

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting

Tool Revised May
2023




Commissioned by
Department
for Education

Created by
 association for
Physical
Education

 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 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

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 2023. 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	£
Total amount allocated for 2021/22	£
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19631.00
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 19631.00

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 2022.</p> <p>Please see note above</p>	%
<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>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</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>	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:		
<p>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</p>			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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>We intend to teach PE lessons to develop a range of sporting skills, including coordination, balance, strength, speed and agility.</p> <p>We aim to provide high quality lessons using the knowledge of our school staff, a regular specialist PE coach, and specialist coaches from the WESSP</p>	<p>An audit of equipment was carried out and new equipment was ordered.</p> <p>All students take part in 2 PE lessons during the week (2 hours total). Lessons take place indoor and outside, using a range of equipment and learning a variety of skills and sports including football, tag rugby, athletics, gymnastics and dance. Staff now use the PE hub to inform planning and provide progressive lessons</p> <p>We have a specialist sports coach who teaches lessons to all students in Years 1-6. He also runs after school clubs and attends competitions with the children.</p>	<p>Equipment = £236</p> <p>PE Hub £455.00</p> <p>Matt Waldron £6840.00</p> <p>Foundation Sport £4500.00</p>	<p>The PE hub has continued to help teachers become more confident in teaching lessons covering a more varied range of sports and with a better understanding of progression between year groups, with the PE hub Website being updated.</p> <p>Our sports coaches, Matt Waldron and Foundation sports, work with all of the children across the school and has helped many children to develop a love of sport. He also runs after school clubs and select children for sports teams and for school competitions. From working with the children closely throughout the time they are at school he</p>	<p>Ensure the running track is used regularly by all classes and the daily mile is completed as often as possible</p> <p>Continue to gather feedback from staff and pupils about the PE hub</p> <p>Audit the equipment used by EYFS to support gross and fine motor skills, linking to the new EYFS curriculum</p>

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	<p>In EYFS children have a range of equipment to develop their balance, strength and coordination, including bikes, skipping ropes and equipment to make obstacle courses.</p> <p>The children use the adventure trail, zip wire, playground and climbing wall at playtimes and lunchtimes. They also have equipment which is used during lunch time, and can play football too.</p> <p>We have a running track that can be used by all students, and lots of classes are using it on a regular basis.</p>		<p>learns their strengths, weaknesses and is able to challenge/ support them appropriately.</p> <p>The children use the adventure trail, climbing wall and zip wire and show great skill and progression, especially in the Early Years.</p> <p>Since the daily mile track was laid, children have enjoyed using it and challenging themselves to run further than they did the time before. It is helping to promote a healthy and active life style.</p>	
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation: %</p>
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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>
<p>To utilise the opportunities provided by the WEESP with regards to sports coaches, competitions, resources, and links to other agencies.</p> <p>The children take part in many competitions throughout the year, including SEND events.</p>	<p>To recognise and reward students taking part in PE and after school clubs to showcase their skills in competitions and events.</p> <p>The children have enjoyed taking part in competitions and events organised by the WEESP and competing against local schools</p>	<p>WEESP membership = £2300</p>	<p>The children have been learning the importance of physical activity on their health and also on their mental health and wellbeing.</p> <p>The engagement of activities has been raised throughout the school year with an increase</p>	<p>Look into the sports clubs that we currently provide and speak with the local secondary school and the head of PE there to find out if there are opportunities for further sports clubs to be provided and also for the variety of sports to be increased</p>

			number of clubs at lunchtime and afterschool	
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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?:
Staff to feel confident in using the PE hub as part of their planning for PE and to use the curriculum builder to plan for the year so they can use a range of skills during their lessons and teach a variety of sports and games	To utilise being a part of the WESSP and have access to sport coaches. Julie Watkins came into school (years Rec-3) and Luke Andrews (years 4-6) and staff were able to observe how to teach PE in an exciting and engaging way, teaching sports they are less confident in teaching themselves. We also have KJ booked in for July to run a workshop to aid teachers with supporting SEND children in PE.	(Costing as above)	Staff have more knowledge of the sports they will be covering with their class throughout the year and have more confidence in using the PE hub.
			Sustainability and suggested next steps:
			Feedback about the PE hub from staff and pupils is ongoing Speak with staff about any training they would like and speak with contacts through the WESSP about what training is available.

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	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what
			Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
To take part in WESSP events and competitions including a variety of different sports and using a range of equipment	Children have taken part in many events including a variety of SEND children across all ages run by WESSP	(Costing as above)	The children always enjoy taking part in events and games and representing their school makes them feel really proud, staff also enjoy watching pupils compete in a variety of competitions, children are looking forward to being able to compete in events once restrictions are lifted	Speak with the SENCO about what equipment or activities would benefit individual children with specific needs
Increase number of after school clubs in school	The children have also taken part in friendly and league fixtures in football. With the introduction of Foundation sports, we have increased the number of clubs from 3-5 for all years to have access to.		The children have been taking part in gymnastics which is a new clubs for years 1-3 and they have had a good uptake and will continue with the club, to continue to develop confidence, health and wellbeing.	As above, look into arranging more variety in the clubs that we provide

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:

<p>To compete in games and events against other schools organised by the WESSP</p>	<p>We have compete in many different events this year with family events at King Harold, WESSP events and Regional events.</p> <p>Throughout the year,girls and boys have been competing in a football league.</p> <p>Sports day will be taking place in July in key stages on separate days</p>	<p>£</p>	<p>Children have really enjoyed taking part in events, A lot of classes have taken part with the majority of children taken part in an event.</p> <p>All children will have the opportunity to experience friendly competition in their year groups while parents and key stages spectating.</p>	<p>Continue to attend the organised events from WESSP and make sure every child has the opportunity to compete during the year 2022-2023</p> <p>To arrange a whole school sports day/event</p>
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Michael Mignot
Date:	17.05.23
Governor:	
Date:	