

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 2022. 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	£ 500
Total amount allocated for 2022-23	£ 17,250
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 0
Total amount allocated for 2022/23	£ 17,060
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£ 17,750

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>	88%
<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>	88%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	88%
<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: £17,750		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: 57%
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"> Improve health and fitness of children and staff. All children encouraged to participate in physical activities of some form. 	<ul style="list-style-type: none"> Termly class fitness challenges to involve daily physical exercise walking/running. 2 hours of high quality PE curriculum weekly. Broad range of extra-curricular sporting after-school clubs. Focus on participation and involvement for all with regards inter-school competitions (ESSP) (link to K15). Adults model importance of physical fitness. Sports Teaching Assistant to lead lunchtime activities with sports leaders. (link to K12) 		£10,000 (TA)	<ul style="list-style-type: none"> Platinum Award for Sports Partnership with case study focusing on embedded positive experiences of competition into your offer and how this has made a difference to your uptake. All classes have a termly fitness challenge and this is embedded in school's provision. Children's fitness levels have increased. Children's motivation and enthusiasm for sports and activity has increased. 	<ul style="list-style-type: none"> Continue with Class fitness challenges. Continue to encourage participation by all in sporting opportunities. Continue to prioritise maximum participation in Sports Partnership events.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 12%
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"> • Increase and widen the after school sports clubs offer • Increase the range of sports resources 	<ul style="list-style-type: none"> • ESC to research external providers to broaden range of after-school clubs. • Use Sports Apprentice to implement wide range of sporting clubs after-school. • PE Lead & Sports Apprentice to audit PE resources. • Invest in PE equipment to ensure broad range of sports can be taught/delivered. • Invest in High Quality Sports Coach (Activ Sports). 	<p>£ 1100</p> <p>£1000</p>	<ul style="list-style-type: none"> • Improved involvement in KS2 extra curricular clubs. • Broader range of extra curricular sports activities timetabled. • Resources updated and added to. 	<ul style="list-style-type: none"> • Source more active KS1 extra curricular clubs. • Further increase range of resources closely linked to school's curriculum.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
<ul style="list-style-type: none"> Continue improvements in the quality of teaching in PE, to include assessment and progression. 	<ul style="list-style-type: none"> Targeted CPD for Teachers/Sports Apprentice. Link with ESSP for specific support with sports and PD. <i>(Link with K15).</i> Use Sports Coach as source of PD for class teachers. <i>(Link to K12).</i> 	£ 400 CPD £ 4000 ESSP partnership	<ul style="list-style-type: none"> Co-ordination of timetabling for KS2 classes has meant in-house PD of PE teaching through coaching across teachers. Close sustainable partnership with Sports Partnership strengthens access to CPD and resources, as well as competition. Teachers confidence and skills improving. 	<ul style="list-style-type: none"> Further CPD to link to school's PE curriculum.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0%
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"> • Increase number of non-team sports to appeal to children who prefer individual sports. • Continue to participate inter-school sports festivals/matches • Continue intra-school sports competitions. • Expose children to wide range of sports <p>Signpost children to local sports clubs to develop their sporting potential further.</p>	<ul style="list-style-type: none"> • Invest in Bronze SLA with maximum added events with ESSP. (<i>link to K15</i>) • Select events that promote engagement of many. • Select events that offer broad range of different activities. • Offer broad mix of after-school clubs (<i>link to K11</i>) • Invest in high quality resources to broaden provision. (<i>link to K12</i>). • Signpost to local sporting clubs via assemblies/website/social media. 		<ul style="list-style-type: none"> • Participated in 30 competitive events as part of Partnership. • All KS2 pupils had opportunity to participate in competitions. • Good range of KS2 clubs. • Developed strong link with Bridgnorth Junior Rugby Club. 	<ul style="list-style-type: none"> • Increase KS1 club opportunities. • Further develop links with local clubs.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6%
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"> • Increase number of non-team sports to appeal to children who prefer individual sports. • Continue to participate inter-school sports festivals/matches • Expose children to wide range of sports. 	<ul style="list-style-type: none"> • Subscribe to East Shropshire Sports Partnership (ESSP). • Subsidise transport to sporting events to allow greater participation 	£1000	As above	<ul style="list-style-type: none"> • Continue with Sports Partnership with focus on event participation.

Signed off by	
Head Teacher:	S Relph
Date:	
Subject Leader:	D Harley
Date:	
Governor:	M Buckingham
Date:	