Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by

Department for Education

Created by

association for Physical Education

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** improvementsto 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.

Pleasevisitgov.ukfortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement.Thisdocumentwillhelpyoutoreviewyourprovisionandtoreportyourspend.DfEencouragesschools 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.

Created by:

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£ 3394
Total amount allocated for 2022/23	£ 21 172
How much (if any) do you intend to carry over from this total fund into 2023/24?	£ 0
Total amount allocated for 2022/23	£ 24566
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£ 24566

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 2022. Please see note above	33%
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	33%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	50%- catch up sessions offered in the Summer

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:**	**Date Updated: February 2023**	
Key indicator 1: The engagement of all 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: 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:
- Equipment for morning, break time, lunch time and after school activity clubs. - Dream Big Sports Break Time Supervision Training.	- Children are provided with equipment for activities that take place outside of the weekly PE Lesson. - We have used this premium to put on after school and morning clubs for children who wouldn't necessarily have the option to attend a sporting club that uses physical activity. - All TA's have received a 3 hour training course on how to keep children active at break time and lunch times. - TA's were shown how to organise games and use	£1 817.50	- Children have had the opportunity to attend a broader range of activities. - Children have used the time to take part in more physical activity each day in accordance with the CMO guidelines. - Children have the opportunity to use correct and quality equipment and resources in a safe and competitive environment. - TA's have set up MUGA and front playground to make sure all children are involved in activities to	- We will continue to ensure that all children have the opportunity to attend after school clubs. - Break and Lunch times will be active. Equipment will be used to ensure children can be active throughout the day. - We will continue to make sure all children are inclusive at dinner time and lunch times.

	resources effectively. - Most importantly, training ensured that TA's made break and lunch times inclusive to all children to achieve as much exercise and physical activity as they can. -		increase their participation in physical activity.	- Make sure children feel safe and have the opportunity to broaden their participation in activities.

Key indicator 2: Increased confidence, knowledge and skills of all staff in teaching PE and sport			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:
- Dream Big Sports Mentoring Service - Dream Big Sports Dance Coach - Dream Big Sports Break Time Supervision Training. - PE Passport	- One teacher from year groups: 1,2,3,4,5 were provided the opportunity (for the year) to receive mentoring from a qualified PE sports coach. - This would help improve the quality of planning, teaching and assessment of the subject. - The programme would then mean there would be a specialist trained PE qualified teacher in each year group to help move	£18 300	- Children have received a higher quality of PE lessons. - Teachers now have more CPD to ensure going forward that the delivery of PE lessons is of a higher quality than previously was. - Children experience a knowledge and skills-based curriculum taught across all subjects. - Dance lessons are of a much higher quality. - Teachers have experienced	- The mentoring programme will continue for this year and 1/3 of the teachers will be signed off the course on completion. - We will re-assess the staffing and decide which teachers will take the course the following year. - Within ¾ years, most staff will have had mentoring for

	the pedagogy of the subject going forward. - A qualified dance coach has worked with every class in the school to deliver a curriculum-based unit of work. - Each class received 2 half terms of specialist coaching. - Teachers were asked to monitor and help dance teacher with next steps and with assessment of dance. - This will help improve the teaching of a dance programme in years to come. - All TA's have received a 3 hour training course on how to keep children active at break time and lunch times. - TA's were shown how to organise games and use resources effectively. - Most importantly, training ensured that TA's made break and lunch times		this delivery and can now go onto further delivering these lessons in the future. - Dance lessons have been linked to other areas of the curriculum. - Lunch times and break times now mean the children are more active. - More children are involved in physical activity as there is a wider range of sports/activities available for children. - PE Passport ensured children received a knowledge and skills based curriculum that can be delivered across a wide range of sports. - Helped provide Teachers with ideas on how to challenge higher ability children and also ways to include lower ability children.	PE which in turn will improve the delivery of teaching across the school. - Every teacher will have witnessed and been involved in 2 x half terms of dance coaching. - This should help improve the delivery of dance lessons in the future. - Lunch times will be more organised. This will improve as the year goes on and as the children become more accustomed to the activities and new layout of break/lunch times this should improve the flow and behaviour. - We will continue to use PE Passport as a source of planning for teachers who have not been part of the Dream Big

	inclusive to all children to achieve as much exercise and physical activity as they can. - PE Passport is used for classes that don't receive the Dream Big Mentoring package. - The schemes of work offered are focussed on skills, knowledge and vocabulary. - The units offered to us from PE Passport are linked to our curriculum and offer cross-curricular links.			Sports mentoring programme.

Key indicator 3: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation:
	14%

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:

- Year 5 and 6 children were offered the opportunity to attend Robinwood Activity Centre.	- Sports Premium was used as a contribution to each of the 91 children that attended the trip. - The centre aims to build skills that link to PE and other areas of the curriculum such as Resilience, Teamwork and Co-operation. - The children would also get the opportunity to take part in activities that they would not be able to outside of school and inside school such as: Zip lining, Crate challenge, Challenge courses.	£3500	- Pupils experienced a variety of activities they wouldn't normally participate in. - This has helped broaden their skills that they developed in the different activities. - Some children have had the opportunity to go on to continue to take part in some of the activities such as archery and canoeing in out of school clubs.	- We are hoping to continue to run this trip for the future and to build on the skills that the children have learnt for the weekend. - We want to continue to provide the children with the accessibility to a wide range of activities to ensure they apply the skills they learn in PE lessons to all activities.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 2%
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:
- We have provided the children with the opportunity to compete at different events run by different companies: IPLCN (a local network of Primary Schools). Dream Big Sports. RBSG Partnership. - We aimed to make sure all children would be given the opportunity. RBSG Partnership offer 4 different types of competition: Enjoy (for people new to sports to try out). Engage (for a more competitive event). Excel (for children who excel at a sport). SEND activities.	- Tournaments we have entered this year to date: - Football UKS2 - Football LKS2 - Dodgeball UKS2 - Dodgeball LKS2 - SEND Bowling - Hockey LKS2 - Hockey UKS2 - Transport was provided for all of the events out of the premium. - This has increased our participation in more competitive sports.	£ 475	- Children have had the opportunity to represent their school and compete against other schools in events that broadens their experiences and allows them to have more physical activity. - Children have learnt new skills such as teamwork, resilience and their competitive spirit has been enhanced as a result. - Children were rewarded for their participation, certificates for all who participated and medals for winners.	- We will continue to make sure as many children have the opportunity to take part in extra-curricular tournaments. - This will increase their amount of physical activity and broaden their experiences of playing competitive sports against other schools. - We will ensure we are as inclusive as ever to make sure everyone can represent the school by using the RBSG partnership model of Enjoy, Engage and Excel.

Signed off by

Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	