



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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SPORT
TRUST



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

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 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](#).

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

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> 2020-2021 – key achievement was a more securely identified and clearly sequenced progression of knowledge and skills for the PE curriculum which directly informs planning and assessment, ensuring that there is progress for each individual learner and also between year groups and key stages. PE lead achieved Level 5 in leadership, informing the development and ongoing monitoring of the current curriculum. 	<ul style="list-style-type: none"> There is a school-wide focus on the physical and emotional wellbeing of our pupils. This has been identified as one of our contextual challenges and is part of our whole-school vision. Our outdoor space is a real strength, and ensuring that we maximise its potential to supplement our curriculum and provide opportunities to be active in all lessons is a key priority. Alongside this, the quality of outdoor provision and play at breaktimes is another focus, as this is a major contributor to both the physical health and wellbeing of pupils and is currently an area which could be utilised more effectively. Make assessment in PE robust and integrated with whole-school foundation curriculum reporting

Meeting national curriculum requirements for swimming and water safety.	
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.	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	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?	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: 2021-2022		Total fund allocated: £16,600.00		Date Updated: 30.7.2022	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: 6%
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?:	
As part of the school-wide focus on the physical and mental wellbeing of pupils, provide as many opportunities as possible for children to be active throughout the school day and throughout the curriculum	Subscription to Teach Active curriculum – Active and outdoor maths and English lessons for all ages, fully planned and resourced in order to minimise teacher workload and remove any potential barriers to success		£1070	On 'Feel Good Fridays', all children across school participate in active lessons. Pupil and Staff feedback indicate how engaged learners are in the lessons and how this approach enables <i>all</i> children to be active	
				Sustainability and suggested next steps: Continue subscription into next year and incorporate into new school timetable, as part of continued focus on pupil wellbeing.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				12%
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 use sport and physical activity as a springboard for them to develop personal skills and attributes	Year 6 pupils provided with 'Young Leader' hoodies to promote the D of B sports leader unit and raise the profile and status of sports with younger children in school	£228	Young Leader sports clubs hugely successful – greater proportion of younger children engaged in active play each lunchtime as a result of play led by Y6 pupils. Year 6 pupils given support and a framework within which to develop their organisational and sports leadership skills (via Leadership module of PEPassport planning) All children achieved 'Gold' in their Duke of Burneston award, with their own personal and sporting challenges forming part of their portfolio.	Year 6 Young Leaders spent time working with Year 5 pupils to pass on the skills they have developed as young leaders. Leadership programme to be integrated into new professional development scheme 'Taking Flight' in September, with more structured planning in place to support young leaders through the Primary PE Passport app and free resources.
To improve the quality of play at breaktimes and increase the proportion of children who are spending this time being physically active – therefore improving behaviour and learning outcomes (SEE SDP)	Initial stages of implementing OPAL program for school improvement. Planning stages, staff CPD and grounds development beginning in September 2022, with initial meetings and consultations having taken place in Summer Term.	£1700 (1 st Payment)	Still in planning stages – program to begin in September with assessments, CPD for all staff	Impact can be reported Spring term 2023 via staff voice on behaviour and attitudes, impact of breaktimes of learning, wellbeing of children and enjoyment of breaktimes, pupil voice and koboca physical activity tracking.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				61%
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>Curriculum development a key area of school improvement across all subjects.</p> <p>Develop the teaching of PE across the curriculum so that children and staff are both confident and competent in teaching and learning.</p> <p>Develop staff confidence in PE planning and assessment to ensure a robust and progressive approach to the teaching and learning of PE throughout school.</p>	<p>PE Specialist teacher employed to monitor and ensure effective implementation of new PE Curriculum.</p> <p>CPD provided to all staff on use of key principles in PE teaching – differentiation using</p> <p>Subscription to PE Passport – lessons fully planned, clearly sequenced and linked to cohesive and structured long-term planning which has been designed and tailored to our school and the needs of our learners, ensuring progression of knowledge and skills across school through every unit of work and every lesson</p>	<p>£9,770</p> <p>£399</p>	<p>Development of new approach to PE curriculum, skills progression and increased engagement in sport</p> <p>Case study on the implementation of PE Passport provides an accurate picture of pupil and staff engagement in PESSPA</p>	<p>Monitoring in 2021-2022 to focus on the implementation of long-term planning and PE Passport units of work, with this informing emerging foci and further changes</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Encourage children to participate in other kinds of outdoor physical activity, including OAA, making the most of our surroundings Develop children’s physical and emotional wellbeing by involving them in physical activity in our natural surroundings. Train staff members in key aspects of delivering an outdoor curriculum – leading sessions, enhancing learning opportunities by using the natural surroundings of the school and assessing and managing risk effectively.	Forest Schools - All children involved in at least two half terms of weekly Forest School curriculum, with teaching staff observing, participating and building a bank of planning across all year groups to use in future.	£2550	All children fully engaged and involved in Forest School sessions, with hugely positive feedback from pupils, parents and staff. Number of parents indicating that their child enjoys school increased significantly on parent voice questionnaires	September pupil voice to quantify positive feedback from the children, with any adjustments to provision made and ongoing sessions for all children next year.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	5%
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:
Engage more children in sport by providing opportunities regardless of their abilities. Increase the desire of children to compete in school competitions-with the aim of achieving greater success.	Additional equipment bought for both curriculum delivery and extracurricular clubs focusing on competitive sport, and travel provided for children to and from competitions. Children from across KS2 participated in cross-country festival.	£670 £160	Boys and Girls football teams participated in cluster competitions, with the UKS2 boys team winning the local round and progressing to Level 2 finals. Increased number of children now choosing to play football and other sports at breaktimes through children who enjoyed the experience and the profile of competitive sport being raised in celebration assemblies. Young Leader club for running set up and well-attended by children who discovered an enjoyment of cross country running.	To capitalise on the engagement of pupils by attending more competitions and festivals next year. Monitor percentage of children across school who are accessing these opportunities and enter 'less active' festivals targeted at the children who, through koboca, have been identified as not participating in as much physical activity. Provide extracurricular opportunities linked to upcoming competitions and festivals to increase uptake and confidence.

Signed off by	
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Date:	30.7.22
Subject Leader:	Tim Easton
Date:	30.7.22
Governors:	FGB Approval
Date:	28.9.22