



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised October 2018

Commissioned by
Department for Education

Created by



**YOUTH
SPORT
TRUST**

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESPA 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](https://www.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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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 **31 July 2022** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> - 2 hours of PE consistently delivered for every pupil in school - Broad and balanced curriculum offered with a mix of competition, sports and key/fundamental skills - RealPE supports teachers in planning and delivering sessions - RealPE (+gym/dance) promotes the importance of developing skills in the 6 key areas (health & fitness, creative, social, physical, personal and cognitive) 	<ul style="list-style-type: none"> - Use assessment system effectively across whole school to ensure and track progress - Swimming and water safety (Provision in addition to curriculum swimming) <ul style="list-style-type: none"> - Target of 100% swimming confidently (25m) and 80% using a range of strokes for next year. - Pupil engagement in physical activity <ul style="list-style-type: none"> - Target of 100% of pupils engaging in extra-curricular activity - Target of 100% of pupils engaging in at least 30minutes of activity a day - Broader opportunities for clubs after-school and at lunchtimes for all year groups - Pupil participation in competitions <ul style="list-style-type: none"> - Target of 70% of pupils representing school at competitions. - Increasing Y3/4 competition opportunities - Increasing opportunities for physical activity throughout the day into the school day for all pupils, especially important since lockdown <ul style="list-style-type: none"> - Active travel and active lessons in addition to active breaks

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
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 children may swim in another year please report on their attainment on leaving primary school.	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	
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?	Planned

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 students today and for the future.

Academic Year: 2022/23	Total fund allocated: £18030	Date Updated: October 2022		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				64%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Intended impact	Sustainability and suggested next steps:
Expand the range of lunchtime and break play activities to ensure more than 90% of pupils are active for at least 30 minutes a day in school including SEND pupils	<ul style="list-style-type: none"> - Playground redesign/remarking to promote activity - Resources purchased for playtime and lunchtime activity - Registers of attendance /participation - MDMS play leader training - TAs to lead a range of competitive and non-competitive sports during lunchtimes and before school - Observations of playground behaviour (recorded for evidence) - Pupil interviews - Discussions with SEND pupils 	<p>Playground remodel/remarking (Estimate £9000 – awaiting final quote)</p> <p>MDMS training (provided by ASP – cost of extra hours for MDMS - £100 for 4 MDMS)</p> <p>Resources - £300</p>	<ul style="list-style-type: none"> - More opportunities for all pupils (inclusive) - Increased levels of physical activity at break and lunch times - MDMS leading and supporting activity - Pupils meeting requirement of 30minutes a day - Children to experience and enjoy different types of physical activity 	

Provide additional swimming sessions for identified pupils	<ul style="list-style-type: none"> - Identify pupils not meeting national curriculum requirements for swimming 25m after curriculum provision - Arrange additional sessions - Work alongside external swimming teachers 	Additional swimming sessions – Greenbank Leisure Centre (Estimate - £2080)	<ul style="list-style-type: none"> - Increase in pupils able to swim 25m (100% target) in a range of strokes (80% target) at the end of KS2 - Ensure national curriculum requirements for swimming 25m confidently are met for more pupils 	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				7%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Intended impact	Sustainability and suggested next steps:
Active Playground Leader Training (Continued DUE TO COVID)	Train Year 6 Sports Leaders – delivered by ASP KM/MF to monitor and support	Training delivered by ASP and covered in affiliation (Half - £1100)	-To continue to improve structure and provision of lunchtime play and activities -Promote physical activity at break and lunchtimes - Develop leadership skills for pupils	PE Lead and KM to canvas interest from the year 6 pupils.

Continue to embed the principles of RealPE within PE lessons and wider school life to ensure that children understand that there is more to PE than physical ability.	<ul style="list-style-type: none"> - Sending home 'Real PE home challenges' - Staff to embed the use of RealPE terminology and use of self-assessment display boards - RealPE at home to provide teachers and pupils with resources which are easy to share online 	PE Leader release time (£200 for 1 day) Self-assessment display board resources	<ul style="list-style-type: none"> - Pupils will be able to talk about the Real PE principles and how these help in PE and wider school life - Children to engage in regular/increased physical activity at home (Home challenges) 	
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport;				Percentage of total allocation:
				5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Intended impact	Sustainability and suggested next steps:
Monitor delivery of curriculum PE and other school support staff to ensure that a high quality, broad and balanced PE curriculum is offered to pupils. CONTINUED DUE TO COVID	<ul style="list-style-type: none"> - PE leader to observe lessons, listen to pupil/staff feedback - Additional training for staff on RealPE delivery - Teachers to support others as part of monitoring cycle - All staff to continue to access and use RealPE curriculum resources 	PE Lead release time – £200 per day (x2 days)	<ul style="list-style-type: none"> - Staff fully understand school PE curriculum and rationale behind it. - Staff will be able to deliver lessons of a high standard whilst supporting other staff to do so. - All staff (including new staff) are confident at delivering RealPE curriculum - Pupils will progress at the expected rate or better 	

Targeted CPD opportunities for some or all staff	<ul style="list-style-type: none"> - PE Lead to discuss with staff and identify areas of need and arrange CPD - Teachers and TAs to work alongside specialist sports coaches in PE delivery - PE Lead to monitor/observe and discuss with staff 	<p>Staff release time for CPD (supply £200 per day x3)</p> <p>CPD costs (mostly included in ASP affiliation)</p>	<ul style="list-style-type: none"> - Staff able to confidently plan opportunities for all pupils to maximise pupils progress and engagement in lessons. - Observations demonstrate higher quality of PE provision - Staff able to plan activities to support pupil wellbeing (Recovery curriculum) 	
Effectively implement PE assessment system across school to ensure equality of opportunity and progress for all.	<ul style="list-style-type: none"> - Staff meetings led by PE lead - Mentoring of staff by PE lead - PE leader to identify any areas of training or support needed for staff 	PE lead release time (already costed)	<ul style="list-style-type: none"> - Evidence of pupil progress and understanding of pupil starting points - Improve quality of planning as it can be informed by current or previous assessment 	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				15%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact: (Intended impact)	Sustainability and suggested next steps:
Provide a wider range of extra-curricular sport opportunities to promote pupil interest so that at least 90% of children (including SEND) are participating in extra-curricular activities and that pupils are able to try something new which may develop into an interest.	<ul style="list-style-type: none"> - Provision of a range extra-curricular sport within and outside of school time - Paceball sessions in school time and club - Lunchtime practices of sports leading to a competition (activity or sport to change every 3 weeks at least) – PE Lead to plan out with KM - Engagement and 	<p>Paceball in lessons (£2240)</p> <p>Paceball club (£480)</p> <p>Other outside agency specialist club delivery/subsidised (full year –</p>	<ul style="list-style-type: none"> - Increased participation of all pupils (including SEND) in lunchtime activities or extra-curricular activities - 100% of pupils (including SEND) involved in intra-house sports competitions for a range of sports - New opportunities offered which children may take up outside of school - Wide range of opportunities 	

	subsidising/funding of clubs with outside agencies to enable us to offer alternative/specialist activities - Intra-school competitions to be run at every half term for a range of sports (Whole school house matches, lunchtime competitions...) - Purchase resources and equipment to enable delivery of a range of sports and activities (e.g. handball goals, shin pads/goal keeper kit for hockey, short tennis nets) - Explore links with local clubs through ASP for delivery of sessions in school e.g golf	costs TBC) ASP affiliation	for competition in and out of school	
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Intended impact	Sustainability and suggested next steps:
Provide a wider range of opportunities for competitive sport to promote pupil interest so that at least 90% of children are participating in school sport and 60% of pupils represent school at competitions.	- Affiliate with Active Sports Partnership - Offer a range of extra-curricular clubs during and after school with competitive opportunities - Enter inter-school (through	School Sports Partnership Affiliation (Half £1100) Transport to	- Increase in pupils (including SEND), particularly Y3/4, representing school at competitions and sports events - Children have	

	<p>SSP and links with other schools e.g. Netball Cluster League) competitions which involve pupils across KS2 – minimum 3 per term</p> <ul style="list-style-type: none"> - Increase offers of Y3/4 competitions - Aim to attend 6 events with A and B teams and at least 3 events with C teams. - Continue to enter SEND specific competitions e.g. Boccia, Goalball, SEND sports day - Intra-school competitions to be run at least twice every half term (Whole school house matches, lunchtime competitions...) - Share performances, successes etc. on Facebook, school newsletters, in assemblies... 	<p>competitions (Estimate - £500)</p>	<p>opportunities to compete in competitions delivered to a high standard with pathways to county and regional events</p> <ul style="list-style-type: none"> - All pupils involved in a range of intra-house sports competitions - Evidence of improved attitude towards competitions - Raise profile of school sport - Increased pupil confidence which can be applied in other areas of school 	
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