

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	£19410
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19320
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£19320

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 2022.</p> <p>Please see note above</p>	<p>60%</p> <p>Due to restrictions no swimming took place for Y6 in 2021 – 22. A new HT started in January 2023 and wanted to put in place extra swimming for Y6 in the summer term but there were no spaces available in the local swimming pools. This will be a priority for 2023-2024</p>

<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>	<p>62 %</p> <p>Due to restrictions no swimming took place for Y6 in 2021 – 22. A new HT started in January 2023 and wanted to put in place extra swimming for Y6 in the summer term but there were no spaces available in the local swimming pools. This will be a priority for 2023-2024</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>31%</p> <p>Due to restrictions no swimming took place for Y6 in 2021 – 22. A new HT started in January 2023 and wanted to put in place extra swimming for Y6 and provide water safety sessions for Y6 in the summer term but there were no spaces available in the local swimming pools or with the local swim safe team. This will be a priority for 2023-2024</p>
<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>	<p>This is a priority for 2023-2024 and we have already contacted the local venues to source swimming lessons and swim safety sessions.</p>

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:		
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: 50%	
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:
Further raise awareness of the importance of physical activity	<p>Continue to promote Active travel and engage in Travel Tracker with rewards for more physical activity. Increase the range of after school active clubs.</p> <p>Further improve outdoor play equipment for use at break and lunchtime.</p> <p>Provide further training for lunchtime supervisors in encouraging physical activity.</p> <p>Further improve before and after school clubs offer to become more physically active.</p> <p>Further increase the numbers and roles of Travel Ambassadors.</p> <p>Use active breaks during the day to increase total active time and children's understanding of how activity raises the heart rate etc.</p>	£5000	<p>We have seen an increase in children engaging in active travel methods and there has been an increase in the number of children choosing healthy methods of transport to school.</p> <p>There has been a much broader variety of clubs offered to a greater range of children including giving more children opportunities to compete on behalf of the school, with the emphasis on new experiences and building inter-school active relationships rather than winning.</p> <p>We have invested in a range of playground activities that encourage physical activity and social skills, and now need to see this used more. Children have engaged in more active, collaborative play and it has reduced disruption. This includes</p>	<p>Expand provision to offer a 'weekly mile' or similar regular activity.</p> <p>Further increase the numbers and roles of Travel Ambassadors. We ran some successful competitions and raised awareness- continue to develop their role</p> <p>Enhance and embed training for Lunchtime supervisors</p> <p>Further expand the role and numbers of play leaders</p> <p>Further investment in play equipment and maintenance of current equipment.</p> <p>Continue to provide a broad</p>

			<p>developing lunchtime supervisors role in encouraging quality activity and play.</p> <p>Following the previous successful introduction, we are expanding play leaders to give more children an opportunity to take leading roles in encouraging more activity, and enable use of equipment during all playtimes.</p> <p>The introduction of activity boosts throughout the day to encourage more movement and awareness of the importance of regular exercise can now be further developed.</p>	range of clubs.
Ensure poverty does not prevent engagement in physical activity	Purchase spare kit Be aware of which children are deemed disadvantaged and therefore may have less opportunities to be physically active if there is a cost	£4,750	<p>Disadvantaged pupil information now with relevant staff</p> <p>We have invested in a school kit which allows more children to participate.</p> <p>We have purchased trikes, scooters and a low rider to enable greater activity</p>	<p>There is a notable increase in levels of poverty and numbers of families in poverty and therefore an increase in school funding is needed to offset the shortfall in contributions.</p> <p>Completed review of uptake in physical activity / sport for all year groups. Track activity and uptake by PP and disadvantaged children and target where necessary. There is generally good uptake of provision across the school but monitoring and promotion needs to continue</p>
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				25%
Intent	Implementation		Impact	

Ensure PE leader and sports coach coordinate PE, school Sport and physical activity to provide breadth and balance in each	Dedicated leadership time to identify the strengths and weaknesses in school provision across each area. Youth sports trust membership to support development. Assembly themed times on being active Introduce play leaders and travel ambassadors	£2000	Expanded offer of afterschool sports and competitions to enable skill development before competition. Curriculum has been written with mind to sporting fixtures. Youth Sport Trust has been used to develop PE coordinator skill and the knowledge gained has been cascaded down through staff meeting time. The curriculum has been reviewed and adapted to ensure breadth, balance and depth of provision and resources have been purchased to support this.	All PE notice boards updated to reflect curriculum developments and team activities. Follow up INSET work on the PE curriculum in order to further develop the curriculum offer. Further utilise play leaders and travel ambassadors to promote the value of sport and physical activity. Target non participation with PE lead and FLO. As a result participation for children with additional needs has been good across the year with some children accessing additional time as well.
Ensure pupils are able to swim by providing 'catch up' swimming for these in year 5 who have yet reach the swimming milestones	Book and timetable swimming	£2750	Children's swimming abilities are assessed before and after the year 4 swimming programme to ensure children who need additional practice are identified. Note: unable to book swimming sessions due to high levels of demand	Investigate ways to increase swimming availability and for more year groups. Investigate vouchers for swimming outside school hours for vulnerable targeted pupils. Swimming has been offered in years 3 and 4 to increase numbers able to swim before they reach year 6.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			8%
Intent	Implementation	Impact	

<p>The PE curriculum is robust and teachers are able to teach high quality lessons</p>	<p>Self-audit by staff to inform action plan. Training Action plan completed by PE coordinator and Sports Coach. Identified training for key members of staff. Training videos made. Lesson visits undertaken to further explore the quality of teaching INSET to focus on the PE curriculum and identify further areas for support</p>	<p>£1,500</p>	<p>Self-audit information on strengths within the teaching staff used to enable teachers to offer in-house support for those weaker in specified areas. Sports coach taken extensive training in teaching a wide range of sports skills. Lesson visits have been undertaken and support offered where needed. The curriculum has been reviewed and adapted to ensure breadth, balance and depth of provision. Curriculum intent statements have been developed to ensure tightly focused teaching which targets skills.</p>	<p>Further utilise sports coach's knowledge throughout the school. Follow up INSET to provide any further support for PE curriculum development, including clearer learning intentions. Coaching on PE planning.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 5%

Intent	Implementation	Impact		
<p>Additional achievements: Understand the range of sporting activities children currently engage in and what further activities could be central to improving the range of activities offered within school</p>	<p>Undertake a pupil questionnaire of engagement in sporting activities beyond the school day. Consider the taught curriculum and how this complements the other activities offered. Reconsider after school clubs offer and whether we can widen the range Seek further opportunities for specialist coaching / events that promote physical activity not usually associated with school PE curriculum</p>	<p>£1,000</p>	<p>Active Live Children & Young People Survey undertaken to develop an in-depth picture of children's activity throughout the day including out of school and at the weekend. Much greater range of afterschool clubs offered and used to develop skills generally and specific to upcoming sporting events. Built a strong relationship with Ryde Private School, which has enabled teams to be coached in a range of new sports that we have then been able to continue to provide. We have brought in specialist coaching in cricket, dance, cycling and football. Regular assemblies used to celebrate sport and physical activity outside of</p>	<p>Continue to offer a range of activities and support local club advertising to encourage activity outside of the school environment. Continue to celebrate the sporting achievements children accomplish outside of school. Continue to fund HLTA to provide sporting opportunities in and out of school time.</p>

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Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			10%
Intent	Implementation	Impact	
Re-establish school teams and inter school competition	<p>Research what is on offer locally. Make links with organisations/ other schools to generate interest. Seek sponsorship for a school kit to ensure there is growing pride in entering inter school events. Allocate time to coordinators to ensure that opportunities are not lost Seek more specialist coaching for competitions where children's skills may need further development for competition success. Allocate funding for transport.</p>	<p>£2,000</p> <p>The school has taken part in a much greater and broader range of interschool competitions across a greater number of year groups. Participation has been tracked and logged to ensure more children are included. We have taken part in more than 10 different sports and over 40 sporting events. Assemblies used to celebrate participation and achievements.</p>	<p>Continue to promote and engage in competition. Liaise with affiliated organisations to plan and manage fixtures and events.</p>

Signed off by	
Head Teacher:	Katrina Shaer
Date:	20.07.2023
Subject Leader:	Emma Platts
Date:	20.07.2023
Governor:	Simon Richards
Date:	20.07.2023