

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 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	£16980
Total amount of funding for 2022/23. To be spent and reported on by 31st July 202.	£16980

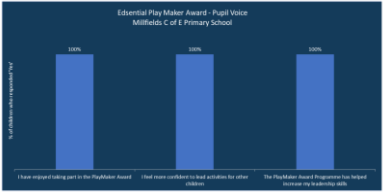
Swimming Data

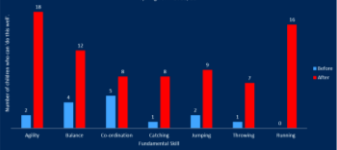
Please report on your Swimming Data below.

<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 2021.</p> <p>Please see note above</p>	76%
<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>	76%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	76%
<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:		
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:
Increase the number of pupils active on the playground during the school day.	Play Maker Award Training for Year 6 pupils. Focus on leaders supporting activity at lunch times and during clubs/events		Included in Edsential SLA (£7100)	Impact: 100% of leaders said they felt more confident following the programme. 100% felt like the programme has improved their leadership skills. Staff have observed an increase in activity following the programme and provided feedback that the leaders confidence and skills have 'greatly improved'. Evidence: 	Continue to use the Playmaker leaders to deliver activities to smaller focused groups across the big and year 3 playground. Keep the activities the same across the week so that children have the opportunity to build confidence in delivering the activity and the children taking part will have a greater time to be active rather than learning the activity.

<p>Increase attendance of the least active pupils at before and after school activity clubs. 65%+ of whole school attending at least 1 x after school of breakfast activity club by July 2023.</p>	<p>Use clubs from external providers to supplement those delivered by school staff. Monitor and identify pupils not engaged and use specific clubs to support their participation.</p>	<p>Included in Edsential SLA (£7100)</p>	<p>Impact: Evidence:</p>	
<p>To support children to further develop physical literacy, fundamental movement skills and gross motor skills across EYFS and Key Stage 1.</p>	<p>Edsential Fundamentals Programme: 6-week programme aimed at developing fundamental movement skills/ physical literacy of children in Year 1 who did not meet the ELG for physical development and those in F2 who are at risk of not meeting it this year.</p>	<p>Included in Edsential SLA (£7100)</p>	<p>Impact: A significant increase in fundamental skills being 'performed well' compared to before the programme. Greatest improvements shown in agility and running technique. Evidence:</p> 	<p>Identify pupils coming into Y1 with specific areas for development (established through ELG). Identify a catch up group for year 2.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

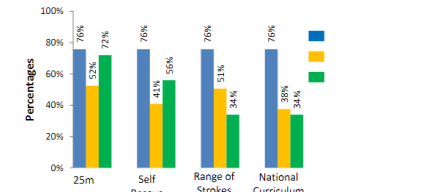
%

Intent	Implementation		Impact	
<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>90% of pupils to show improvements on resilience, self-esteem and attitudes towards being active.</p>	<p>Edsential Personal Best Programme delivered to targeted groups.</p>	<p>Included as part of Edsential Premium SLA (£7100)</p>	<p>Impact: 100% of children now say they can keep trying when things become difficult. 100% of children say they sometimes or always feel confident. 100% of the children say they always or sometimes like taking part in physical activity. One child said : I enjoyed personal best, I felt more confident in myself in different sports. Evidence:</p>	<p>Programme will continue for new groups of pupils</p>

90% of pupils to show improvements on resilience, self-esteem and attitudes towards being active.	ELSA Trained member of staff to work with selected students to work on emotional resilience and building a bank of strategies to help with anxieties.	£(7625)	<p>Impact: 90% if the children noted that using the physical activities and breathing techniques from these sessions helped them when they felt anxious at home . 100% of children said that they had a bank of physical activities they could use if they felt stressed or worried and would feel confident to use them in a safe space at home or in school.</p>	Continue to use our ELSA member of staff to support our most vulnerable children.
Develop pupils' knowledge and understanding of key elements of healthy eating, the importance of activity and how they can benefit from being more active.	Edsential Fitness and Nutrition Workshops (2 x ½ days)	Included as part of Edsential Premium SLA (£7100)	<p>Impact: Staff have reported increased levels of interest amongst pupils following the workshops, including in areas of nutrition and the links between healthy lifestyle and doing well in school.</p> <p>Evidence:</p>	New themes chosen for workshops, with class teachers consulted to create link with other areas of the curriculum.

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:
<p>Improve competence and raise confidence of staff teaching curriculum PE.</p> <p>Pupils are more engaged and enjoy PE lessons.</p> <p>Pupils make good progress in PE curriculum lessons.</p>	<p>Edsential Curriculum Support Programme:</p> <p>Identified school staff to receive 6 weeks of CPD on a chosen area of PE</p>	<p>Included as part of Edsential Premium SLA (£7100)</p>	<p>Impact: All staff stated that they felt more confident to deliver curriculum PE following the CPD programme. One staff member said: I have a better understanding of the structure of a PE lesson ;I have a better understanding of what the pace of learning should be; I feel more confident modelling skills;</p> <p>Evidence: CPD impact reports</p>	<p>Continue to identify areas for development as a whole school but also for individual teachers. Support for new teachers starting in</p>
	<p>12-month subscription to the Edsential PE Scheme of Work</p>	<p>Included as part of Edsential Premium SLA (£7100)</p>	<p>Impact: All staff are comfortable teaching PE using the scheme of work. Lesson observations have demonstrated increased confidence and better pace and structure. Pupils are making progress in all areas of PE not just the development of physical skills.</p> <p>Evidence: Staff feedback and learning walks</p>	<p>Continue with subscription in 23/24. Begin to develop an assessment system for PE based on the 4 aspects of the planning.</p>

<p>Subject Leader to stay up to date with local and national developments within area.</p> <p>Children will become more active by attending clubs.</p> <p>Impact on all other areas including increased participation, improved teaching and learning and effective use of PE funding.</p>	<p>Edsential Subject Leader Support Programme:</p> <p>Termly meeting to support PE Subject Leader</p> <p>Ongoing advice and guidance</p> <p>Analysis of participation</p> <p>Learning Walks and Observations</p>	<p>Included as part of Edsential Premium SLA (£7100)</p>	<p>Impact: : Impact of this support is through improvements in all other areas including participation in clubs and competitions, the development of a curriculum that encourages staff to teach more than just physical skills.</p> <p>Evidence: Evident through improvements made and evidenced in other areas.</p>	<p>Continue with support in 23/24. New areas for development/support including targeting the least active, updating the curriculum design and governor training.</p>
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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:
To increase the number of children who take part in sport and physical activity outside of school hours (life-long love of being active). Target Of 65% of all pupils to attend at least one club by July 2023	Range of 'new' after school and breakfast activities offered to all pupils for free.	Included as part of Edsential Premium SLA (£7100)	Impact: children who took part in a club this year: EYFS- 0 KS1- 13 KS2- 38 Evidence: Registers	Establish a new monitoring system to analyse the number of children who are attending clubs and identify any groups who are not and target these children throughout the year.
To increase the number of children who take part in sport and physical activity (life-long love of being active).	Judo lessons in school for year 5/6 with a coach with the intention to encourage children to take this up outside of school.	£940	Impact: Children said that they felt more confident following the sessions and 100% of them said that they had learnt a new skill. 20% of the children went for a taster session at the local Judo club. Evidence: questionnaires.	Continue to provide Judo lessons for children.
Increase the number of Year 6 pupils leaving the school as competent swimmers	Purchase additional top up lessons for any pupils that have not yet achieved the expected standard.	£1315 per week	Impact: 76% of children met the national curriculum objectives by the end of year 6. Evidence: 	Assess the year 6 children throughout the year and rearrange additional swimming blocks for non-swimmers.

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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:
Increase the number of pupils accessing competitions (Target of 60% by June 2023)	Access to Edsential 'Competitions for All' Programme: Weekly competitions programme aimed at engaging all children with competitive sport.	Included as part of Edsential Premium SLA (£7100)	Impact: % of children who took part in a competition or event this year: EYFS- 0 KS1- 35 KS2- 30 % of children who took part in a competition or event for the first time: EYFS-0 KS1-35 KS2-15 Evidence: Record	Continue to increase the number of pupils accessing competitions and events in 23/24
To use sporting events and competitions to raise aspirations and engagement with the range of opportunities on offer within our local community.	Access to Edsential 'Festivals' Programme aimed at providing sporting events for children within EYFS and Key Stage 1.	Included as part of Edsential Premium SLA (£7000)		

Signed off by	
Head Teacher:	

Created by:



Supported by:



Date:	
Subject Leader:	
Date:	
Governor:	
Date:	