

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 2020/21	£ 6,483
Total amount allocated for 2021/22	£ 24,851
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 0
Total amount allocated for 2022/23	£ 25,025
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£ 18,389

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: October 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: 85.2%
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?	
<ul style="list-style-type: none"> To engage all children in regular physical activity Use initiatives and purpose to engage children in physical activity Use equipment to promote enjoyment in playtime and lunchtime physical activity Engage children in physical activity discreetly throughout their learning day 	<ul style="list-style-type: none"> children will take part in playtime and lunchtime activity A range of equipment will be available for all children to use and will be audited a replenished on a regular basis climbing frame and traversing wall will now enable physical activity during playtimes and lunchtimes Sports Plus to work with children (Year 1) daily during lunchtimes engaging and motivating them in physical activity. Brain breaks to be used consistently across KS1, in classrooms to support gross and fine motor strength, as well as supporting learning engagement EYFS to have outdoor provision which promotes physical education (cycle track, equipment 		£ 18,525- Sports Plus £500- resources £1,594- playground equipment £700- Maintenance and inspection	<ul style="list-style-type: none"> Children have access to playtime equipment at play times. This includes a balance area, chalk zone, football area, frisbees, stage area and climbing frame. This is evidenced through monitoring by staff on playtime duty. Children have continued access to the climbing frame which has also been inspected. Year 1 children have a sports coach for 2 lunchtimes per week to support additional physical activity. Brain breaks continue to be used throughout school. Children in EYFS have daily access to the outdoor area and equipment has been inspected to ensure that this remains accessible. Sports plus run 4 clubs after 	
			Sustainability and suggested next steps:		
			- To monitor lunchtime staff and support them to engage children in physical activity.		

	<p>trolley, climbing frame and trim track)</p> <ul style="list-style-type: none"> - Sports Plus to support children in extra physical education sessions weekly - Wake up Shake up to be run by coach and sports lead every Friday before the start of the school day - Support for staff including lunchtime supervisors to promote safe play outside and engage children in physical games and activity - clapping games to be taught to children to support motor skills in children - Resources to be audited on a regular basis and for an equipment check to be completed by outside provider - Continue to promote sports star of the week initiative and children to celebrate this with a certificate, wrist band and trophy for the class - Observations and Learning Walks to take place throughout the year to monitor children enjoyment and engagement - Pupil voice to evidence the impact of extra physical activity - Staff questionnaires to be sent out to gain an overview of what works for us as a school - Bike handles and pedals to be ordered 		<p>school per week. These vary each half term to allow all children to find a club that they enjoy.</p> <ul style="list-style-type: none"> -Wake up shake up happens weekly before school on a Friday. This has also been promoted in assembly to improve participation. -Resources have been audited and replenished throughout the year. -Sports star of the week happened consistently in the Autumn term. -Coach has been observed and learning walks have been planned. -Year 1 pupil voice has taken place. -Staff have completed a questionnaire about subject knowledge, confidence and planning. -Sports week provided children with the opportunity to develop skills and participate in physical activity across a week. -External weightlifting visitors provided a unique opportunity for all Year 2 children. Children learnt about weightlifting and practised key skills. -Observations of lessons took place and feedback was provided to further develop learning. 	
Percentage of total allocation:				

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				100%
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:
<ul style="list-style-type: none"> -Use initiative to promote children's engagement in physical activity - Continue to be a YST member and monitor PESSPA against quality mark - Celebration assembly each week to celebrate the sports star of the week - P.E subject display demonstrating PESSPA in school - PE subject page on website -To encourage parental engagement in sport at home 	<ul style="list-style-type: none"> -Resources to be used to engage children in physical activity at playtimes and lunchtimes -Sports Plus to provide playtime and lunchtime games for children. - Sports plus to run after school clubs to promote PESSPA in school -Star learner assembly to ensure it has two sports stars each week, one for year 1 and 2, ensuring that children have a certificate, wrist band, trophy for the classroom and their photo displayed on the PE display -Homework to be set and linked to sporting events to support parental engagement in sport outside of school. -PE coordinator to use the YST website to keep updated with guidance on PESSPA in school and relay to teachers where necessary. - PE Coordinator to monitor PESSPA against YST silver quality mark guidance and adapt to maintain the silver quality mark. -Newsletter to inform parents of PESSPA in school 	<ul style="list-style-type: none"> £ 18,525- Sports Plus £500- resources £1,594- playground equipment £700- Maintenance and inspection £210- Youth Sport Trust £466- Training £3,030- Release Time 	<ul style="list-style-type: none"> - Children have access to playtime equipment at play times. This includes a balance area, chalk zone, football area, frisbees, stage area and climbing frame. This is evidenced through monitoring by staff on playtime duty. - Year 1 children have a sports coach for 2 lunchtimes per week to support additional physical activity. - Sports plus run 4 clubs after school per week. These vary each half term to allow all children to find a club that they enjoy. - Sports star of the week happened consistently in the Autumn term. -We have continued the YST membership and this is used to support the PE subject lead. -We have a positive relationship with the sports coach despite regular changes. Children enjoy having PE with him. -Displays in school have been updated with photos of our 	<ul style="list-style-type: none"> -Arrange additional sporting opportunities for gifted and talented children. -Monitor and update quality mark.

	<ul style="list-style-type: none"> - PE subject page on website to include physical activity videos for children to carry out at home - Cross curricular links to be made with physical activity -Positive relationships between Sports Plus Coach to help promote a love for physical activity - New Subject leader presence to be had throughout school so children can be praised for physical activity -Additional sporting opportunities for more challenging pupils 		<p>children participating in sports and clubs. Parents are also able to see these when events take place in the hall.</p> <ul style="list-style-type: none"> -The PE subject page on the website has been updated. It includes cross curricular links such as books that children and parents can access together at home. -PE related homework was sent home during sports week which aimed to encourage children to participate in physical activity over a week. 	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				14.8%
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:
Improved quality of children's physical education in EYFS and Key Stage 1 to ensure they are competent and confident.	<ul style="list-style-type: none"> -Questionnaires to be sent to all teaching staff to monitor subject knowledge and confidence. -Pupil voice to be carried out to ascertain children's subject knowledge and understanding. -Learning walks to take place to monitor the quality of children's physical education in KS1 	<ul style="list-style-type: none"> £210- Youth Sport Trust £466- Training £3,030- Release Time 	<ul style="list-style-type: none"> -Staff have completed a questionnaire considering their subject knowledge, confidence and to discuss what support may be needed. -Pupil voice has taken place in year 1 to assess children's understanding of what has been taught. -Pe lead has supported planning in 	<ul style="list-style-type: none"> -Year 2 and EYFS pupil voice. -Ensure key vocabulary is shared in all PE lessons. -To look at and compare a range of PE schemes to further develop the teaching in school and to support staff subject knowledge across the PE curriculum. -To implement the new scheme

	<ul style="list-style-type: none"> -Subject Leader to support staff in planning of PE sessions -Ensure staff are sharing learning objectives and key vocabulary with children in P.E sessions -Monitoring of planning to ensure it covers our Chris Quigley key skills - PE coordinator to access online CPD from the YST and Educare. 		<ul style="list-style-type: none"> year 1 and previous PE lead has support planning in year 2. -PE lead has accessed some CPD through YST and been on a PE subject leadership course. -Monitoring of planning has taken place and a scheme has been agreed for academic year 23/24. 	Get Set 4 PE.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 97.3%

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>Additional achievements:</p> <p>To continue to offer a range of activities within and outside the curriculum in order to get more pupils involved and encourage high levels of activity.</p>	<ul style="list-style-type: none"> -Sports Plus to provide lunchtime games for KS1 children -Sports Plus to provide after school clubs based on the sports interests of children. - Order resources to enable a variety of new after school clubs -Brain breaks and wake up shake up to be implemented into the daily timetable -Sports week to be accessed by KS1 and EYFS to celebrate sporting achievements around the world and link to school values -Pupil voice to monitor the enjoyment and engagement of the 	<ul style="list-style-type: none"> £18,525- Sports Plus £500- resources £1,594- playground equipment £700- Maintenance and inspection £3,030- Release Time 	<ul style="list-style-type: none"> - Year 1 children have a sports coach for 2 lunchtimes per week to support additional physical activity. - Sports plus run 4 clubs after school per week. These vary each half term to allow all children to find a club that they enjoy. -Resources such as frisbees have been ordered to offer different after school clubs such as alternative sports. - Pupil voice has taken place in year 1 to assess children's understanding of what has been taught. 	<ul style="list-style-type: none"> -Promote sports star of the week -Look into the football fundraising activity -Link lessons to sports stars to be shared with staff.

	<p>range of sports and activities offered to children.</p> <p>-Lessons/sessions to be linked to a particular sport or sport star.</p>		<p>-Brain breaks are used in classrooms consistently.</p> <p>-Children in year 2 had a weightlifting session delivered. They learnt about the sport and practised some basic skills.</p> <p>-A new company will be used for clubs to offer further variety.</p>	
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Created by:



Supported by:



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				87.1%
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:
<ul style="list-style-type: none"> -Introduce the participation of KS1 in competitive sports. - Increase the amount of PPG participating in competitive sport 	<ul style="list-style-type: none"> -Internal dance competition to take place in Spring Term -Lessons to be linked to a competitive sport/sport star -football goal to support competitive sports promotion at play and lunch -build connections with local schools to run more external competitions -Have a year 1 and year 2 sports star in star learner assemblies. -Opportunity for competitions in after school clubs -Research and develop opportunities for PPG pupils to participate in competitive sport -Christmas Fayre penalty shootout 	<ul style="list-style-type: none"> £18,525- Sports Plus £500- resources £3,030- Release Time 	<ul style="list-style-type: none"> -The dance competition will not happen this year as we decided to focus further on children's subject knowledge and confidence in dance. Instead, Year 1 children will perform their final dance to another Year 1 class. -The football goal at playtimes supports competition. -Conversations with local schools have taken place with plans for KS1 events being discussed. -A penalty shootout took place at the Christmas fayre. -Coach plans in competitive games into after school clubs. 	<ul style="list-style-type: none"> -Increased competitive opportunities within school -Continue to liaise with local schools to arrange events. -Promote sports star so that this continues to run weekly.

Signed off by	
Head Teacher:	D.Walker
Date:	12.7.23
Subject Leader:	C.Taylor
Date:	13.12.22 Updated 24.4.23 Updated 12.7.23

Governor:	H.Massey
Date:	12.7.23