

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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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 2022. 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 2021/22	£0
Total amount allocated for 2022/23	£19,340
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0

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 2020.</p> <p>Please see note above</p>	92 %
<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>	92 %
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different</p>	100 %

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?	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: 2022/23	Total fund allocated: £19,340	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: 15 %
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:
Pupils will be more active at lunchtime, including those who are sedentary in KS1	Improving the playleaders equipment /storage / bibs to allow them to stand out and deliver fun activities to R/KS1 pupils. Training from SB	£125	Pupils have play equipment for engaging activities and bibs to wear to be part of the pupil leadership within school	Maintain equipment
Pupils activity levels to be improved at lunchtime to allow 30 minutes of activity per day	New Football goals that should be more sturdy than previous years. Rota of football activities for KS2 pupils	£2,700	Pupils are more engaged to play at lunchtime and increase HR	Use them for league fixtures, football clubs and lessons

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				50%
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:
Specialist PE teacher employed to coordinate whole school PE, improve pupil progress and increase staff confidence with teaching PE	Improved and enriched PE curriculum to cover all areas, including introducing new sports and activities for the children	£8,000	Pupils make progress in curriculum PE and increased competition entries to achieve and maintain Sportsmark Gold	
Maintain a raised profile of PE/School Sport with staff, all pupils and parents within school and local community.	Recognise PE learning characteristics in each PE lesson. Sporting Champion slips for home. Competitions celebrated in assembly and on school website.	£1,000	Pupils are more engaged in school sport and trying their best to achieve. Focus on PB's in lessons.	
Sports For Schools GB Paralympic athlete visit	SB organises the timetable for the day to ensure every year group will meet and workout with the athlete. (Kylie Grimes)	£595	Pupils are inspired to understand how challenges can be overcome, and will apply this to their own lives, including the benefits of regular exercise	

Boys and girls leagues entered for the first time in 8 years. Raise the profile of girls sport especially, following the FA pledge	To ensure all equipment meets healthy safety standards and there is enough equipment for each child. Football goals, new footballs, new kit	£200	Pupils are able to attend club run by teachers, attend regular fixtures/competitions against other schools in the area.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
PE specialist delivery training through staff meetings / one to one basis.	Staff improve confidence in areas of PE	£1000	Pupils have faster paced lessons delivered by confident staff	Book in next years dates 2023/24 Message staff for requests on topics
Improve KS1 Basketball teaching and include this in the curriculum	Purchasing new smaller size balls, storage bag and bibs to allow the children to take part safely	£350	Increase KS1 pupil confidence, and subsequently improve hand eye coordination skills using the correct equipment.	Next steps to look for a Basketball coaching course specifically for Primary Teaching
Increase staff confidence of equipment and how to use and store it safely. Encourage pupils to have respect for all equipment within the school	Source and purchase a new PE shed to improve storage and organisation of equipment. Improve storage boxes and update equipment where needed	£1,200	Student leaders have worked hard organising the PE shed with PE lead. Sense of ownership and the younger children are watching and respecting the older children.	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				14%
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:
Golf lessons in curriculum time and after school club, covering Year groups 4,5 and 6	Local golf academy to deliver sessions to year 4 over terms 3b, Teachers will be joining in with each session and using for CPD	£900	Previous years pupils have joined the local golf club. Pupils have enjoyed learning new skills	Year 4 teachers to teach Golf in the curriculum next year SB to check the equipment and planning is sufficient for them to do so successfully.
Pupils will gain knowledge on orienteering, map skills, teambuilding and communication skills over a course of lessons run by SB	SB to introduce and lead an hour a week to each class for 3 sessions. 8 classes x 3 hours - 24 hours of team building / orienteering	£1,500	SB to organise Pupil Voice questionnaire on team building sessions to gain feedback from pupils. All of KS2 have been covered. Verbal feedback from lessons has been positive	
Pupils will improve cricket knowledge through specialist coaching. Staff will improve knowledge whilst watching the coach deliver lessons each week	Liaising with ECB Cricket development officer to organise a coach for Year 5 PE lessons, for 6 weeks.	£270	Feedback from staff regarding coaching quality for children and improvement in their own cricket knowledge	Continue to book for year 5 to reach a different cohort of children each year.

Key indicator 5: Increased participation in competitive sport				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:
Children across a variety of year groups will be able to take part in organised festivals (at least one every half term).	Participate in as much competitions as possible from the Vale Sports Partnership (Girls Football County Champions, Abingdon Netball competition Bronze place, Quad kids Winners, Vale 2nd place now through to Oxfordshire finals, Cross Country girls team 3rd place (Y3+4 and Y5+6) boys teams placed 5th. Tennis 3rd and 4th place in both Year 4 and Year 6 competitions. Boccia SEN competition	£1,500	Pupils confidence will grow through representation of school at competitions. Younger children aspire to be part of the school teams. School reputation is improved from entering competitions and succeeding	

Signed off by	
Head Teacher:	Kristen Fawcett
Date:	6th July 2023
Subject Leader:	Sarah Barnes
Date:	6th July 2023

Governor:	Jenny Clendining
Date:	11th July 2023