. Please see note above	45%
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	42%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	45%
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/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: 2021/22	**Total fund allocated: £26,873.62**	**Date Updated: 18.07.2022**	
Key indicator 1: The engagement of all 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: 12%
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?:
To increase physical activity levels across the school and raise children's and parent's awareness of these levels. Children to be more active during breaktime and lunchtime.	Physical activity trackers purchased to encourage children and teachers to push the levels of physical activity during the day. Speakers purchased to encourage dancing at breaktime. Space hoppers purchased as an additional activity option. Equipment for sports leader activities. Additional adult available to run activities at lunchtimes.	£815 £3071.62	Average of 27 minutes of moderate to vigorous physical activity across the school. High spike on Moki physical activity with 65% of children having more that 30 minutes MVPA during lunchtimes.

Wider house competitions and prizes. Introducing trackers into KS1. More areas to be created to widen physical activity choices.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
Children to be more physically active during the school day and engagement in wider curriculum lessons improved by linking it to physical activity.	Cross curricular orienteering purchased to make curriculum lessons more active and engaging.	£2520	High quality orienteering lessons have been delivered which needed to happen first before looking at cross curricular orienteering.	Cross curricular orienteering embedded in wider curriculum lessons.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 43%
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:
All children to experience high quality dance teaching and to create routines that link to their immersive topics. Dance to be introduced into EYFS so help develop fundamental movements. To increase teacher confidence when delivering dance.	Dance team teaching with specialist dance teachers. One teacher sent on Royal Opera House dance training – this training was then delivered as CPD to all teachers. Cover	£5340 £985	Number of ARE children in dance increased by 23%. Teachers are beginning to plan their own dance lessons to link to their immersive topics.	Team teaching to continue next year. Additional teacher to attend the Royal Opera House CPD next year.

	arrangements needed.			
To have specialist PE teachers across the school that can help improve the standards of PE across the school.	Two level 5 courses purchased for teachers to improve their understanding of PE.	£1900	To be completed next year.	
Children to experience high quality forest school lessons that widen their horizons and improve their self-confidence.	Forest school leader training for 2 members of staff.	£1698	Training has been completed with groups of children. Impact to be seen next year.	
Children to experience high quality PE lessons that are focussed on a skill based approach.	PE planning CPD with a PE consultant.	£450	Percentage of ARE children in games and gymnastics has increased by 15%.	Future gymnastics CPD to be looked at with teachers.
	Beyond the physical, Get Set 4 PE membership and real gym membership to give teachers ideas for lessons.	£1645		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 22%
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:

Additional achievements:				
Increase the number of children who are age related for swimming.	Intensive 2 week course swimming for all year 6 children.	£1700	Additional 10 children achieved 25m and self rescue.	Change of swimming next year to focus mainly on intensive courses for all year that attend swimming.
Dance performance during jubilee celebrations.	Dance teachers to create routine with children to perform to parents during the Jubilee celebrations.	£1150	Children performed during the Jubilee celebrations to parents.	Wider performances next year to offer more performances to parents.
Wider range of children attending afterschool clubs.	Afterschool clubs subsidised to make clubs accessible to all children.		Children attending clubs has risen from 40% of children to 67% of children.	Wider range of clubs available next year to entice more children to attend.
Children to experience a wider range of sports and activities.	Kurling sets, scooterboards, tunnels and athletics kickboards purchased to widen the range of activities.	£3020	Only recently purchased so impact not seen yet.	EYFS and KS1 to improve their movement skills through tunnels and scooterboards. Kurling sets will offer an inclusive alternative to competitions and games.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 13%
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 allow more children to compete against other schools.	Contribution to school games organiser to assist with arranging competitions and sports hall hire.	£250.00	53% of KS2 children have competed in inter school competitions against other schools.	To plan opportunities to try to allow over 75% of children to participate in inter school competitions.
	Transport to competitions.	£2020.00	53% of KS2 children have competed in inter school competitions against other schools.	
Year 5 and 6 children to prepare for a rowing competition.	Hire of a rowing machine.	£100		
Children to be more engaged during intraschool competitions.	Medals and trophy engraving.	£209		

Signed off by	
Head Teacher:	M.Ascroft
Date:	18.7.22
Subject Leader:	C.Morrow
Date:	18.7.22

Created by: association for Physical Education Active Partnerships YOUTH SPORT TRUST

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