



Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



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](#) 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 2021/22	£4,810
Total amount allocated for 2022/23	£17,700
How much (if any) do you intend to carry over from this total fund into 2022/23?	
Total amount allocated for 2022/23	£22,510
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£22.510

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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. 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	
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 pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2021. Please see note above	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	%
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?	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:	Date Updated:		Percentage of total allocation:
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				£14,680 65%
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 do at least 1 hour of National curriculum PE each week. Children to do at least 1.5 hours of physical activities and extra-curricular activities each week.	<ul style="list-style-type: none"> Using resources from the 'Get Set 4 PE' scheme, the class teacher will deliver a 1 hour structured PE session per week. A PSP coach will support the class teacher to deliver specific strands of PE, including gymnastics, dance and athletics. This aim is to upskill teachers and improve the quality of teaching and learning in PE. pupils to engage in regularly high quality active breaks throughout the day as part of the timetable. continue to promote the use of active lessons, active breaks, brain breaks and mindfulness through the continuation of the 'Active Classrooms' which was successfully implemented during the Summer term 2022. This initiative enables pupils to record the number of minutes they have been active in the school day. The play leaders collect the total of 	£5000 No cost incurred		

	<p>active classroom minutes from each class weekly and announce the winner in celebration worship. The winning class will receive a certificate.</p> <ul style="list-style-type: none"> • pupils will be able to access resources/equipment at playtimes to encourage increased physical activity. Each key stage will have a box of resources that can be taken outside at playtime. New playleaders will be appointed from Y5 and 6, who will support physical activity at lunchtime across EYFS, KS1 and lower KS2. Pupils will make use of the playground markings and the rocktagon, New larger resources will be purchased that will further promote physical activity. This will include 'ball funnel shoots' and 'large games'. New bikes and scooters to be purchased to develop physical development in EYFS. • continue to run a range of clubs and use additional staff to open these up to a higher number of pupils, which will increase reduce the number of clubs being over-subscribed and avoiding the 'first-come, first served' method of allocating places. introduce a range of clubs that will promote fitness and stamina but will also enhance skill development. increase participation in inter-school festivals and competitions. • one half day Forest School 	<p>£500 (top up playground resources, including play leader hats)</p> <p>£4980</p> <p>£2000</p> <p>£2000 (transport to venues)</p>		
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	<p>session per week (year R – 3) with termly swap weeks for pupils in Years 4,5,6.</p> <ul style="list-style-type: none"> Continue with the successful family sessions as an after-school provision to encourage pupils to engage with their parents in outdoor activities that they can then continue at home. 	<p>No cost incurred</p> <p>£200 (for resources for club)</p>		
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				£3700 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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Pupils respond to incentives promoting the physical aspects of school life, mental health and well-being. Parents engage in activities relating to the PE and PSHCE curriculum are have a greater awareness of how PE and school sport supports their childs' development, health and wellbeing.	<ul style="list-style-type: none"> provide opportunities for visits out and family events in school to further enhance opportunities to develop physical activity and wellbeing, including a Y6 residential visit to an outdoor activity centre. Proud Pupils' access an external indoor or outdoor physical activity as an incentive/reward for being good role models (relating to behaviour, attendance, conduct, teaching and learning) at least once over the year. activities that promote, encourage and engage pupils and encourage parental participation: <ul style="list-style-type: none"> Invite parents to support their children at inter-school competitions. Weekly family club 	£3700		

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£1500 7%
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:
Specialised teaching in specific strands of PE such as gymnastics, dance and athletics will support class teachers in developing their own skill knowledge and expertise to deliver the breadth of the PE curriculum. Collaborative work with experienced coaches raises attainment and accelerates progress.	<ul style="list-style-type: none"> • Pennine Sports Partnership (PSP) coaching staff to train, mentor, support and share good practice with teaching staff. • Class teachers to use the new assessment system (part of ACE curriculum) to track attainment and progress of pupils. • Robust assessment procedures in place. • PLT to attend the Pennine Sports Partnership Day and network updates • SSCO to deliver regular team building activities to all staff. 	See KI: 1 PSP membership-annual fee: £1500		
The progress of pupils in PE will be effectively tracked by teaching staff who are confident in identifying skills and measuring progress.				
Pupils will benefit from teaching staff who are up to date with new initiatives and able to implement these.				
Children will be taught and supported by staff, who are able to access a high-quality wellbeing offer that includes regular team building activities.				
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Intent	Implementation	Impact	£2630 12%	
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:

<p>Additional achievements: Pupils experience a broad range of sports and physical activities that enhance the PE curriculum, promote positive social interaction, healthy lifestyles and wellbeing that may not be available to them.</p> <p>Forest School to access different Forest Locations to enhance the pupils' learning experiences in the outdoors.</p>	<ul style="list-style-type: none"> implement wellbeing ambassadors to promote the use of mindfulness strategies throughout school. appoint pupil Befrienders to support pupil wellbeing at lunchtime. Little Seeds Yoga and Mindfulness Intervention to be delivered to all EY and Y1 pupils during the spring term with an after-school club for Years 2 and 3 Specialised coaches in school to enhance the curriculum by promoting cross-curricular links and physical development eg: Bollywood Dance, bikeability. continue to run a range of clubs and use additional staff to open these up to a higher number of pupils, which will reduce the number of clubs being over-subscribed and avoiding the 'first-come, first served' method of allocating places. introduce a range of clubs that will promote fitness and stamina but will also enhance skill development. 	<p>Costs incurred in KI:1 (cost of lanyards/hats for ambassadors)</p> <p>£630</p> <p>£2000</p> <p>Costs incurred in KI:1.</p>		
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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 access opportunities for physical activities and sporting events outside of school so that pupils experience facilities available outside of the primary setting.	<ul style="list-style-type: none"> increase participation in inter-school festivals and competitions. Pupils from Y1-6 to attend various inter-school activities and competitions at external venues. Transport to take pupils to venues. 	Costs incurred in KI:1		

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	