

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£5847
Total amount allocated for 2021/22	£17780
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17780
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17780

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 2021.</p> <p>Please see note above</p>	87%
<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>	87%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	87%
<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>	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: 2022/23	Total fund allocated:	Date Updated:		
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			Percentage of total allocation: 17%	
Intent	Implementation	Funding allocated:	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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Increase activity levels of students at breakfast club, break, lunchtimes and after school.	Ensure equipment is updated. Ensure new equipment is ordered for pupils to try new sports. Ensure there is an activity plan for each half term.	£789.09	There are higher levels of activity outside of PE lessons improving sport specific skills of students as well as physical and mental health.	Student survey to find out which physical activities would pupils most likely to take part in. These will then feed into our after-school clubs next year.
Increase the activity levels of students outside lesson times by running sport leader activities at dinner times.	8- 10 Y5 sports leaders to be trained up by KW in the Primary Playmakers Award. Current Y6 sport leader roles to be embedded with use of daily timetable and regular meetings.	£99	Physical activity sessions for other students has been strong this year. Sport Leaders and GALs have run sessions for all pupils across the year. Sports leaders have also assisted and led KS1 events.	Timetable to display when particular activities are going to happen and who is going to run them.
Continue to encourage more girls to engage with physical activity, particularly at breaks and lunchtimes when levels are moderate.	Girls Active Leadership Squad (GALS) to be established in order to raise awareness of the barriers in place for girls in sport and come up with strategies to improve this. Totally Runnable company to be used as part of training and development.	£0	Confidence and motivation have improved from girls across the year. GALs have led on specific projects and a range of inclusive activities have been offered during lunchtimes.	Ensure girls fixtures outside of the Trust are organised.

Created by:



Supported by:



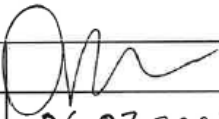
Encourage more pupils to complete active travel to school.	Continue with Park and Stride scheme completed in last academic year to promote active travel to the local community. Children are now arriving to school on scooters, bikes and walking due to car parking being located at the Carleton.	£0	WOW ambassadors and staff are monitoring how active pupils are on their way to schools. Pupils are using the 'Park and Stride' successfully and enjoy walking to school.	Use the data from this academic year to increase the number of pupils actively travelling to school.
Ensure all pupils have access to appropriate PE kit to maximum participation in lessons.	All pupils to have the required PE kit facilitated by school where needed.	£68.29	All pupils are provided with equal opportunities when participating in all sessions across the curriculum.	Continue to monitor the effectiveness of current PE kit expectations.
Ensure additional opportunities for physical activity are included in core subjects across school.	All classes to complete active maths sessions throughout the year as part of the sequence of learning.	£2083.33	Children have had exposure active maths lessons across the year. Children have been able to cross-fertilise their skills.	Embed active maths into weekly practice.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 8%
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:
Improve experience of girls in PESSPA	5 GALS selected from each school to investigate, plan and deliver a project	£1356.82	More awareness across schools of Gender Sport Gap in order that attitudes towards improve.	Join with previous years GALS in order to make a long term change.

Increase parental engagement in PESSPA opportunities provided to children.	Ensure social media includes physically activity each week. Invite parents to attend PAT events.	£0	PESSPA is spoken about more frequently by a greater number of stake holders, ultimately, raising the profile across school and the community.	Monitor and record social media posts to identify successes.
--	---	----	---	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0.4%
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:
Use of high-quality planning to ensure progress, personal development and health and safety of all students.	Use of Get Set for PE across the Trust from EYFS until Y6.	£0	Staff feel confident when delivering a wide range of physical activities in PE lessons. Staff use hands, head, heart assessment model to aid their professional judgements.	Increase the number of pupils using the self-assessment booklets.
Give staff access to wider opportunities and information in regards to PESSPA	Membership to YST offering increased CPD opportunities and information/ research into these areas.	£70	Staff have increased knowledge into the wider context of PESSPA and its importance in young peoples physical and mental health.	More CPD for all staff in order that they can improve their practice and contribution to PESSPA within the school.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Improve the offering in our extra-curricular programme.	Local martial arts club- Sengoku to come in and deliver workshops and after school clubs. Premier Education to deliver high quality after school clubs in order to improve physical skills of students and personal development. A1 football factory to deliver after-school clubs. Cricket taster and club to be delivered after school.	£2016.50	Students get the chance to experience a different kind of physical activity and potentially take this further. More students get to access high quality after school clubs which increases their physical, mental and social abilities in PESSPA.	Introduce martial arts in to the PE curriculum. Targeted clubs for certain groups of students.
Develop opportunities for children to have a greater understanding of a healthy lifestyle and the importance of physical activity alongside a healthy diet.	Children to take part in Classroom Kitchen.	£300	More children are able to recognise a healthy diet through a healthy eating competition where opportunities were given to design and cook healthy meals without support.	Continue to participate in competitions including a broader range of year groups.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				25%
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:
Regular participation in competitive sport through the PAT Games and School Games events.	Ensure a wide range of students are getting the chance to take part in events run by Kate Wood. (PAT Games)	£4357	Students have the opportunity to further their physical and mental ability through competitive sport and festivals.	Track the % of students that are accessing these events and ensure there is opportunity for all.
Raise the profile of the PAT Games through a 23/24 championship	Medals bought for individuals. Spirit of the Games trophy for overall school. Championship trophy for overall winning school.	£45	Higher levels of engagement, participation and better understanding of the importance of taking part in the PAT Games.	Track the % of students that are accessing these events and ensure there is opportunity for all.

Signed off by	
Head Teacher:	
Date:	06.07.2023
Subject Leader:	R. Campbell
Date:	06.07.23
Governor:	A. Woods
Date:	06/07/2023