

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	£0
Total amount allocated for 2021/22	£20,000
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19,900
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£19,900

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 2023.</p> <p>Please see note above</p>	91%
<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>	96%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	91%
<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>	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:19,900		Date Updated:	
<p>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</p>					Percentage of total allocation:
					36%
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 children to have access to high quality PE lessons.	All children will be allocated PE lesson per week; taught by a specialist sports coach Further CPD from Getset4PE to broaden subject knowledge for all staff members.		£440	Online scheme of work for PE that enables teachers to access high quality, streamlined, progressive and inclusive PE lessons. PE Timetable Progression map of skills from EYFS though to Year 6.	
Replenish PE equipment	Ensure that there are sufficient and suitable resources to enable all children to participate in PE lessons and during active playtimes.		£2630	Used in lessons to engage children with sports and ensure that there is enough equipment for all children to participate, develop and make sufficient progress. Supporting in lessons and during active playtimes.	
				Enable sports coach to offer and teach a wide range of sport within their PE sessions with confidence. Staff will have an overview of approaches, assessment, progressions, adaptations and an understanding of where the children are within their physical activity. Etc	
				Suitable new equipment to be used within lessons/active playtimes for the foreseeable future to support children's development in gross and fine motor skills, specific skill-based techniques required for each unit of PE whilst enabling them to become more proficient whilst learning the key rules and regulations in sports which they	

<p>Lessons to be more active throughout the day and across the curriculum.</p>	<p>Basic skills to be improved across the school. Lessons to be more active throughout the day – seizing opportunities for rapid recall and physical activity.</p>			<p>can continue to play into their teenage years. Appropriate equipment enhances the children’s learning during their PE lessons and will also be used for after school’s sports clubs.</p>
<p>To increase the percentage of children attending a club</p>	<p>A broad range of after school clubs run by both external providers and internal staff members.</p> <p>Clubs page set up on website and School Spider to enable parents to book their children into clubs.</p>		<p>Pupil voice reveals that the clubs on offer are the clubs that children want.</p> <p>Club participants have grown since online application set up.</p>	<p>Gives children opportunity to move more during class time to aid focus during lessons. PE lead to monitor impact across the school – complete staff and pupil regarding The Daily Mile</p> <p>Gives children more ownership of the clubs thus enhancing participation and enjoyment.</p>
<p>Improve links with external club providers and improve the offer for Key Stage One and EYFS children.</p>	<p>Dance Tag Rugby Tennis Football Drama</p>		<p>Years 1-6 have weekly cookery sessions – healthy eating, hygiene, preparing and cooking skills, use of equipment, timings. This club is over subscribed.</p>	<p>PE Lead to continue to monitor children’s enjoyment and ensure that clubs are evenly accessible in a variety of clubs per week.</p>
<p>PP and SEND to have funded access to attended a lunchtime or after school club.</p>	<p>Families to have financial support with after school clubs.</p>		<p>Years 1 - 6 have weekly football club training with external coaches – clubs are over-subscribed – children are enjoying and engaging in learning of new skills and being part of a team. They are engaging in friendly inter-team matches.</p>	<p>Children will be learning how to use a variety of equipment effectively and will be supported in engaging positively and collaboratively with others. They will learn vital skills such as; compromise and resilience. This in turn can help them with social issues in the future.</p>
<p>Increase number of clubs run by Teaching Assistants.</p>	<p>Netball Rounders</p>		<p>All clubs are provided for children from years 1-6.</p>	<p>Increased esteem and identity for</p>

<p>Order resources for after school clubs</p> <p>Children to have opportunities to be part of a competitive sports team.</p> <p>Children engaged in high quality play/regular activity throughout lunchtime break to increase: mental wellbeing, team building and communication; balance, co-ordination and core strength; skill, tactic and to encourage pupils to independently design and build.</p> <p>All children take part in active break times with the introduction of the</p>	<p>Multi-skills Arts and Crafts Board games Netball Basketball Cookery/Healthy Eating Chess Ipad/photography Construction (All clubs chosen by pupil voice) Cookery – all ingredients ordered by school kitchen each week. Football – Liaise with football coaches to ensure equipment, participation and behaviour are all appropriate. Liaise with PE Leads across the trust to organise inter-trust competitions and arrange transport.</p> <p>Replenish sports and play equipment for both play times, lunch times, EYFS and after school provision. Storage tubs for class play time equipment.</p> <p>Set up zones within the playground. Train lunch time staff on how to use zones effectively.</p> <p>Replenish sports and play equipment for both play times, lunch times, EYFS and after school provision. Storage tubs for class play time equipment.</p>	<p>£3250</p>	<p>Coaches are required for transporting children to venues.</p> <p>Enables children to have a variety of sports where they can learn and develop both skills and competency. Enables a range of sports and activities to be taught. Lessons not cancelled/adjusted due to poor quality or quantity of equipment</p> <p>New sports equipment purchased, with impact of increased participation in lessons and improvement of skills, as more children have equipment that is fit for purpose.</p> <p>Staff trained, new timetable. Children take part in timetabled Daily Mile at least 2x a week. Children have a painted route to</p>	<p>the teams. Engaging in competitive sports teaches children vital life-long skills such as resilience, motivation, controlling emotions, teamwork, dedication and discipline.</p> <p>Learning how to play effectively with playground equipment will help children engage positively and collaboratively during their free time. They will learn vital skills such as; compromise and resilience. This in turn can help them with social issues in the future.</p>
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<p>'zones' around the playground and a lunchtime support running of sports activities every day.</p> <p>All children to develop a lifelong habit of daily physical activity.</p> <p>Introduce personal challenges – e.g. throwing and catching a ball 10 consecutive times without dropping it, 25 skips, increase the number of passes to a friend and back.</p> <p>Continue to monitor the effectiveness of both the Daily Mile and Active Lunchtimes.</p>			<p>follow on the playground – which helps them keep track of the number of laps they have run.</p>	
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation: 35%</p>
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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>Years 5 and 6 children to participate in a two week swimming course</p> <p>plus an additional week of swimming lessons for those who do not reach the expected levels..</p> <p>Weekly newsletters to celebrate achievements in sports and PE.</p> <p>School website is updated on a regular</p>	<p>Organise for Elite swimming company to run two separate courses over the year for both years 5 and 6 children.</p> <p>Continue to update the website</p>	<p>£7800</p>	<p>91% of Y6 pupils can swim 25m 89% of Year 5 pupils can swim 25m</p> <p>To be reviewed in June</p> <p>Positive feedback from parents and pupils. They enjoy seeing both what is coming up and how competitions are going.</p>	<p>Developing essential survival swimming skills and helping children to achieve the target of swimming 25m.</p>

<p>basis to showcase children's achievements in and out of school.</p> <p>School website directs parents/carers to events and clubs in the local area that promote an active lifestyle (updated regularly).</p> <p>CPD for staff to continue throughout the year.</p> <p>Organise and use external expert coaches.</p> <p>Invite athletes into school for assemblies to widen children's knowledge of a range of sports and to raise Capital of Culture.</p>	<p>Inform staff of CPD opportunities via email.</p> <p>Use of Getset4PE platform CPD sessions via zoom.</p> <p>Source and organise for professional sports clubs to deliver CPD for staff. Graeme Rickman – Cheshire Cricket Board Source and organise visitors to attend assemblies.</p> <p>Organise for GB Athlete to visit school to inspire children.</p>		<p>Teachers are feeling more equipped and more confident.</p> <p>To be reviewed</p>	<p>Staff have a good knowledge, understand and level of confidence to oversee PE, assessment and adaptations. Providing better outcomes for children.</p> <p>Children are inspired to try a variety of sports and physical activities that they may not have been previously exposed to. Children can learn from experienced GB Athletes and Paralympians</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				4%
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>Getset4PE planning ensures that PE lessons include a progression of skills and the organisation of the new plans have increased knowledge and understanding of sports that were not previously taught by staff.</p> <p>Staff feedback to identify the impact a high quality coach is having on both the children and their own confidence, knowledge and skills.</p> <p>Continue to monitor staff's confidence and skills.</p> <p>Further staff training and development to facilitate active playtimes.</p> <p>More children partake in independent or structured active activities at playtime</p> <p>Training of lunchtime staff to facilitate active play. Feedback from lunchtime support staff</p>	<p>Continue to monitor PE coach confidence and skills by gaining staff feedback each term. Regular CPD courses provided on a regular basis to all staff via the GetSet4PE company. Staff moderation meetings will increase knowledge and understanding of the PE curriculum and what assessment continues to look like in PE and dance lessons</p> <p>All staff including teachers, teaching assistants and lunchtime staff to attend in school training on promotion of physical activity to support this. Gain staff feedback each term. Lunch time staff to attend INSET day on positive play and also to take online course RAISE training. Online course to give introduction to Professional Midday Standards – LACA is completed by all lunch staff</p> <p>Resources to be purchased and replenished throughout the year. Staff to be involved and engage in games with children</p>	<p>£845</p>	<p>Both PE Coach and teachers are more confident in the delivery of PE due to the detailed planning that includes prompts for progression, differentiation, assessment opportunities, timings and equipment. Consequently, children are enjoying, achieving and knowing more.</p> <p>This is already having a positive effect on both staff and pupils. More pupils are engaging in extra physical activity that they are enjoying. Staff are more confident and have taken ownership of both organisation and implementation and general behaviour has improved.</p> <p>This will be reviewed in June</p>	<p>Streamlines and inclusive scheme of work that is easy to use, providing teachers with the subject knowledge, confidence and support in assessment, development and delivery of high quality PE lessons. PE Lead to create end points document for teachers to use when assessing children's progress</p> <p>Children will have more meaningful, positive play times. Less accidents are likely to occur. Behaviour will improve. Enjoyment will be had by all.</p>
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has demonstrated that active zones will increase participation in active play.				
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		Impact	NA
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:
Continue to monitor the impact of amended curriculum map. Continue to monitor the quality of PE lessons. Bikeability has a lot interest this year with an additional date in January needing to be added, above the 2 days training early in the Autumn Term for Year 5. Look at Year 5/Year 6 children who did not gain their qualification in the Autumn Term swimming sessions	Follow the new curriculum over this year and monitor its effectiveness. Gather feedback from staff. Carry out termly observations on PE lessons to ensure that good quality of teaching and learning is taking place. Gather numbers of children interested. Book Bikeability course Leaflets and advice on cycling and road safety to be sent home. Continue with swimming lessons for years 5 and 6 children and increase the number of pupils in Year 6 who can swim the 25m. Use assessment to target groups of children for extracurricular opportunities. Continue to monitor the impact of curriculum map and make relevant adaptations if required.	PE Lead Time	Review June	96% of year 6 children and 89% of year 5 are now swim competent. This will be reviewed once second swimming course is completed.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				25%
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:
Expose and inspire children to experience a variety of sports that are not on offer within the PE curriculum	Contact sportsforchampions.com to book a GB Athlete/Paralympian to visit school and undertake a day of inspiring activities as well as showcasing chosen sport.	£1475 £685	Children are engaged, enthused, motivated and inspired to try out new sports.	Children gain an understanding and an appreciation of the level of dedication is required to reach a specific level in competitive sports.
To continue to attend local sports competitions to work alongside and compete against other schools within the Rainbow Trust.	Plan for future events and opportunities. Book coaches for transporting children to and from competitions		Children engaging in competitive sporting events encourages higher standards of achievement, physical activity, discipline, teamwork and sportsmanship.	Increased esteem and identity for the teams. Engaging in competitive sports teaches children vital life-long skills such as resilience, motivation, controlling emotions, teamwork, dedication and discipline.
Engage in competitive sports within local primary schools				
All children in year 5/6 given opportunity to compete and represent the school in a variety of sports.	After school clubs to be planned to prepare children and teams for competitions.			
ALL children to participate in intraschool competitions at the end of each unit. Class against class or small groups.	Plan future events into calendar and ensure full take up by pupils.			
Involve more SEN children in the out of school competitions this year.	All clubs to continue			
Organise an Aspirational sports day; GB Athlete Quiddich African Dance Workshop	Contact local sports clubs and book professional coaches to run a carousel of sports to inspire our children to want to take up extra curricular			

Tennis	sports.	£1,387.90		
Tag Rugby		£1,197.60		
Football				
Netball		£90		
Rounders		£100		
Orienteering				
		Total £4935.50		

Total amount spent = £19,902.50

Signed off by	
Head Teacher:	<i>M. Hoftus</i>
Date:	Autumn 2022
Subject Leader:	N Carey
Date:	Autumn 2022