

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:

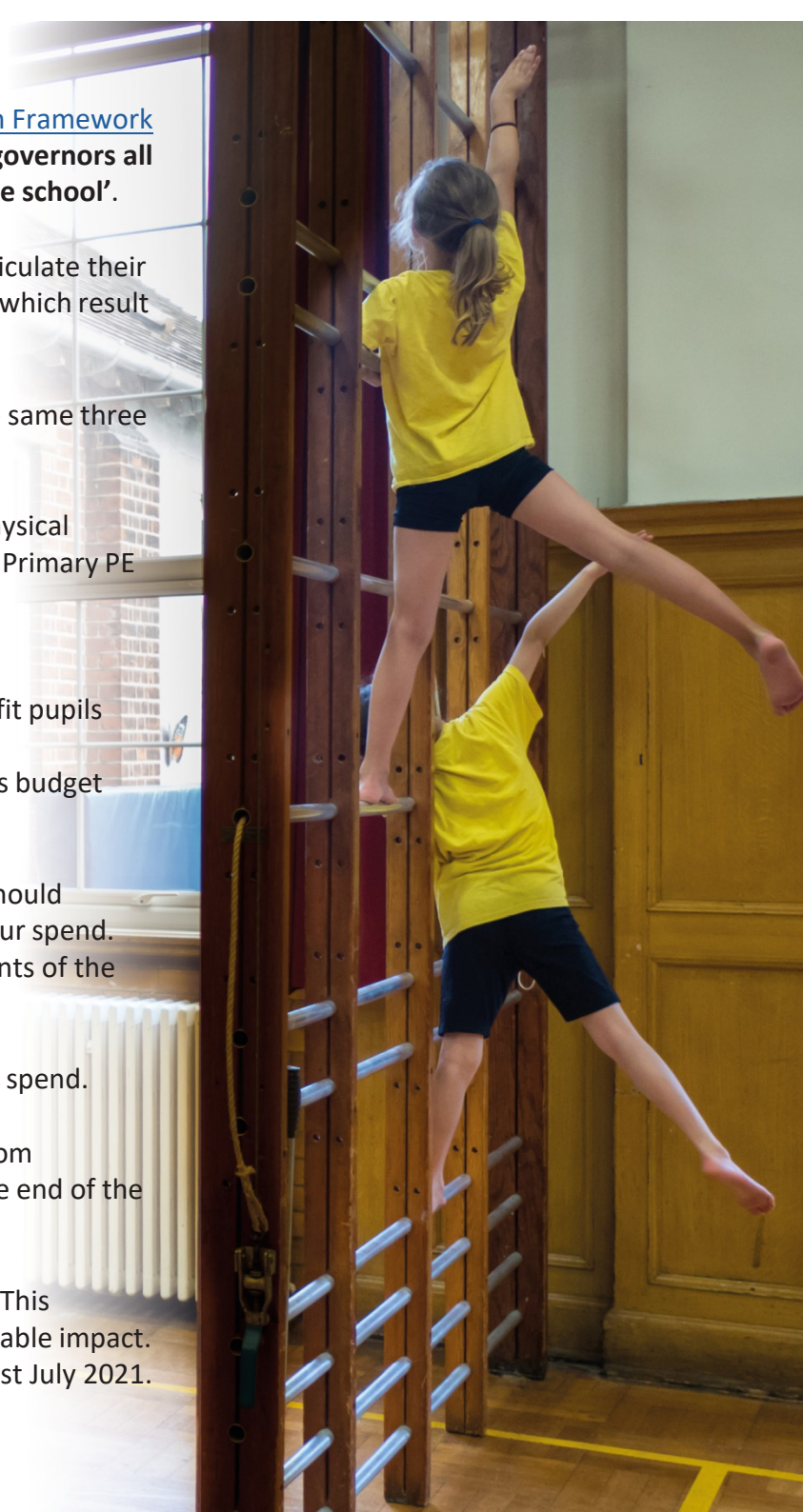
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 2021. 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.

Please note: Although there has been considerable disruption 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:
CPD enhanced teacher subject knowledge Curriculum rewritten to allow for cross class learning and support Sports days held within classes New equipment purchased to ensure high quality delivery. New PE calendar and documentation to ensure progression of skills.	Enriched cross school competitive sport Coaching to embed new skills and subject knowledge Wider opportunities for sport beyond school offer

Did you carry forward an underspend from 2021-22 academic year into the current academic year?

YES/NO * Delete as applicable

= Total to be spent by 31st July 2023

£17,540

<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 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>	70%
<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>	70%
<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>	70%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	70%
<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: £17,540		Date Updated: 25/04/23	
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?:
To increase activity levels during break times.		<p>Provide equipment to be used during lunchtimes on the playground and field as well as provision for wet playtimes.</p> <p>Train Sports leaders to support the development of playground games.</p> <p>PE lead to coach staff through appropriate CPD to support active playtimes.</p> <p>Bruce Dyers Love life to offer sessions at lunchtime on a rota to enable all children in school have an active lunchtime.</p>		£2000	<p>Intended impact – decrease behaviour problems at lunchtimes.</p> <p>Increase activity with children.</p> <p>Lunchtime rota set up to enable all children to have an opportunity to have different activities throughout their lunch.</p> <p>We should see a decrease in behaviour problems at lunchtimes and this will be able to be measured through CPOMs data</p>
				Sustainability and suggested next steps:	

Ensure all children are able to ride a bike safely and competently on the road by the end of Year 5, therefore allowing them to ride to school in Year 6.	Bike-ability scheme Y5	£1500	Intended impact – that Year 6 children will be able to ride their bikes to school safely	
Introduce the daily mile as an opportunity for all children to be active for 15 minutes	Work out an appropriate course for all weathers. Use playground markings to indicate the daily mile start and end. Create a timetable to allow all children to access the provision at an appropriate point in the day.	cover time	We hope that this will help with children’s behaviour and concentration. We should be able to see the impact by asking staff about behaviours in school and children’s concentration in lessons.	
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	38%
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:
School Sports Leaders. As part of the Totally Runnable Year 5 pupils will be trained in sports leadership enabling them to become sports leaders within school To develop sports leadership skills at unstructured times eg play time and lunch time	<ul style="list-style-type: none"> • 10 children from Year 5 to be selected to take part in a 6 week course run by Totally runnable. • When the children have been trained they will be able to be rotated to enable them to lead small groups at unstructured time. • Purchase of hoodies for sports leaders. 	Part of Totally Runnable package (£5198 (plus VAT))	Behaviour is part of our post Ofsted plan and through this - lunchtimes have been identified as an issue. <ul style="list-style-type: none"> • Pupils to regularly lead small game / play sessions • PE lead to check with duty supervisors the impact of the sessions on behaviour and physical activity among the children • Pupil voice will report that they enjoy activities led by pupils at 	year 5 pupils now – think about so what -

			breaktime and lunchtime Play leaders – certificate on a Friday	
Support and develop links with outside agencies to promote wider opportunities for participation in Sport	Achievement wall created in school to celebrate sporting achievements both in and out of school. Display posters and promotional materials of local sports clubs Invite sports clubs to come into school to offer free trial sessions.	£Free	Link made to Local tag Rugby Team – Taster sessions offered to all Year groups (1-6) intended outcome is that more children will join the club	
Ensure the PE kit promotes the high expectations and values of our curriculum	Provide all new starter children with a full PE kit linked to their house. Provide all staff with appropriate kit to raise the profile of wearing appropriate kit for the task.	£1500	Increase competitiveness in staff raising profile of sport within school increase staff fitness and show them as role models to the children. Raising profile of Sport and PE within school	
Engaging with School Games	Giving guidance in P.E. Helping PE lead for school games mark	cost of Transport	Increases profile of PE	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	28%
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 improve the current teaching of PE.	CPD opportunities provided from external coaches – Tag Rugby CPD through internal coaching from PE lead Children to partake in Totally Runnable	Part of Totally Runnable package (£5198 (plus VAT) Tag Rugby - Free	Intended impact – We want to raise the aspirations of the Girls as we have a gender gap within school. Our intent is that by the Year 5 girls taking part in Totally runnable it will increase their own confidence and they will then carry that on next year and be positive role models for the other girls in school. intended impact – Staff CPD for Tag rugby will crease their own confidence in the ability to teach and deliver it.	
To improve SMSA sports provision to increase lunchtime participation in sports	CPD opportunities provided through coaching of the SMSAs	free	Intended impact – to increase the confidence , knowledge and skills of SMSAs in being able to	

<p>To further improve the quality and consistency of sports provision and provide opportunities for children to receive specialist sports teaching. To increase the subject knowledge of teachers in a variety of sports. To increase the confidence of teachers in teaching PE and Sport</p>	<p>Provide CPD to teaching staff, especially those who have identified areas of need, weaknesses in knowledge or new staff in school Links to local sports centre to help deliver quality first wave teaching in a variety of sports</p>		<p>Aims to increase wider community commitments. Wider school community involvement – making links to local rugby team. Increase staff CPD around Tag Rugby</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	25%
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:
A wide range of after school sports clubs to ensure access to a wider range of children	Bruce Dyer 'Love Life' Football training reinstated in school Multiskills sports club Karate Tag Rugby – Dodworth Miners	£2000	Intended impact – that children will be able to experience a wider range of sports during and after school	
Sports Week - To introduce a sports themed week, where outside activities and sports are brought into school to enable children to try new sports.	Introduce new sports to children that they wouldn't always be able to access Increase participation in physical activity both inside and outside	£500	Intended impact - Increase participation in sports that children don't normally access Increase links with local clubs / activities Broaden experiences of pupils	
Playground Markings Purchase new playground markings to enable competitive sports to be played	Introduce new markings in lessons to support involvement in competition	£2000	Increase competitive participation	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	45%
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 children to have the opportunity to participate in cross school competitions in a range of sports through SMAT sports competitions	Children have the opportunity to participate in interschool competitions run by SMAT sporting events	£3000	Monitor attendance at competitions Pupil voice to represent views about competitions through questionnaires and feedback	
Year 1-Year 6 to take part in a challenge run through Totally Runable. Year 5/6 children to take part in Totally Runable workshops around sports and fairness	Children have the opportunity to compete against each other as well as gaining confidence and self believe in themselves.	Part of Totally Runable package (£5198 (plus VAT)	Intended impact – children have more belief in themselves and are wanting to take part in competitive sports.	

Signed off by	
Head Teacher:	Paddy Wright
Date:	
Subject Leader:	Kathryn Jones
Date:	
Governor:	

Date:	
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