

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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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 2021/22	£0
Total amount allocated for 2022/23	£17,580
How much (if any) do you intend to carry over from this total fund into 20223/24?	£0
Total amount allocated for 2023/24	£17,620
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£

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 2023.</p> <p>Please see note above</p>	79%
<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>	<p>26% Water Safety</p> <p>55% Grade 3</p> <p>29% Personal Survival & Competent Swimmer</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%

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: £17,580	Date Updated: April 2023 / July 2023	
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: 42%
Intent	Implementation		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:	Funding allocated :	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Our pupils should continue to access as much organised physical activity as possible during the school day, to ensure that they can be active for at least 30 minutes per day.	Lunchtime club provision for basketball and football (KS2) and FMS/multi-skills (KS1) daily.	£6,900	Positive pupil voice around provision at lunchtime. Challenging behaviour incidents at lunch are decreasing as pupils develop co-operation skills through team games.	Continue with programme of activities throughout the lunchtime for both key stages.
Orienteering experiences	Orienteering course developed with appropriate challenge for all year groups to participate.	£432	Cross curricular opportunities through map reading skills. Teamwork and cooperation across key stages.	Resources to be re-used / developed for outdoor & adventurous activities on school grounds.
To develop the motor skills of Reception pupils.	Motor skill opportunities in Reception continuous provision - equipment	£136	Reception children have been able to develop their motor skills in outdoor provision.	Continue to build the offer for early years pupils to develop gross motor skills in continuous provision.
				Percentage of total allocation:

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				3%
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:
Analysis of data from assessment in PE to highlight where pupils are struggling in the PE curriculum.	PE subject leader to map new scheme to the school's vision and assessment policy.	£648	Pupil's progress logged on Target Tracker and analysis of data shows pupils are making progress in skills.	Pupil and staff voice evidences that whilst the REAL PE scheme is enabling pupils to develop skills, further work is required on developing team games across sports.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				9%
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:
All staff, including support staff, to feel confident in leading and supporting students in participation during lessons from the REAL PE, scheme which has a holistic approach.	Training sessions Team Teach opportunities for new staff Continuation of REAL PE membership Purchase of replacement equipment to replenish stocks and replace damaged / worn resources.	£648 £695 £270	Pupil voice reflects children's familiarity with the different ways to assess their achievements and efforts.	Continuation of scheme – training for new staff. PE lead left school so new PE lead will need development.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				28%
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:
Replacement of resources for lunchtime activities including tennis balls Identify opportunities within the local community to further develop skills – look at external providers.	Purchase of tennis balls to aid delivery of clubs in the long term. Current equipment was not suitable.	£76	Children’s net and wall game skills improving.	Continue to build on clubs for wider sporting experiences of pupils.
Water polo	Children accessing swimming lessons were also able to compete in a class tournament	£463	Children who have not experienced success in other areas of PE were able to shine their light showing great skill in the water polo sessions.	Allow attendance at local schools tournament in next academic year.
To enable Year 5 and 6 pupils to take part in a sporting residential to Robinwood.	Additional staff required due to significant needs within the cohort: ASD and SEMH	£679	Pupils with additional needs were successfully supported to enable them to join in the activities	This will not be required for the next cohort attending as related specifically to the needs of the year 6 cohort.
Variety of sporting after school clubs on offer for pupils: Eg: Dance/ Tennis/ Orienteering	Staffing to allow all pupils, regardless of need to be able to access extra -curricular sporting clubs. External provider and TA run clubs outside of normal working hours.	£3,550	All pupils given the opportunity to engage in after school clubs.	Continuation of additional clubs.

	Purchase of an additional Walkie Talkie for outdoor clubs to ensure contact re first aid/safeguarding	£91		
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				17%
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:
Continue with membership of local school's cluster to allow children to have experiences of competition and training, both internally and externally. Release staff to attend planning meetings and also accompany children to fixtures / tournaments.	Participation and subscription to local cluster. Participating in at least one competitive match per term, covering a range of sports.	£300 £556	Children given opportunities to represent school in a variety of sporting activities.	Build in a programme of in-school events to allow participation from all students in competition style formats.
Attendance at Cranmer Games: Pupils to experience competition across Trust schools.	Attendance at Mayfield Primary School for Cranmer Games competition.	£200 £300	Children competed in football and rounders tournament. The school teams won the overall Cranmer Primary Cup. This impacted pupil confidence and experience of success in sport.	Sports club for development of team for participation next year.
Sports Week	Dance sessions Druhm workshop Climbing Activity for year 6 Inhouse Year 6 competition reward	£1,334	Positive engagement in sport through different media – Dance related to Zumba and the Druhm workshop developed co-ordination and stamina in pupils.	Continuation of additional themed days across the school year which incorporate sport.

Sports Leader training	Pupils received small group instruction around leading and coaching activities during Sports Week.	£216	Built relationships with pupils across key stages.	Continue with rolling programme of sports leaders to support during school day and/or sporting events.
Sports Day events	Planned sports day events for EYFS< KS1, y3/4 and y5/6.	£100	Children participated in traditional sports day activities with support from parents / carers on site. Positive feedback despite inclement weather conditions that prevented some spectators.	Allocate reserve dates and share with parents / carers for their information when planning school calendar,

Signed off by	
Head Teacher:	R.Ross
Date:	July 2023
Subject Leader:	(Partically completed by C Rooney – left April 2023)
Date:	April 2023
Governor:	To be approved and signed at Autumn Governor meeting
Date:	