

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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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 2023.

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 allocated for 2021/22	£ 0
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 0
Total amount allocated for 2022/23	£ £19,490
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£ £19,490

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	
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 2023. Please see note above	58%
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	32%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	30%
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: 2022/23		Total fund allocated: £19,490		Date Updated: 09/09/22	
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: <i>What do pupils now know and what can they now do?</i> <i>What has changed?</i>	Sustainability and suggested next steps:
1. Provide 2 hours of PESSPA per week to pupils 2. Pupils can access a further 3.5 hours per week of Active Play 3. Increase participation of non-engaged pupils in P.E lessons and clubs 4. Develop understanding of what constitutes a healthy lifestyle with pupils beginning to make positive choices that contribute to a healthy lifestyle		1. Develop “Wet PE” lessons, in class activities that can be easily set up for sessions prevented/reduced by rain. (E.g. Dance - gross motor skills and Speed stacking - hand eye co-ordination skills). 2. Midday staff CPD to continue established team to raise Active play outside of school clubs. 2. Train new sports leaders to continue to lead active play for years 3/4 children. 2. Develop the house captain role to include basic coaching elements and organisation roles with younger children as part of the lunchtime clubs. 3. Widen the offer of clubs throughout the year, including tennis. 4. Widen the programme of transferable health, wellbeing and personal development skills.			

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: <i>What do pupils now know and what can they now do?</i> <i>What has changed?</i>	Sustainability and suggested next steps:
1. Increase parental engagement within PESSPA 2. Increase the participation rates of disadvantaged and SEN children 3. Increase club participation of all 4. Develop House Captain / Sports Leader roles 5. Ensure kit provided is suitable for all	1. Improve/ increase communication with pupils via text/ website/ newsletter 2. Widen sport availability within after-school clubs to increase children's access and attendance to extra-curricular sports activities, with a focus on SEN attendance. 2. Develop termly inter-house competitions within the lunchtime clubs. 3. Set up reward certificates to allow all children competition equity to the same level as children who attend wider TPAT competitions. 4. Continue play leaders' active play sessions with new year 6 group to develop inter year communication and social skills. 5. Maintain and review access to every item of school kit required to develop breadth of experience and representation of the school based on academic year competitions.		<ul style="list-style-type: none"> There has been an increase in parental engagement within PESSPA There has been an increase the participation rates of disadvantaged and SEN children All club participation has increased House Captain / Sports Leader have played a role in leading lunchtime activities Kit provided is suitable for all – new sports kit for Y3 Y4 donated by Adidas 	

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: <i>What do staff now know and what can they now do?</i> <i>What has changed?</i>	Sustainability and suggested next steps:
<ol style="list-style-type: none"> 1. Increase teachers' confidence in - and enjoyment of - teaching PE. 2. Increase staff understanding of quality T&L in PE and its impact on the personal development of a child and the impact on whole school development. 3. Increase staff knowledge and understanding of PE skills and progression. 	<ol style="list-style-type: none"> 1. Use observations / learning walks to monitor and identify those staff in need of support as well as those to utilise when sharing good practice. 2. PE Leads undertake PPA drop-ins. Shares good practice through regular communication. 3. CPD for all class teachers – focussed on progression of skill development within different age groups up to each teacher's current Year taught - including across different key stages 		<ul style="list-style-type: none"> ▪ Staff questionnaire suggests.... teachers' confidence in - and enjoyment of - teaching PE has increased ▪ Staff understanding of quality T&L in PE and its impact on the personal development of a child and the impact on whole school development has increased ▪ Staff knowledge and understanding of PE skills and progression has developed. 	

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:
1. Increase the breadth of clubs on offer 2. Increase links with local sports clubs 3. Ensure breadth of PE curriculum.	1. Provide sports clubs, in addition to football, basketball and hockey that run in 6-week blocks, linked to the children's survey results. 2. Increase number of children attending clubs who have not consistently attended this year. 3. Run taster sessions from local clubs to increase the breadth of sport access and experience across the school. 4. Regularly replenish resources to access and continue a wider breadth of extra-curricular activities.		<ul style="list-style-type: none"> ■ Increase the breadth of clubs on offer ■ Increase links with local sports clubs ■ Ensure breadth of PE curriculum. 	

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:
<ol style="list-style-type: none"> 1. Increase participation in inter-school competitions 2. Increase opportunities for more pupils to participate in competition 3. Increase participation of SEN and disadvantaged pupils within intra-school competitions 4. Raise the profile of competitive sport. 	<ol style="list-style-type: none"> 1. Use attendance and participation linked to 22/23 TPAT Olympics and identify adaptations required within the academy. 2. Termly inter school competitions linked to the lunchtime clubs to be put in place for next year. 3. Ensure all focus pupils have competed in at least 2 intra-school competitions. 4. Take 2 teams (or more where applicable) to competitions within the TPAT academy. 5. Take pupils to competitive fixtures in a range of sports. 		<ul style="list-style-type: none"> ▪ Increase participation in inter-school competitions ▪ Increase opportunities for more pupils to participate in competition ▪ Increase participation of SEN and disadvantaged pupils within intra-school competitions ▪ Raise the profile of competitive sport. 	

Signed off by	
Head Teacher:	Sarah Jack
Date:	November 2022
Subject Leader:	Charlotte Griffiths
Date:	November 2022
Governor:	Jeremy Bownas
Date:	November 2022