

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](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, 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](#).

Created by:



Supported by:



Details with
Please regard
complete
the

to funding
table below.

Total amount allocated for 2022/23	£ 17930
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2023/24	£17930
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£17930

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 2021. Please see note above</p>	45%
<p>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</p>	45%

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/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: 2023-2024	Total fund allocated: £17930	Date Updated: 28.11.2023	
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: 19%
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:

Quality PE is taught by all teachers across school	PE hub membership helps support teachers planning and lesson delivery.	£455	The implementation of the PE scheme has significantly enhanced the quality of PE teaching. It is evident that PE is well taught, with teachers exhibiting the confidence required to deliver engaging lessons. The integration of instructional videos supports pedagogical approaches; however, these resources are not solely relied upon, allowing for a more dynamic learning environment. Detailed planning ensures the progressive development of skills across year groups, enabling children to partake in high-quality PE lessons. Consequently, students acquire essential key skills, fostering both their physical development and overall well-being Utilising PE equipment effectively is key to engaging lessons. With a well-thought-out plan, students can explore a wide range of resources, from balls to hoops, ensuring they receive the guidance needed. This not only supports their learning but also makes lessons enjoyable and interactive for everyone involved.	Lesson observations, consider using Sports Coach to upskill teachers, resource audit.
PE is well resourced in all key stages	Access to teaching videos and knowledge sheets PE equipment is used effectively to support quality PE across school. PE Equipment is well stored	£3000		

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				74%
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:

In house tournaments, after school clubs, and Lunch clubs	PE coach from Fit 4 Sport is to deliver daily sports-based after school clubs. Fit 4 Sport arrange sporting events and opportunities throughout the year.	£13,300	Our sports coach runs exciting lunchtime activities that boost good behaviour, teamwork, and active participation. After school, the clubs offer a variety of sports, leading to competitions with other schools. This gives children great exposure to different sports and helps them understand the value of fair competition.	Extend to other consortium schools
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Key indicator 3: PE and Sports Mentoring will improve behaviour of identified pupils				Percentage of total allocation:
				7%
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:

Pupils learn discipline, self regulation and coping strategies to improve behaviour and reduce exclusions.	Identified children to have weekly 1:1 mentoring with a Sports Coach from Fit 4 Sport	£1175	Weekly one-to-one mentoring with a sports coach has offered incredible social and emotional benefits. Fit 4 Sport mentoring boosts self-esteem and confidence, giving children a safe space to open up. It has helped children to grow and develop, both in sport and in life. Behaviour of children taking part has improved, particularly during social times.	Identify additional children who would benefit from this.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				13%
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:

Children across school have the opportunity to engage in a range of PE and sports-based clubs/activities throughout the year.	<p>Fit 4 Sport Coaches deliver sports-based after school clubs every day.</p> <p>Fit 4 Sport Coaches deliver lunch time sports-based activities every day.</p> <p>Active outdoor education is provided across the school.</p> <p>PE Days are delivered for all year groups at different points throughout the year.</p>	£ 1175	<p>Our sports coach runs exciting lunchtime activities that boost good behaviour, teamwork, and active participation. After school, the clubs offer a variety of sports, leading to competitions with other schools. This gives children great exposure to different sports and helps them understand the value of fair competition. Clubs and competitions are well attended with most having a waiting list.</p> <p>Pupils know the basic rules of cricket, netball , tag rugby in addition to the techniques used in gymnastics, dance and tennis / badminton. They are able to independently play these games when provided with the sports equipment.</p>	<p>Review clubs on offer</p> <p>Conduct pupil voice to establish children's interests for future clubs.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4%
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
Participation in competitions and activities for Academy pupils. Sports Coach to organise sporting Events.	Sports Coach to support in the running of both school games events and BDMAT sporting calendar. Sports Days	£	The impact of sports competitions on children is good. A range of after-school clubs and lunchtime activities has prepared them for competing against other schools. They've picked up the importance of fair play while developing a competitive spirit. They have been working as a team and interacting with children from different schools. Not only have they grown in confidence, but their abilities in specific sports have also significantly improved. Overall, these experiences help nurture teamwork skills and friendships.	Consider off site sports day.

Signed off by	
Head Teacher:	P. Poleon
Date:	28.11.2023
Subject Leader:	H Mattiello
Date:	28.11.2023
Governor:	L. Wright
Date:	28.11.2023