

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 2022/2023	0
Total amount allocated for 2023/2024	£17862.66
How much (if any) do you intend to carry over from this total fund into 2024/25?	0
Total amount allocated for 2024/25	
Total amount of funding for 2024/25. To be spent and reported on by 31st July 2025.	

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>	100%
<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>	90%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	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: £17862.66		Date Updated: 16/7/24	
<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:
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?	
An increased number of children will take part in physical activity during lunch and play time.		<p>To continue to develop play leaders, building on the foundations of last year, to allow all children the opportunity to engage with a range of physical activities at break and lunch times.</p> <p>To provide rewards (such as badges or certificates, to recognize the effort of play leaders.</p> <p>More time to be given to host regular training and meetings with play leaders to more quickly address any issues.</p> <p>To refresh shared equipment available to children at lunchtime to encourage more active play. Re-order each term to keep relevant.</p>		£200	
				<p>The regular deployment of play leaders has encouraged children across the school to engage in a wider range of games at lunchtime. This has been most prominent in key stage 1 but has included key stage 2 children as well.</p> <p>By holding more regular meetings I have been able to assess the needs of the play leaders and work with them to facilitate a range of outdoor activities. It has also allowed us a team to plan for and respond to any issues that crop up.</p> <p>The play leaders had the ownership over their job this year and were given the opportunity to</p>	
				<p>1.1%</p> <p>Sustainability and suggested next steps:</p> <p>Continue to provide regular meetings with play leaders and further develop their role and presence in the school.</p> <p>To facilitate the training of new play leaders to replace the year 6 children who are leaving.</p> <p>To refresh equipment for playleaders.</p>	

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	To review and implement any necessary changes to adult led lunchtime activities after discussion with play leaders. To allow for a wider range of structured, active sports to be available to all.		order equipment to help them, such as giant jenga and connect 4, as well as balls and bean bag toss games.	
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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	20.3%
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: £3591	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
<p>To further enhance daily activity sessions for each class and support the positive profile of sport in the school.</p> <p>Active lessons will be introduced in all year groups to help build to the recommended 30 minutes.</p>	<p>Continue lunch time adult led sport sessions using in house staff to increase sustainability.</p> <p>To be more rigorous in the promotion of the various activities, reminding children what is on offer. To include a greater range of activities and make these known to the children.</p> <p>Links with partner schools to be restarted and developed to allow for interschool activities and tournaments. This will include travel and staffing to and from events.</p>	£3591	<p>Children are more engaged in a range of activities with Mrs Phair at Lunchtime, including athletics, hockey, football, tag rugby and golf.</p> <p>Children are using the timetables to check and attend the sessions that they are interested in for the half term and to attend on their class day. They have a greater knowledge of what is available to them.</p> <p>Employment of extra sports apprentice has allowed us to deliver more, better quality, active sessions during break and lunch.</p>
			<p>Sustainability and suggested next steps:</p> <p>Investigate the use of LSA's to free up more staff for the playground and allow for a greater range of activity.</p> <p>Continue to hire and train sports apprentice to allow for more opportunity for all children.</p> <p>Refresh the current activities by meeting with TP and assessing what worked well and what to improve.</p>

	<p>To maintain our school teams and to add tag rugby and gymnastics if possible.</p> <p>To research and expand active learning sessions across several classes to incorporate physical exercise across the curriculum.</p> <p>Healthy lifestyles for all children are well promoted. Support is offered from external agencies to parents.</p>		<p>Virtual athletics sessions and competitions have been attended by children from across the school.</p>	<p>Continue to look for outside opportunities such as virtual athletics.</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:
Intent	Implementation		Impact	2.7%
<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>Children will receive high quality lessons.</p> <p>Staff will be confident to deliver high quality, sequential lessons.</p> <p>The PE curriculum will be relevant and engaging.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Pupil voice questionnaires to determine attitudes to PE and Physical activity in the school and how to improve them.</p> <p>To continue to use Get Set 4 PE next year to support planning and new staff. Allowing for a broad and</p>	<p>Funding allocated:</p> <p>£495</p> <p>£495</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has Changed?</p> <p>Pupil voice indicated a general increase in engagement with PE this year with less learning lost due to behaviour as a result of staff training being implemented.</p> <p>Get set is still working well for our</p>	<p>Sustainability and suggested next steps:</p> <p>New pupil and staff voice top identify areas for development and cpd.</p> <p>Continue to use get set and encourage staff to modify the lessons to suit the class and needs.</p>

Support staff will be confident to support PE sessions.	<p>balanced PE curriculum.</p> <p>Staff survey to gain feedback on previous PE CPD and any further areas for development to be addressed in further CPD.</p> <p>Further CPD to be offered to continue to develop teacher's confidence in teaching, planning and assessing PE sessions.</p>		<p>teachers and students and many teachers are more confident adapting the planning to better suit their class needs.</p> <p>A Sports apprentice has been hired to aid with sports promotion and healthy lifestyles throughout the school. Training is provided in house to facilitate this.</p>	<p>TP to train the sports apprentice to take on more responsibility at lunchtimes and during PE lessons.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:

Intent	Implementation		Impact	73.1
<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>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p> <p>£13049.07</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Continue to offer a broad range of sports opportunities to all children in school and outside of it.</p> <p>Children are aware of the importance of looking after their mental health and engage in a number of strategies to enable them to continue to access a broad curriculum.</p>	<p>To refresh after school club provision every half term and ensure that there is something for all age groups in each block. Priority free spaces reserved for PP students.</p> <p>Re order shared equipment for outside use (after meeting with Play leaders for input.) inquire about big games for outside use.</p>	<p>£6081.25</p> <p>£1282.1</p> <p>£5685.72</p>	<p>The school continues to provide a range of active clubs to all year groups with priority spaces for pp students.</p> <p>Some big outdoor games selected by play leaders have been purchased and are used regularly.</p> <p>Staffing for zoning is currently unattainable due to staff numbers.</p>	<p>Meet with Finance officer and SLT to discuss range of clubs to be offered next year based on what went well.</p> <p>Continue to meet regularly with play leaders and refresh outdoor equipment as required.</p> <p>Meet with SLT about lunchtime staffing.</p>

	<p>Reallocation and retraining of staff to better support zoning. Dedicated time weekly to help train play leaders to manage some zones.</p> <p>Mental health and wellbeing team to be set up to oversee staff and children's wellbeing.</p> <p>Mental health board to be reviewed and refreshed as needed.</p> <p>Mental health support continued to be offered through Thrive and Pastoral support.</p>		<p>Regular meetings with play leaders has allowed for more children to be actively engaged in activities at lunch time.</p> <p>Mental health team has been put together and a plan has been made.</p>	<p>Block out regular meeting times for MH team.</p> <p>Begin to plan for a MH policy for our school.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
Intent	Implementation		Impact	2.8
<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>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated: £500</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Offer competitive sports opportunities in a wider range of sports than has previously been available: for example, cricket, rounders, doge-ball, cross-county, trigolf etc.</p> <p>To increase the visibility and engagement of girls in competitive sport.</p>	<p>School team participation in local leagues to increase competitive sport.</p> <p>Build and develop partnerships between local high schools to enhance provision.</p> <p>Restart our links with partner school to engage in a variety of sports competitions including team games and gymnastics.</p> <p>Offer a wider range of school teams, such as a rugby or hockey team, to compete and practice out of school time. With help of external agency. Team games to be managed and facilitated by TP.</p> <p>Focus on encouraging girls to play in more competitive sports, forming mixed or girls teams where appropriate. Pupil voice to girls to gauge interest in different sports with the view to set up new girls sports clubs.</p>		<p>Some events have gone ahead, including football tournaments and basketball. A tag rugby team has been started.</p> <p>Football team has been regularly training for fixtures</p> <p>Mixed gender teams have encouraged participation across the school.</p>	<p>.To continue to work with outside agencies on team games.</p> <p>To continue to train a school football team to compete in local fixtures.</p> <p>Meet about progressing the tag rugby team into local fixtures.</p> <p>If possible recruit a girls football team if interest is high enough, others continue with mixed gender teams.</p>

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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Mr L Rebecca
Date:	16/07/24
Governor:	
Date:	