

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](#).



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Details with regard to funding

Please complete the table below.

Total amount allocated for 2022/23	£17000
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Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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. 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	N/A
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. Please see note above	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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?	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: £17,000		Date Updated: 10.10.2022	
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?:
All pupils to increase their level of fitness, and enjoyment of physical activity.		Teachers to be aware of the importance of brain breaks, active breaktimes and active lessons during teaching. Active Learn will offer Reception and KS1 ideas on teaching Maths and English actively during their Continuous provision time. All activities linked to the NC.		Covered in last year's subscription	
Active schools timetable established in the school day.		All teachers have access to a range of brain break resources/activities that will be scheduled into their timetable throughout KS1.		N/A	
		KS1 to focus on fundamental and multi skills during Continuous provision. This will be linked to what has previously been taught by Premier education that week.		KS1- £600 EYFS- £600	

	<p>Look into Relax kids sessions for Year 2 after governor feedback " We observed a Relax Kids session for a Year 2 class. The children engaged in discussions and activities relating to respecting other people's boundaries when it comes to hugging and expressing affection. It was a joyful session that taught important concepts in a low-key, fun and age-appropriate way " .</p> <p>The aim is to improve the physical, social, emotional and mental health and wellbeing of our children – regardless of age, ability or personal circumstances and is an activity staff can timetable to best fit their teaching to provide learning breaks for the pupils.</p>	£2000		
Build children's confidence and celebrate their achievements with the school and with parents/carers	Sporting champion award to celebrate a child each week from each class in assembly on Friday. This can be linked to physical activity throughout the week during playtime, lunchtime and PE lessons, and also linked to school values and social skills needed during physical activity (Collaboration, communication, cooperation, respect, kindness, leadership, supportive) Charlotte to print certificate.	N/A		
Provide a range of activities enhancing the extra-curricular timetable.	Clubs offered after school and lunchtime. New clubs target a range of skills and foster an ethos of enjoying physical activity outside of the school day.	(premier)		

<p>To ensure opportunities for physical development are accessible to all pupils, including those with special educational needs and disabilities, disadvantages pupils and children with EAL.</p>	<p>Premier education to be provided with SEND register so they are aware of any adaptations they need to make during the lessons.</p> <p>Role cards for children who are not accessing PE so they are still able to participate in the lesson (found in PE folder).</p>	<p>N/A</p>		
	<p>Mary S to visit children every term and provide targeted activities for children. This will be communicated to parents and teachers who work with the children.</p>	<p>N/A</p>		
	<p>To track pupils acquisition of skills by assessing their fundamental skills throughout KS1 (fundamental skills assessment sheet created by Becca).</p>	<p>N/A</p>		
<p>To improve the PE curriculum across the school ensuring progression and consistency across year groups.</p>	<p>Staff meeting organised for Autumn 2 which will provide training for all staff and information on the plans for PE this year.</p>	<p>N/A</p>		

	Shared PE folder provided for all staff to help with their PE activities, CPD, SEND support. KS1 can access this during their PE PPA time (1 hour a week).	N/A		
Provision for physical activity at lunchtime.	Create activity zones so pupils are able to maximise physical activity at lunchtime. Trained TA to have equipment for and responsibility for overseeing specific areas Independent active play boxes. Resources to be used at break time and playtime to raise the level of physical activity taking place during unstructured times, whilst having a positive impact on pupil behaviour and wellbeing. Introduce equipment and structured games to TAs so they feel confident to implement this during playtime and lunchtimes. 'More active more often' through structured play.	£1250		
	Train Year 2 children as play leaders and timetable in a rotation of group activities every lunchtime.	N/A		
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:

Increase parents'/ pupils'/ teachers' awareness of PE provision in school and encourage positive attitudes towards physical activity	Ensure SSFT package utilised in full.	£2000		
	Send out a questionnaire to parents asking about physical activity they do outside of school and if they are aware of free activities in the area.	N/A		
	Purchase new T-shirts for all new teaching staff.	£200		
Participation in sports and activity (both in and out of school time) is celebrated on the newsletter.	Newsletter provide parents with information on weekly park runs and 60 minute physical activities children can do outside of school.	N/A		
	Offer a range of resources and equipment during CIL for children inside and outside which allows them to show control and balance, use coordination with or without equipment and Perform actions with increased control when co-ordinating their body with and without equipment. (Physical development CIL box)	See above		

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:
Ensure quality of PE provision remains at a high level and % of pupils making expected or above progress in PE increases.	Ensure all teachers are familiar with current PE guidance and they are up to date with yearly PE plan. Schedule staff meetings Autumn term and KS1 use time during PE PPA.	N/A		
	To ensure all staff are familiar with the sports equipment available and that the cupboard remains well stocked and the equipment in good order. All equipment to be labelled so teachers know where to keep it (year group, playground or cupboard).	N/A		
	Staff questionnaire to go out to identify any gaps in knowledge and how we can support that during PE PPA.	N/A		

	Subject leader development courses for new PE lead.	£300		
	Time out of class for Subject leader CPD.	N/A		
Hire qualified sports coaches and PE specialists to work alongside teachers to enhance or extend current opportunities offered to pupils.	Work with Premier sports to offer high quality PE sessions weekly in KS1 and over two half terms in Reception. Training offered Autumn term for all staff so they are able to access portal and take full advantage of the Premier package.	£9000		
Providing staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school	Create PE folders for staff which shows assessment details, differentiation ideas and key skills progression ladder and key vocabulary for each activity.	N/A		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:

Intent	Implementation	Impact	Sustainability and suggested next steps:
Your school focus should be clear what you want the pupils to know and be able to do and about	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

what they need to learn and to consolidate through practice:			changed?:	
Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.	Equipment to support curriculum delivery and active schools provision. Ensure all staff are aware of the equipment, where it is stored and how to use it safely. Replace and extend resources for curriculum and wider opportunities delivery.	£500		
Introducing a new range of sports and physical activities to encourage more pupils to take up sport and physical activities	Ensure Termly enrichment days held to allow children to experience the sports taking place at after school clubs (Premier Education). (Archery, orienteering, Dance, Theatre and performing arts).	Included in Premier		
Providing more and broadening the variety of extra-curricular physical activities after school in the 3 to 6pm window, delivered by the school or other local sports organisations	Offer after school sports clubs for children starting in the Autumn term. Archery, Football, gymnastics, basketball. Lunchtime club- maypole dancing.	N/A		

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 opportunities for all pupils to participate in competitive sports to increase motivation and gain a sense of pride in their achievements and celebrate the achievements of others.	Organise, develop and deliver annual Sports Day. PE teachers and class teachers to prepare pupils for Sports Day.	£500		
	Participate in 'UK School run' during Spring term to encourage children to be active and compete against one another.	£450		
To coordinate and enter more sport competitions or tournaments across the local area, including those run by sporting organisations	To continue membership of the 'Stevenage Sporting Futures' Team in order to increase pupils' range of access to sporting opportunities, including sports of a competitive nature. To provide pupils with opportunities that arise in the upcoming year, including, key stage 1 festivals, EYFS festivals and workshops.	SSFT Funding		

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Rebecca Pratt
Date:	06/09/22
Governor:	
Date:	