

Evidencing the Impact of the Primary PE and Sport Premium

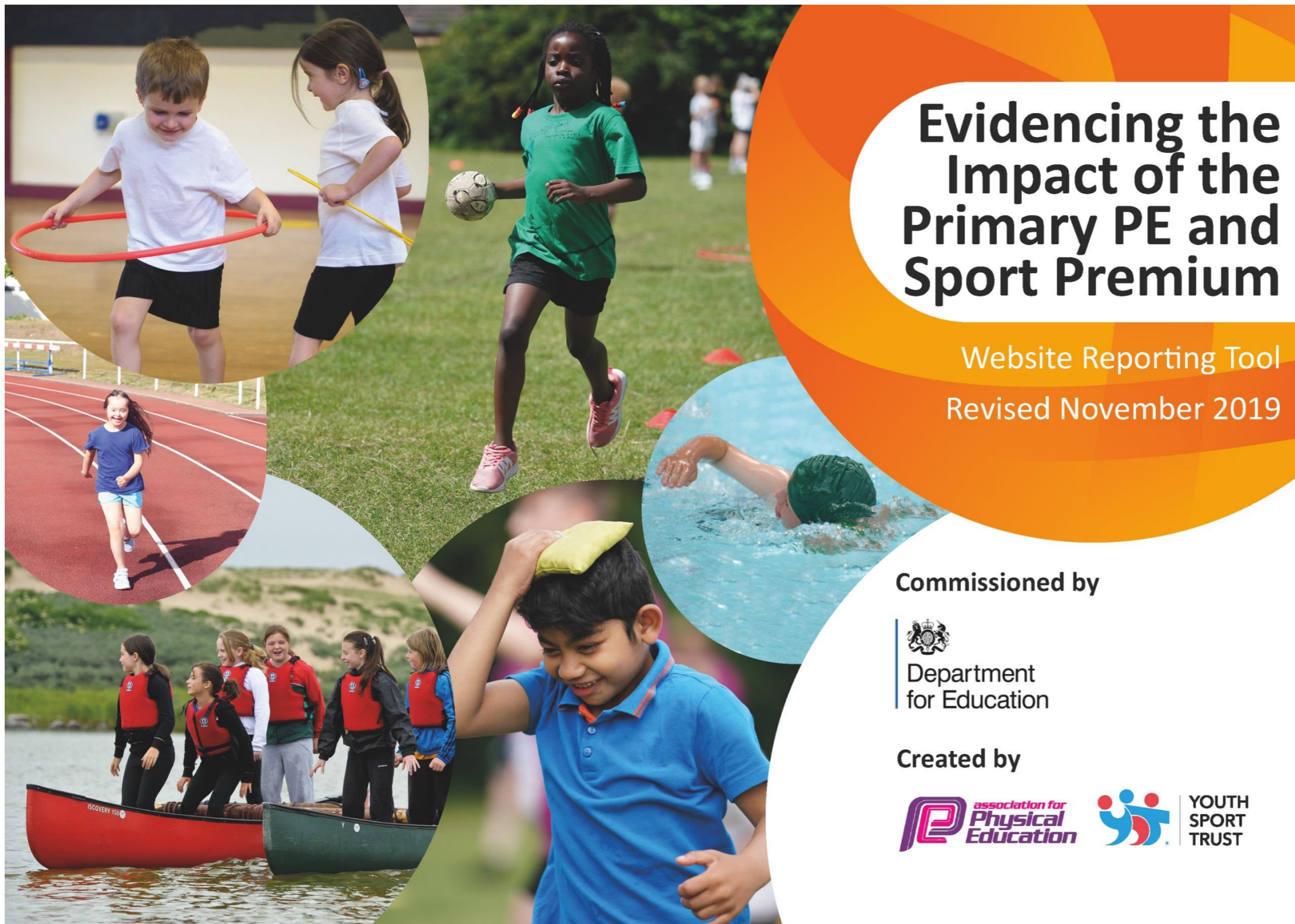
Website Reporting Tool
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Commissioned by



Department
for Education

Created by





It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2022** at the latest.

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2023:	Areas for further improvement and baseline evidence of need:
<p>New curriculum has been embedded and has had a positive impact on raising level of challenge in lessons.</p> <p>Assessment schedule has been started.</p> <p>Formal audits in place</p> <p>Formal opportunities for less active students have been implemented and well received.</p> <p>Club for younger children has been regular and well attended.</p> <p>Very good results in local competitions.</p> <p>CPD has been implemented and successful.</p> <p>Forest School has been popular and beneficial to staff and pupil well-being.</p>	<p>Increase assessment throughout the school.</p> <p>Embed Storm Break to increase PA across the school and boost well-being.</p> <p>Ensure monitoring and audits become part of regular procedures.</p> <p>Improve regularity of website updates.</p> <p>Improve monitoring system to identify those needing financial support to attend clubs.</p> <p>PE lead to implement training in staff meetings.</p> <p>Establish new dance club and possible fitness class for staff/parents</p>

Meeting national curriculum requirements for swimming and water safety.	
<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 2020.</p>	91%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	91%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	91%

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
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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: 2022/2023	Total fund allocated: £17,113.00 Carry forward: Projected costs: £16,952.38 Total Spent: £16,952.38	Date Updated: July 2023		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 53%
Intent	Implementation	Impact	Sustainability and suggested next steps:	
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: £9082.38 Funding used: £9082	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<ul style="list-style-type: none"> To embed the new PE HUB school scheme and ensure staff are confident in its delivery and happy with its content To monitor individual and class levels of PA and to develop opportunities to engage less active children (particularly those who are deemed vulnerable) in new activities within curriculum time Consider barriers to participation and how to overcome these so that more 	<ul style="list-style-type: none"> Monitor delivery and staff/pupil opinion regarding the new scheme Carry out timetable audits for classes not achieving allocated amounts of activity To encourage class teachers to incorporate active learning in their daily programmes To monitor attendance at extra-curricular activities and identify less active children and reasons for low activity rates and 	£ 667.38 (PE HUB annual membership) (£667.38) Payment of coaches for lunchtime PA targeting less active children in key stage 1 38 x 30 mins £225 (£225)	Curriculum embedded and children are benefitting from more challenging lessons. Knowledge cards are in place for most areas and staff are enjoying the resource. Assessment is in place for some classes. PA within the curriculum remains an area for development. Club attendance for less active has risen but paying clubs are less busy than free clubs.	<ul style="list-style-type: none"> Continue with the subscription and extend use of assessment tools. Include activity in day-to-day classroom practice through Storm break resources next year. Ensure a wide range of extra-curricular opportunities and extend financial support for those who need it.

<p>children become active</p> <ul style="list-style-type: none"> Swimming lessons for older children who have not reached the expected levels Life-saving sessions for children who have achieved the expected levels for swimming To introduce Forest School sessions throughout the school To continue to provide specialist Dance tuition on a rolling basis for all children 	<ul style="list-style-type: none"> To provide new curricular opportunities for less active children <ul style="list-style-type: none"> -SGO programme -Lunch time sports coach targeting less active children Transport and instructor costs for swimming and life-saving sessions 	<p>Estimated costs for swimming programme £2000 (£2000)</p> <p>Forest Schools curriculum for all 38 x £80= £3040 (£3040)</p> <p>Dance sessions 2 classes per week £90 per week for 35 weeks £3,150 (3,150)</p>	<p>Non- swimmers have made good progress and all yr 6 children can now swim 10 m without floatation aids and 91% can swim 25 m. Yr 4, 5 6 completed a course of 6 lessons with more able swimmers participating in life saving skills. Forest school has been very popular and successful throughout the school.</p> <p>Dance has been well received by most and staff have benefitted from CPD opportunities this has brought.</p>	<p>Swimming programme to continue next year.</p> <p>Forest School to continue next year</p> <p>Dance to continue as a club next year and staff to teach own lessons using curriculum resources</p>
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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:
				0.6%
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: £100 Funding used £100	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
New curriculum to be embedded and monitored regularly.	Subject leader to meet with teachers to discuss new scheme and any matters arising	Subject leadership £100 (£100)	See above	Ongoing monitoring of opinion and teaching to be embedded as part of annual procedures.
Assessment system linked to new scheme to be launched in Jan 2023	Subject leader to introduce assessment for PE in January 2023 in staff meeting			
On line communication to continue through website and Instagram	School notice board, celebration assemblies and regular updates of website and Instagram to be monitored by SL and sports leaders		Communication has improved through Instagram and local magazines.	Continue to use social media and improve regularity of website updates.
Audits of opinion for pupils, staff and parents to be embedded as part of the annual process	Spring term audits to be carried out and analysed to feed into future action plans		Audits completed and analysed.	Embed audits in annual procedures.
Sports Leadership to continue	Instigate lunchtime clubs run by sports leaders. Leaders to be supervised by allocated lunchtime supervisor to run clubs for yr 1 and 2 x 2 per week		Sports Leadership training took place and leaders have been active. Clubs have not been regular.	Repeat and encourage more regular club delivery.
Formalise active learning/daily activity in school and link to well-	Staff meetings to focus staff on building PA into the curriculum. To	CPD –active learning- staff	Not achieved in all classes.	Use Storm break as a vehicle to increase PA in daily classroom practice.

<p>being and mental health</p> <p>Embed new safety regulations in school procedures</p> <p>To implement all recommendations as identified through Bronze Audit for Deep Dive</p>	<p>include:</p> <ul style="list-style-type: none"> • sharing of ideas • Dissemination of Active Literacy /Numeracy training <p>SL to read and disseminate new health and safety update Feb 2022 through staff meeting</p> <p>Subject leader to ensure that advice is followed and recommendations are embedded (see audit)</p>	<p>meetings</p>	<p>Staff meeting was used to disseminate new procedures.</p> <p>Achieved.</p>	<p>Remind staff of safety procedures and complete an INSET session with children present to demonstrate safe use of apparatus.</p> <p>Ensure actions become part of annual procedures and provision.</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:
				23%
Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know</p> <p>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: £4000</p> <p>Funding used: £4000</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>
<ul style="list-style-type: none"> Staff have identified CPD needs through survey and subject leader to provide opportunities to focus on specific requirements of challenge and progression of skills and new resources for OAA (PE HUB) and specialist sports coach CPD sessions arranged on a rolling basis Active Literacy/Maths- maths and English subject leaders 	<ul style="list-style-type: none"> Subject leader to address any individual training needs as appropriate PH sport coach to deliver curriculum to 2 classes per term and implement CPD programmes through these sessions Dance teacher to lead 2 class sessions per week and implement CPD through these sessions Active Learning- PH sports to deliver sample sessions to Maths and PE lead 	<p>PH Sports coach delivering inset weekly sessions £4000 (£4000)</p> <p>See indicator 1</p>	<p>PE lead has advised on an ongoing basis but formal training has not taken place</p> <p>PH sports CPD has been effective and beneficial to staff and children.</p> <p>Staff now confident to deliver curriculum sessions next year.</p> <p>Not achieved</p>	<p>PE lead to schedule training during staff meetings.</p> <p>PH sports to continue to deliver inset through the curriculum.</p> <p>PE lead to monitor dance. Specialist teacher to run a weekly club.</p> <p>Promote PA through Storm Break.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
pils				16%
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: £2770 Funding used: £2770	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Maintain existing and add to extra-curricular club timetable to provide broad range of high quality activities Introduce new lunchtime clubs run by sports leaders for key stage 1 Continue to build in mindfulness/ wellbeing activities to the curriculum Introduce new club to engage less active and vulnerable pupils in physical activity Support vulnerable children to attend extra-curricular activities 	<ol style="list-style-type: none"> Employ coaches for key stage 1 multi-sports, football, athletics, basket ball, indo boarding, Frisbee, forest school and tennis. Use of national cricket initiatives such as taster days, assemblies and festivals Disney –Girls football initiative Netball and rounders club run by HLTA New club for less active pupils after school Provide funding for equipment or coaching to facilitate and encourage all children to attend clubs 	<p>Forest School £1520 (£1520)</p> <p>Disney-Girls Football 20 weeks at £15 £300 (£300)</p> <p>Netball/Rounder Club run by HLTA 30 weeks at £15 £450 (£450)</p> <p>New club 20 weeks at £15 £300 (£0)</p> <p>Extra provision for financial support to fund non club attenders £200 (£200)</p>	<ol style="list-style-type: none"> Achieved- good level of attendance. Achieved- all classes had a taster session with a county coach. Achieved- girls football much higher profile and success in local and county tournaments Achieved- good participation and local tournament winners. Yr 5 and 6 took part in `Movement for More ` and enjoyed non-competitive opportunities. Less active were also actively encouraged to take part in 5 orienteering events which they also enjoyed. Achieved- 3 pupils have been supported to attend clubs on a regular basis 	Maintain provision and extend/formalise assessment of attendance related to need for financial support.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6%
Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know</p> <p>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: £1000</p> <p>Funding used: £1000</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>
<ul style="list-style-type: none"> To provide increased intra activities for all children Train sports leaders for multi skill sessions for key stage 1 children To monitor participation of all key stage 2 children in inter school events and to create opportunities for all children in years 2 -6 to experience at least one inter school event 	<ul style="list-style-type: none"> School based inter-house competitions to be extended and scheduled on a fixture list to ensure 100% participation in at least 2 intra-school events. Some events for younger children to be lead by sports leaders and older classes. School to engage in a broad range of inter sch fixtures as possible and to seek out opportunities beyond the pyramid events where there is a shortfall of choice. 	<p>Transport £1000 (1000)</p>	<p>Inter house events achieved.</p> <p>Achieved</p> <p>Whole class activities funded</p>	<p>Continue</p> <p>Continue</p> <p>continue</p>

Signed off by	
Head Teacher:	Jill Watson
Date:	25/7/23
Subject Leader:	Sarah Salisbury
Date:	14/07/2023
Governor:	Lynne Crighton
Date:	22/08/2023