

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



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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 of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17330

Swimming Data

Please report on your Swimming Data below.

Please see the Separate Sports Premium 21 – 22 Evaluation document on our website for full details of last year's swimming outcomes.

Swimming Outcomes (to be completed July 2023)

What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	79% (22/28)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	82% (23/28)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	82% (23/28)
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: 2022/2023		Total fund allocated: £17330		Date Updated: July 2023	
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:
Maintain commitment to active 30 using existing resources	Relaunch Whole School Wake and Shake – Qualified Coach to lead daily sessions.		One TA - 30 mins daily £1489.60 for the year.	Pupils are now active from the start of the day. Pupils arrive in morning lessons alert and ready to learn. Pupils partake in a range of dances to popular music resulting in a positive mind-set and increased general wellbeing.	Timetable the coach to ensure sessions continue, rotate TAs to work alongside so that all support staff know how to lead the sessions.
Daily Mile – Maintain the use of the Daily Mile track by promoting the London mini marathon scheme.	Daily mile built into timetables for each class. Introduce the London Mini Marathon scheme with all classes and offer rewards for participation and distance achievement. Offer a lunchtime running club.		Winner Medals & Certificates = £49.00 Mini Gold Shields = £32.00 £81.00	Daily Mile has been consistently undertaken each day by all classes resulting in increased levels of fitness and an improvement in the amount of time and distance that they are able to run for. The whole school took part in the TCS London mini marathon and everyone received a medal – we are waiting to hear whether we broke the Guinness Book of	Continue to timetable the daily mile. Look at introducing tracking of the Daily Mile and steps using Fitbit style trackers.

			Records Children chose to participate in the running activity at lunchtime as part of the carousel.	
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	
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:
Achieve Active Mark accreditation	Apply for Active Mark accreditation. Book assessment of evidence visit with SSSP lead in T5/6.	Free	The profile of sport in school is higher than ever. Pupils can participate in a range of activities. The school is now waiting for the outcome decision in order for it to be recognised for its contribution to raising the profile of sport.	Aim for next level award.
Introduce Take 10 to improve Literacy and Numeracy Skills through being active.	Put DVD onto school system Introduce the program to staff and encourage weekly delivery to tie in with Maths and English.	£78.00 (2 copies)	Improvement in knowledge of number facts and spellings etc. whilst getting fit. Having trouble loading the CD Rom onto the server. Our in house sports coach has looked at the DVD at home and has incorporated some of the ideas into her warm ups.	Look at linking Maths to the use of the fitbit trackers, e.g. graphs and tables. Introducing UKS2 sports reporters to attend events and write a sports report to share with the school. Introduce sports ambassadors.

Forest Schools – To improve children’s readiness to learn particularly in the EYFS in relation to fine motor skills, vocabulary development and managing relationships.	For Year R and 1 to visit forest school regularly and follow a programme of activities. Run a Forest School after school club for Y2 – 6.	£775 - Training £5,206 for Forest School teacher for the year (2 hours per week)	Children have developed skills needed in order to ensure they are ready to learn inside and outside the classroom. They have improved fine motor skills, vocabulary and social skills.	Roll out regular Forest School work to Year 2 – 6 and weekly sessions for YR and Y1. Forest School leader to be reduced weekly.
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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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
PE Hub will continue to be used to support the planning and delivery of PE. Qualified coaches to lead weekly sessions with the children covering a range of sports, staff (including support staff) to observe, team teach for CPD.	PE Hub to be revisited with teachers and introduced to new staff. Martin Forbes Coaching – TAS to observe in order to upskill	PE Hub - £455 Martin Forbes sports - £1725	Teachers (including new staff) continue use PE Hub effectively, ensuring clear skills progression across the year groups and better outcomes for pupils. Staff offer a broader range of high quality sports clubs. PE has been taught by some TAs with training and support from	Remaining teaching assistants to be upskilled in teaching/ supporting particular sports through opportunities to work alongside coaches.

			sports coaches CB, MM, RB	
In house development of capacity through team teaching with qualified PE lead.	In house PE subject leader to teach PE every afternoon in order to upskill.	5 x afternoons (2hrs) = £118.00 £4484.00 per year	Support staff are now more confident in leading and supporting the teaching of PE, leading to better pupil performance in lessons.	Maintain in house capacity with a PE lead to ensure the knowledge and skills of the support staff continue to develop.

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:
Maintain the broad range of sports clubs to include Netball, athletics and rounders. Expand the taster sessions on offer to pupils.	School staff to lead a range of additional clubs to widen our offer. Investigate taster sessions for the children in karate and water sports at Barton Point/Lower Halstow Halstow Yacht club	TA time 1 hr weekly Club cost varies	Club participation continues to grow. Children visited Mote Park and experienced: paddle boarding, rowing, peddle boats and kayaking.	Run popular sports clubs all year to enable pupils to achieve at a high level. Signpost external sports clubs and opportunities via the school newsletter. Continue the offer for children to experience water-sports at Mote Park as a regular annual

				activity.
Promote clubs, especially to pupils who don't always participate through fully funding these for target groups.	Fully fun clubs for target groups.	Approx £2000 per year	More pupils take part in after school clubs, especially those in receipt of pupil premium.	Continue to fund participation for these groups.

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:
Interschool and potentially federation competitions and fixtures to be organised.	Join SSSP and attend termly meetings. Sign up for relevant competitions and coach the children in that sport. Introduce competitions across the federation.	SSSP £300	Children have visited other venues and experienced taking part in a competition as part of a team or individually.	Continue to dedicate admin time for organising events to PE coach.

Signed off by	
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Date:	
Subject Leader:	<i>M. A. Crowe</i>
Date:	
Governor:	
Date:	

Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

Supported by:   **SPORT ENGLAND**  **UK COACHING**  **UK active** Manchester Metropolitan University