

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

Commissioned by



Department
for Education

Created by



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SPORT
TRUST





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

Please visit [gov.uk](https://www.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 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 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Sports Partnership Silver Award - Continue to 2023/24</p> <p>To continue to embed the REAL PE curriculum to the Year 6 pupils.</p> <p>Celebration assemblies – sporting achievements throughout the year.</p> <p>Training for rebound training – to promote for children with sensory needs.</p> <p>Great links with Sports Partnership to develop – sport for the disabled at a county level.</p>	<p>To develop the swimming – by using outside facilities other than onsite facilities that seem to be out of order (expensive to run)</p>

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.	
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.	3 – 30% (Sophie T, Sophie H, Scarlett C Mrs Barker's Class.)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	3 – 30%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0 %
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 – staffing for the hydro pool 1 to 1 sessions.

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: £ 1400?	Date Updated: May 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:
<ul style="list-style-type: none"> All pupils to receive 2 hours taught PE a week. College enrichment. Lessons to be more active throughout the day and across the curriculum. Movement breaks to be used to re-focus children and improve concentration. New outdoor gym equipment to enhance and promote physically active break and lunchtimes. Some children to take part in structured sensory Circuit sessions. All Year children under Year 6 pupils to receive swimming lessons. 	<ul style="list-style-type: none"> Staff to incorporate at least 2 hours of PE into their weekly timetable. Lessons to be more active through the use 'Maths of the Day' etc. Reflected in planning All staff understand the importance of movement breaks to help regulate. Update staff on strategies and guidelines 'REAL PE' training Sensory Lead to set up sensory circuits. Ensure more active lessons – 30 minutes exercise a day Encourage staff to run clubs that follow their own interests and skills to inspire pupils. 	£200	<ul style="list-style-type: none"> During observations- more active lessons and linked to better engagement and progress. See progression in REAL PE lessons – using tracking system. Optimal level of arousal achieved for those who access sensory circuits. More able to take part in lessons. Links from many more sources shared via social media – include cosmic yoga, Joe Wickes and Active Kids. School Partnership – development 	<p>Monitor the implementation and impact of 'Real PE'.</p> <p>All staff aware of and use resources for active breaks and wet playtimes and lunchtimes</p> <p>Encourage staff to run clubs that use their skills to inspire pupils - Lunch time afternoon schools.</p>
Evidence sources:				

			<ul style="list-style-type: none"> • Improved attitude towards PE • Data on tracking system • Pupil voice • Questionnaires • Observations and assessments • Newsletters/club letters • Website • Social media 	
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:
<ul style="list-style-type: none"> • Maintain Sports Partnership Sliver Award. • Use the principles of 'REAL PE' to link SMSC across the school • PE objectives link to school learning behaviours • Display values and behaviour expect • Report through regular newsletter and on website and Facebook • Assemblies led by pupils celebrating achievements and major sporting events • Celebrate participation through certificates- introduce values emphasis per term. • Class/year competitions • Invite visitors to school as role models • Assessment boards for pupils to self and peer review progress and set own targets to improve • Display awards and trophies prominently 	<ul style="list-style-type: none"> • Maintain Sliver Sports Partnership award. How? • Ensure staff are aware and use cross curricular opportunities – using the school grounds. • Use areas of social skills, personal skills, and cognitive, creative skills as whole school focus. Ensure values are demonstrated in lessons and in competitions • Purchase new kits Report through regular newsletter and on website and Facebook • Assemblies led by pupils celebrating achievements and major sporting events. • Noticeboards updated by leaders Social media 	£560 £100	<ul style="list-style-type: none"> • Sports Partnership to be continued • SMSC document linked to whole school focus for learning in new year • Values displayed • Regular reports/ news reported on website and via social media • Involvement of PE Governor • Assemblies to share PE impact • Values and ethos • PE aims shared on PE policy • Assemblies to share PE impact • Evidence: • Pupil voice (questionnaires) • Newsletters/club letters • Website/ social media • Club registers • Improved attitude towards PE Data on tracking system (pupil 	<ul style="list-style-type: none"> • Involvement of PE Governor • Assemblies to share PE impact • Values and ethos • PE aims shared on PE policy • Assemblies to share PE impact

	<ul style="list-style-type: none">• Celebrate participation through certificates- introduce Values emphasis per term.		<p>assessment)</p> <ul style="list-style-type: none">• Good School ethos with the celebration other success in assemblies.	
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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:	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"> Enhance the knowledge, confidence and skills of staff to ensure the quality of PE is consistently 'Good' or 'Outstanding' across the school Investment in a robust scheme and lesson planning for teachers- Good use of long term and medium term plans (update tracker) PE Lead to give clear guidance on what is to be taught. Ensure all staff knowledgeable about Active classrooms. PE Leader to be supported by members of the SLT to ensure effective subject leadership and monitoring PE conference- coordinator to attend Improve knowledge of staff in more sports/ activities Coordinator to team teach/ support More Rebound Therapy for staff. 	<ul style="list-style-type: none"> Clear use of curriculum maps – progression on REAL PE tracking system PE lead to teach alongside teacher and run clubs. Purchase on-line planning 'Jasmine' INSET from Real PE team. PE Lead to write clearly linked curriculum maps & progression of skills document to support teachers planning. INSET to introduce this new document. PE conference- coordinator to attend Coordinator to team teach/ support • Qualified sports coaches to team teach alongside staff to develop knowledge, confidence and skills Cover for PE co-ordinator to lead and monitor (observations)PE across the school, including curricular and extra-curricular PE 	£600 REAL PE	<p>INSET Real PE and staff using 'Jasmine' • INSET on Active lessons</p> <ul style="list-style-type: none"> Team teaching with coach weekly- all teachers have had training Curriculum maps and progression of skills documents have been written by coordinator, Policy has been updated Statement of Intent, SMSC and British Values have been incorporated. Coordinator attended Webinars INSET for guidance for PE lessons with social distancing, Jasmine Assessment and supporting pupils. Support staff with expertise used to run clubs and support Ensure all new staff are trained in REAL PE Regular PE focus staff meetings Share expertise amongst new staff PE coordinator to monitor 	<ul style="list-style-type: none"> Ensure all new staff are trained in REAL PE Regular PE focus staff meetings Share expertise amongst new staff PE coordinator to monitor regularly and send out questionnaires.

			<p>regularly and send out questionnaires. Created by: Supported by:</p> <ul style="list-style-type: none"> Evidence: • Improved attitude towards PE • Data on tracking system • Observations by PE Lead • Staff questionnaires • Pupil feedback 	
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:
<p>Additional achievements:</p> <p>Provide a range of physical and development experiences for all students.</p> <ul style="list-style-type: none"> Swimming – pupils use the Hydro Pool to develop basic swimming skills developing. Provide pupils with physio opportunities to develop muscle strength and stretching exercises and sensory needs (EHCP's). Rebound Therapy Training for staff for sensory and fitness needs – also to offer to outside community as a service. 	<ul style="list-style-type: none"> Running of the pool and staffing of individual/group lessons. Linking the needs of pupils to our pool facilities. Send staff on relevant training to develop the use of Rebound Therapy across the school. Offer the use of Rebound Therapy to local 	<p>POOL £1000 +</p> <p>£ 200 specialist coaches.</p>	<ul style="list-style-type: none"> Pupils more confident in the water – developing skills and techniques. Sensory input for pupils – improvement of muscular strength – more mobility. Rebound used to get pupils ready to learn and again sensory input. Develop after-school clubs to develop local community links. 	

<ul style="list-style-type: none"> Develop links with outside agencies to promote more specialised sporting opportunities. 	<ul style="list-style-type: none"> community through offering clubs outside school hours. 		<ul style="list-style-type: none"> Pupils experiencing better sporting opportunities through the use specialist professionals. 	
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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:
<ul style="list-style-type: none"> Continue to promote competitive sporting activities To enable pupils to access offsite events. 	<ul style="list-style-type: none"> Keep buying in to the Special School Sports Partnership. Use of local transport to move pupil's around to sporting events – e.g. ten pin bowling etc. 		<ul style="list-style-type: none"> More and a variety of sporting events making links with the local area. 	

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	B Western
Date:	12/5/23
Governor:	
Date:	