

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	£1581
Total amount allocated for 2021/22	£18541
How much (if any) do you intend to carry over from this total fund into 2022/23?	£892
Total amount allocated for 2022/23	£18541
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£19433

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>	93%
<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>	86%
<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>	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: 2021/22		Total fund allocated: £18541		Date Updated: 20/07/22	
<p>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</p>					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?:	Sustainability and suggested next steps:
To increase the amount of aerobic exercise our children undertake in school.	Reinstating the Daily Mile		£0	Daily mile is complete by EYFS, KS1 and KS2. Teachers encourage and join in.	To track the progress of the distances that the children can cover during the daily mile session.
	P.E Teaching Assistant organising games Lunchtime and Break time		£6047	Our P.E apprentice runs and sets up numerous games and activities on the playgrounds. Setting up of a competition point system so the children have competition within the skills and activities. This encourages our children to engage in structured events that encourage teamwork and co-operation as well as instilling resilience in our students. Our School Sports	This will run next year – to develop this we shall run more activities. Our P.E apprentice is being kept on for their level 4 qualification. To look at developing a house point system for a termly competition. Our School Sports Ambassadors

			Ambassadors also run games and activities under the supervision of our PE apprentice.	have left a legacy that our new ambassadors will follow.
		£750	Running tournaments for different year groups in Hockey.	To apply this format to more sports and to keep it in line with our curriculum.
			Further Equipment for playtimes has been bought so the children can access games.	To sustain and replace the equipment we have while providing more diverse equipment for playtimes.
	Additional Sports coaches and P.E resources have been purchased.	£1,000	Coaches have also been brought in to provide further extracurricular provision in sports and activities such as Golf and cricket.	To further provide extra coaches for our learners.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

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?:	Sustainability and suggested next steps:
To use P.E, games and swimming to develop pupil wellbeing.	Daily Mile-Wellbeing (P.E Apprentice)	£ Already allocated section 1	Children complete the daily mile and as a result are more energised when coming in to the classroom to start their work. This has proven good for our students wellbeing.	This will continue next year and we shall continue to track the children's progress.
To use P.E, games and swimming to ensure children make progress in other areas curriculum areas such as PSHE and Maths.				

	<p>PE Apprentice – Behaviour, Inclusivity, Mental Health and Wellbeing.</p>	<p>£0 Already allocated section 1</p>	<p>Our PE apprentice has supported children with behavioural and additional needs. This has then had a direct impact on those children in class and around the school. Children have also been further encouraged to take part in activities at break times and Lunch times, this has then increased their confidence and self-esteem as well as allowing them to have the opportunity in different areas of sport.</p>	<p>This will provide physical interventions and 1:1/small group work. This includes conflict resolution and resilience all based around sport.</p>
	<p>Breaking stereotypes within sport</p>	<p>£as above</p>	<p>This includes assisting in promoting the breaking down of gender stereotypes in sport by further celebrating everyone’s successes in sport. This year we have been heavily involved in girls’ football and girls cricket. We have sign posted and promoted the wild cats P.E programme to all KS2 girls. We have also have brought in coaching for girls’ cricket and as a result have had a very successful girls cricket season with our girls attending the county cricket finals. At our school we have sports ambassadors that work with our</p>	<p>We work to continue to provide equal opportunities throughout our school and even opportunities that are exclusive to allow use to break stereotypical norms.</p>

	School Sports ambassadors – self-esteem, confidence	£0	PE teacher and PE Assistant. The children are supported in leading games at playtimes and lunch times, officiating and helping run sports day. This helps with our children’s self-esteem and confidence.	We will build on our sports ambassador provision allowing them to provide more sports and games and also providing a buddy system for younger children.
	PE competition opportunities for children eligible for DPP and our children with SEND.	£ already allocated	These children attended many competitions this year to extend their cultural capital.	Opportunities will be sourced next year.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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?:	Sustainability and suggested next steps:
To upskill teachers in teaching different aspects of P.E and Games. To ensure of P.E lead has the knowledge and skills to ensure excellent outcomes in P.E.	CPD for P.E Lead through the Wolds partnership	£1795	The P.E Lead has attended online conferences and webinars for P.E this year and as a result has then brought them back and planned to or has implemented them within the school.	Our P.E lead and new P.E apprentice will attend conferences again next year to gain the latest insight and knowledge, to further provide excellent opportunities for our learners. These courses have allowed further informed planning of our curriculum and thus affords our learners a better

	<p>Class teachers to work with PE apprentice who has already been a coach.</p> <p>Class teachers have also taken on extracurricular clubs.</p> <p>CPD for PE apprentice</p>	<p>£ already accounted for</p> <p>£ already accounted for</p> <p>£ Already allocated Section 1</p>	<p>Teachers have learnt explicit skills within PE including sports such as Hockey and Cricket.</p> <p>Which has allowed them to put into practice their PE skills.</p>	<p>P.E curriculum.</p> <p>Teachers will continue to teach alongside the apprentice and PE lead next year.</p> <p>This will continue next year</p> <p>Our P.E apprentice will also attend training that will allow them to implement the most up to date learning.</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:

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:
<p>To ensure children get to try a wide range of sporting activities.</p> <p>To ensure that all children are able to understand and complete the basics of a wide range sports and activities.</p> <p>To challenge all children at all levels of ability.</p>	<p>P.E apprentice</p> <p>P.E leader</p> <p>P.E TA</p>	<p>£6,047</p> <p>£7000</p> <p>£1388</p>	<p>The P.E lead organises our extracurricular club provision or which we have over 20 clubs a week per term running for a total of 30 weeks. Approximately 15 of which are Sports Clubs.</p> <p>He also makes sure that we have high quality teaching and learning through out of P.E curriculum as well as facilitating the provision at break and lunch times and the CPD that the classroom staff need to progress.</p>	<p>Further CPD training for teachers that will mean more sports being offered.</p> <p>Clubs will run again for sports ran by specialists in their sport. We will look for further avenues to increase this.</p> <p>Our P.E assistant has been employed as a TA and so will be able to offer this provision and take on further responsibilities.</p>

	Outside coaches		Outside coaches teaching cricket and golf.	<p>We also have a PE apprentice that will continue with these clubs.</p> <p>Our PE lead will continue to provide and lead this club provision and look for more ways to provide more sports opportunities.</p>
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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?:	Sustainability and suggested next steps:
<p>To increase the number of children who attend competitive sporting events.</p> <p>To increase sport participation for all children especially girls.</p> <p>To target DPP SEND children attending sports events.</p>	<p>Enable PE led to take children to more competitive events Transport</p> <p>Inter school competitions (PE TA and PE Lead)</p> <p>SSP membership to enter competitions</p>	<p>£1,250</p> <p>£0 Funding already allocated Section 1</p> <p>£1,795</p>	<p>This year we have attended many competitions with many children. Amongst these we have:</p> <p>Taken 80 children represent our school at the Cross county event. Where we came first the Year5/6 Girls, third in the Year 5/6 Boys, second in the Year 3/4 girls and third in the year 3/ 4 boys.</p> <p>We attended Girls only football with 3 teams and came second.</p> <p>We won the area Netball Tournament</p> <p>We won the area Girls Cricket competition We came third in the County Cricket Final.</p> <p>We also attended the football and Hockey competitions for year 3/4 and 5/6 taking nearly all the year groups.</p>	<p>We shall attend at least the same amount of competitions and look to attend competitions that are linked to the specialist coaches to further our attendance at competitions.</p> <p>We will continue to run clubs for all of our competition sports and further extend and target groups of learners.</p> <p>We have signed up to more cricket programmes next year.</p> <p>We have been involved with the wildcats football programme that supports of learners in and out of school.</p>

			We attended a Multi sports festival where we took all KS2 children eligible for DPP and also our SEND children.	We will also provide more opportunities to further increase our provision of children eligible for DPP attending clubs and competitions.
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Signed off by	
Head Teacher:	Andrew Smith
Date:	31/07/22
Subject Leader:	Daniel Toothill
Date:	21/07/22
Governor:	To go to first Resources meeting of the 22/23 academic year
Date:	