

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2024

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.**

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 allocated for 2023/2024 | £17,776 |
| Total amount of funding for 2023/2024. To be spent and reported on by 31st July 2024. | £17,776 |

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 2024. Please see note above | 86% |
| 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 | 86% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 86% |
| 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 |

Created by:

Supported by:



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: | | Date Updated: 18.7.24 | |
|---|--|-----------------------|--|--|---------------------------------|
| 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?: | |
| Increase numbers of children taking part in physical activity at lunchtimes and playtimes by: <ul style="list-style-type: none"> Giving them playtime equipment Access to the trim trail Access to basketball hoops Access to football nets Clubs for lunchtime football/netball Young leaders – child led activities | Audit equipment and buy top up if needed including playtime equipment. Check over trim train/hoops/nets to ensure it is safe and fit for use. Create timetable if needed for safety. Implement clubs – start with football and then netball. Chris to train young leaders – implement timetable for chn to lead their own lunch clubs. | | £16,084 for lunchtime clubs sports days – Y6 leavers sports day, support at the summer fayre (sports activities provided) and CPD. | Trim-train inspected 7.11.23 – see report for detail – risk very low. | |
| | | | | Sustainability and suggested next steps: | |
| | | | | Open up clubs to the older children then as time goes on allow younger children to attend. | |

Created by:

Supported by:



| | | | | |
|--|---|--------------------------------------|--|---|
| Increased confidence and competence to swim 25 meters and develop survival skills in and around water. | Year 3 – swimming spring 2 – summer 2. Year 4 – autumn 1 to spring 1. Year 6 – top up swimming summer term. RNLI visit. | Top up swimming: £0 | Children in years 3 and 4 are confident in the water – target children have been identified for year 6 top up swimming sessions along with self-save. | Children should be more confident with consistent swimming. |
| Make parents aware that swimming is part of the national curriculum. | Send letter to parents explaining the importance of the swimming lessons. | | | Parents will be less likely to stop their children going swimming if they understand it is part of their education. |
| Ensuring the staff and children have the correct equipment needed to take part in PE sessions as a class. | Ask staff for an equipment they may need to effectively teach their PE lessons. Ensure this equipment is appropriately labelled and make sure this isn't being taken for playtime equipment. | | Staff are more equipped to teach PE effectively. Coaches have also identified areas we could improve with equipment for after school clubs to help children progress. | |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | 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: |
| Celebrate pupils achievements in sporting through: <ul style="list-style-type: none"> Certificates for swimming Certificates for sporting success | Buy/make certificates Send out parent mails asking parents to alert us when chn are successful in sport outside of school – chn can | (This will be part of PE lead time). | Children are seeing the impact of PE and seeing it be celebrated. They are enjoying PE and looking forward to receiving awards related to PE. | |



| | | | | |
|--|---|--|--|--|
| <ul style="list-style-type: none"> • Displaying trophies for participation in school foyer • Acknowledging sport success in and outside of school in PE. • Display for PE <p>Send home sporting activities to complete over holidays and weekends. Send out change for life leaflets when they are available and alert parents to any appropriate after school clubs and children's sorting activities.</p> | <p>bring in certificates/medals/trophies for show and tell assembly. (when assemblies resume)</p> <p>Start display and update regularly.</p> <p>Use parent mail to send out leaflets/useful documents.</p> <p>Distribute leaflets when available.</p> | | <p>Parents will be aware of clubs their children can attend and therefore more children may access sport during times they are not attending school.</p> | |
|--|---|--|--|--|

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

| Intent | Implementation | | Impact | |
|--|---|---|---|---|
| <p>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:</p> | <p>Make sure your actions to achieve are linked to your intentions:</p> | <p>Funding allocated:</p> | <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> | <p>Sustainability and suggested next steps:</p> |
| <p>High quality teaching and learning in P.E. -clear differentiation -clear progression - Real PE subscription -CPD</p> | <p>Learning walks to see what is happening throughout school – PE week. Discussions with teachers about their PE lessons – what's going well/even better if... Remind staff where to access the planning – staff meeting</p> <p>Ensure we have access to the Real PE online platform.</p> | <p>CPD – see costings for clubs this is built into their pricing.</p> | <p>I am able to use what I have identified in my learning walks and observations to help focus my action plan for next year.</p> <p>Please see action plan and deep dive document for evidence.</p> | |

| | | | | |
|--|--|-----------------------|---|--|
| | | £1000 – little movers | | |
| Staff skills audit/staff voice | Ask staff to complete audit and collect the information to implement staff CPD. | | Audits handed out and will be collected to determine what CPD is required. | |
| Assessment for PE | Adapt the PE assessment to match into foundation subjects – take staff feedback on current assessment style. | | Staff found the assessment too in depth for PE and requested a less time consuming format. After discussions with SLT a simpler format was created and discussed with staff during meeting. Will take feedback on this format during the next PE assessment period. | |
| Feedback/review of the Real PE scheme. Remind staff where to access planning. | Staff voice. During staff PE meeting. | | Staff happy with the scheme – positive feedback. Asked for more clarity on assessment. | |
| 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 | Make sure your actions to achieve are linked to your | Funding allocated: | Evidence of impact: what do pupils now know and what | Sustainability and suggested next steps: |

Created by:

Supported by:



| and be able to do and about what they need to learn and to consolidate through practice: | intentions: | | can they now do? What has changed?: | |
|---|---|-------------------------------|--|--|
| <p>Additional achievements:</p> <p>Increased participation and engagement of physical activity during after school clubs.</p> <p>Take part in a range of events that the local authority provide.</p> | <p>Pupil voice – what clubs would the chn like to have?</p> | <p>Chn pay for the clubs.</p> | <p>We have good uptake of afterschool clubs and we want this to continue. Children enjoy the activities and competitions and have had a range of experience with different sports.</p> | |

Created by:

Supported by:



| 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?: |
| Ensure we are taking up opportunities for school games competitions and others organised by the LA. Netball team. Football team. | LA programme Set up teams and organise matches within a league/between schools in federation. Buy equipment needed to effectively teach the teams. | £3000 £110 – football league | Classes across the school have taken part and enjoyed the sports competitions. It has also given the children a chance to compete against other schools in the area along with developing team work skills. |
| | | | Sustainability and suggested next steps: |

| | |
|-----------------|-------------|
| Signed off by | |
| Head Teacher: | |
| Date: | |
| Subject Leader: | Marnie Jago |
| Date: | 18.7.24 |
| Governor: | |
| Date: | |

Created by:

Supported by:

