

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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 by the end of the summer term or by **31st July 2022** at the latest.

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](#).



rt for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020/21 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
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Continued to support children 'catch up' with lost Physical Education
Children have access to a wide variety of after school clubs
Achieved the school games platinum award
All children were active for 60 minutes a day
Achieved bronze in the healthy school's award
Entered all but one JMAT competition
Organised many intra competitions at lunchtimes

Upskill staff in the teaching of gymnastics- assessed area of weakness for staff
Continue to offer a wide range of after school clubs and intra competitions
Achieve silver in the healthy school's awards
Develop further pathways into sport for children outside of school- invite clubs into school
Improve the voice of the school council, in regards to how sport is run in school.

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 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.	94%
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.	92%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	92%
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?	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: £18,300	Date Updated: 10/10/22	
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:
			46%

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>To upskill ECTs and new staff's knowledge and implementation of fitin15 through sport coach (plus additional support from DB).</p> <p>New staff to be trained on how to run high quality after school sports club, lunchtimes and playtimes- sports coach to support this.</p> <p>Increase children's sporting capabilities prior to competitions.</p> <p>Increase SEN children's time spent</p>	<p>#fitin15 is modelled by experienced staff and new staff given activity ideas</p> <p>More resources to be purchased to and sports coach to model how to use this equipment effectively during active times.</p> <p>Children engaged in training to prepare them for competition</p> <p>SEN children to have extra physical</p>	£8300		
participating in physical activity. Use this activity to help regulate on entry to school and whenever needed.	activity with sports coach Physical regulation and physical interventions in place for children on the inclusion register and others who may need it.			

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				2%
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:
Sports coach to be asked which CPD is needed for PE or other areas of physical activity. Area of weakness to be addressed by JMAT sports coach or out of school providers	JMAT sports coach to provide gymnastics and rugby CPD opportunities for school's sports coach.	£400		
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				35%
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>CPD will be focused on our ECT. Support will be given around the teaching of games.</p> <p>Staff voice has shown a need for CPD based around the teaching of gymnastics.</p> <p>Train staff to implement Val Sabin's gymnastics curriculum effectively.</p>	<p>Teachers (focusing on ECTS and new staff) to have a half term period with a P.E. specialist in order to develop their understanding of planning and delivering of P.E. lessons.</p> <p>DB to provide CPD for half a day a week based around staff's area(s) of weakness.</p> <p>DB to organise a staff meeting based around the teaching of gymnastics. He will also observe teaching of gymnastics and provide advice based upon his observation.</p>	<p>£6500</p>		
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<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Percentage of total allocation:</p>
	<p>13%</p>


Intent	Implementation	Impact		
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

School council to support the running and organisation of after school clubs.	Staff to run a diverse range of after school clubs. These will be catered to all pupils.	£1100		
Target all children who are inactive (at home or school). These children will also partake in more active lessons, have additional morning active sessions and will be targeted during play/ lunchtimes.	Staff will ensure all children partake in active lessons across a range of subjects and play/lunchtimes.	£350		
Maintenance of school grounds continue and ensure school is ready to host any inter and intra competitions.	Groundwork to take place. This will ensure the ground is suitable for a variety of sports.	£450		
Further outdoor and equipment improvements needed for the ARC	School to purchase sporting and physical regulation equipment for the ARC.	£450		

Key indicator 5: Increased participation in competitive sport	Percentage of total allocation:
	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:

<p>Invite out of school clubs to come into school and 'showcase' their sports and promote the benefits of their sport. Children to be invited to participate in out of school physical activity</p>	<p>School to invite a wide variety of different sports clubs into school and encourage children to take part in these clubs out of school.</p>	<p>£450</p>		
<p>Increase participation in out of school events.</p>	<p>Funding allocated to allow kit/costumes/ transport to be purchased</p>	<p>£300</p>		

Signed off by	
Head Teacher:	<p>Mrs D Mackinnon</p> 
Date:	Sep 2022
Subject Leader:	Thomas Kaskiewicz
Date:	Sep 2022
Governor:	Mrs D Harris
Date:	Sep 2022