

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](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.

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](#).

Created by:



Supported by:



Details with regard to funding
Please complete the table below.

| | |
|---|-----------------|
| Total amount carried over from 2021/22 | £1,760 |
| Total amount allocated for 2022/23 – October 2022 | £ |
| Total Amount allocated Grant received May 2023 | £17460 |
| Total amount of funding for 2021/22. | £ 19,220 |
| Left to spend at the end – July 2022 | £ |

Swimming Data

Please report on your Swimming Data below.

| | |
|---|--|
| <p>Meeting national curriculum requirements for swimming and water safety. 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? 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. Please see note above</p> | <p>75% = Current Y6 88% = Current Y5</p> |
| <p>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</p> | <p>75% = Current Y6 88% = Current Y5</p> |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | <p>75% = Current Y6</p> |
| <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> | <p>Yes/No - extra/intense swimming lessons for SOME of the Current Y6 pupils outside of school hours in the Autumn term</p> |

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: 2020/21 | 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: | |
| | | | % | |
| 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: |
| <p>- Every class in both schools have a weekly session of 1 hour - 1 $\frac{1}{2}$ hours minimum, as well as carrying out the Daily Mile for 15 minutes every day in every year group.</p> <p>- Skills and knowledge are taught sequentially and consistently from Reception to Year 6 to ensure progression is made and skills are developed every year by consistently using the REAL PE Jasmine scheme from EYFS-Y6.</p> | <p>- A timetable is in place in both schools to ensure every class has a weekly session of at least 1 hour/ an afternoon.</p> <p>- A Long-Term plan plan has been put together for teachers to follow which outlines the objectives, sports and skills that need to be developed in every year group and the short term plans are found on the REAL PE Jasmine website for ALL staff using their logins.</p> | <p>Cost of the REAL PE Jasmine scheme/member ship: £695</p> | <p>Children can now use their knowledge and skills and apply this to an afterschool club, clubs outside school, tournaments/ competition's and to everyday life as the 6 main areas of development under the REAL PE Jasmine scheme; Cognitive, Social, Personal, Physical, Fitness, Creative.</p> <p>Children can now use their knowledge and skills in team like games during break and lunchtimes.</p> | <p>Create competitions' and tournaments across both year groups/ schools to develop competency.</p> <p>Identify children working towards and exceeding on assessment sheets made by the PE Coordinator to assess each child against each skill in each unit.</p> |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
|--|--|---|--|---|
| | | | | % |
| 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: |
| <p>- We aim to raise the importance of Physical Education, School Sport and Physical Activity across our Federation and use this as a tool for whole school improvement by upskilling teaching staff and ensuring weekly sessions take place at a high quality to develop childrens enjoyment, skills and capabilities using the REAL PE Jasmine scheme to develop the 6 areas: Cognitive, Social, Personal, Physical, Fitness, Creative.</p> <p>- As well as this, staff and pupils should also be provided with the knowledge to live healthy lifestyles and to participate in physical activity on a daily/weekly basis and carry out the Daily Mile everyday to improve fitness levels and mobility.</p> | <p>PE Equipment & Inspections KS1/ks2 – Playground equipment AND equipment Repairs - KS1 AND KS1 Playgrounds</p> <p>Across the Federation, our aim is to upskill teaching staff, ensure weekly sessions take place at a high quality to develop children's enjoyment, skills and capabilities and to develop children's confidence so that they can participate in sporting tournaments and competitions to the best of their abilities.</p> <p>- As well as this, pupils should also be provided with the knowledge to live healthy lifestyles - Outdoor Games.</p> | <p>Autumn-Spring -£3701.31</p> <p>Summer -</p> <p>Total=</p> | <p>Children are becoming more mindful about Physical Activity and are beginning to incorporate the knowledge and skills they have developed in their everyday lives e.g. how they travel to school, how they can make healthy choices and joining a club outside of school.</p> <p>Using the new scheme, we now develop the whole child by building on the 6 main areas: Cognitive, Social, Personal, Physical, Fitness, Creative, and all of the skills within these.</p> <p>Children are beginning to develop a love of fitness, being mobile, competing in sport and team games and building on the skills they have been taught.</p> | <p>Create games, PE days, competitions' and tournaments across both year groups/ schools if this is allowed next academic year to develop a competitive culture that values physical activity.</p> <p>The 6 main areas must be developed : Cognitive, Social, Personal, Physical, Fitness, Creative, and all of the skills within these using the Real PE scheme confidently.</p> |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|--|--|--|---------------------------------|
| | | | | % |

| 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: |
| <ul style="list-style-type: none"> - All teaching staff need to develop their confidence of planning and delivering PE lessons by planning and delivering PE sessions/activities alongside and with the guidance of the PE Coordinator using the Real PE scheme. - All teachers must understand what skills need to be developed in each year group using the in order for pupils to make sequential progress during their time at Primary School. - Gain valuable knowledge and an understanding of the skills to be taught from the experienced PE | <ul style="list-style-type: none"> - All staff need to liaise closer with the PE tutor in order to gain valuable knowledge and an understanding of the skills to be taught. - Ensure all teaching staff are present during PE lessons and have gained an understanding of key skills and knowledge in many physical and sport related activities e.g. gymnastics, invasion games. - Gain valuable knowledge and an understanding of the skills to be taught from the experienced PE tutor. - Up to date resources and equipment are used frequently during PE lessons to continuously develop skills and understanding. - Have regular opportunities to teach lessons under the support of the PE Tutor, receiving guidance, feedback and targets for improvement to inform and improve future teaching and learning in PE. Forest school CPD - First Aid and training. | <p>See £ for equipment spent</p> <p>Autumn-Spring</p> <p>-£1054</p> <p>Summer</p> <p>-</p> <p>Total=</p> | <p>Monitor the impact of all of this through lesson observations and teacher/ pupil interviews and questionnaires.</p> <p>Hold a Staff Meeting (AUTUMN & SUMMER term) to gain feedback, monitor effectiveness of the PE tutor, and discuss next steps and teachers areas of improvement going forward.</p> | <ul style="list-style-type: none"> - Extend TEACHER KNOWLEDGE by attending a whole school training session. - Have regular opportunities to teach lessons under the support of the PE lead, receiving guidance, feedback and targets for improvement to inform and improve future teaching and learning in PE. - Order more equipment to support the teaching of Real PE. - Looking into further Staff Training for all staff members if required AND/OR subject leader. |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
|---|---|---|--|---|
| 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: |
| <p>Additional achievements:</p> <p>Ensure all children have the opportunity to get involved in a sport that they enjoy and can excel in.</p> <p>Ensure a wide range of sports and activities are offered to children to give them choice and variety.</p> <p>Pupils knowledge, skills and understanding need to be improved so that they are showing an increased level of enjoyment and commitment to physical activity and sport at school.</p> | <p>Whitmore Lakes - Y6 AUTUMN Camp</p> <p>Camps and trips (wilderness academy, Latches wood</p> <p>Sports enrichment - Enrichment Days provided by SHactive Sports, tappy toes and joe jingles in order to inspire children's involvement and enjoyment by encouraging participation from all. (zorbing, yoga, performing arts)</p> <p>After school clubs to change termly so different sports can be focused on.</p> <p>Forest school equipment to inspire children's involvement and enjoyment by encouraging participation from all.</p> | <p>£1,865</p> <p>£2,063</p> <p>Autumn-spring -2065</p> <p>Summer -</p> <p>Total=</p> <p>Autumn-spring -468.56</p> <p>Summer -</p> <p>Total=</p> | <p>Monitor the impact of all of this through lesson observations and teacher/ pupil interviews and questionnaires.</p> | <p>- Complete staff interview/ questionnaire to assess teachers areas of development and next steps to improve teaching and learning.</p> <p>- Looking into Staff Training for all staff members.</p> |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|---|--------------------|---|---|
| | | | | % |
| 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 knowledge, skills and understanding need to be improved so that they are showing an increased level of enjoyment and commitment to sport, maybe a particular sport inside and outside of school. | - Pupil Questionnaire - asked children what sports they enjoyed, what sporting afterschool club they would like to do and their suggestions that could improve the quality of current PE lessons. | | <p>Children are beginning to create games to play during break/ lunch times.</p> <p>Children are extremely enthusiastic to participate in PE days, competitions' and tournaments across both year groups/ schools which has started to develop a competitive culture that values physical activity in school.</p> <p>When participation is increased, schools can start entering sporting events and tournaments.</p> | <p>Pupil Question on sports they are involved in at school, outside school and ask what they would be involved in if they had the opportunity to.</p> <p>Class Questionnaire - what sports could we get involved in as a class? Could we compete with another year group?</p> <p>Look into school tournaments in 2021-2022 if these are allowed to take place safely.</p> |

PE Budget: 2021-2022

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|-----------------|---------------|
| Signed off by | |
| Head Teacher: | |
| Date: | |
| Subject Leader: | Miss S Reeves |
| Date: | 3.5.2023 |
| Governor: | |
| Date: | |