

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](https://www.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](#).

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Details with regard to funding

Please complete the table below.

How much (if any) do you intend to carry over from this total fund into 2023/24?	£21,713.23 (OPAL @ £5,500 without equipment costs and grounds costs (ring-fencing £10,000 for OPAL and impact), leaving £11,713.23 for 23/24 academic year.
Total amount allocated for 2022/23	£27,041
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£5,327.77

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 2021.</p> <p>Please see note above</p>	74%
<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>	65%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	65%

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?

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: 2020/21		Total fund allocated: £27,041	Date Updated: 31.07.23	
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: 5.84%
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>Improve physical activity levels in our most inactive children:</p> <ul style="list-style-type: none"> - play time leaders used to help children be more active at break and lunch times - Sports leaders trained and more to be trained - Training and support of MS to engage more children in active play at lunchtimes - Quality equipment purchased and used for playtime leader activities as well as other daily physical activities (KS1 and KS2 including EYFS) - Work to ensure maximum uptake of extra-curricular clubs to engage as many children in them as possible as well to be able to offer a wider range of activities for all children - Educate children in our values of PE/Sport and the value and 	<p>MRC School games partnership which provides the following:</p> <ul style="list-style-type: none"> - Complete PE - Competition outside of the School games Programme (qualifying activities where children attend competitions at higher levels) - School games programme competitions against local schools - Local school partnership for competitive games - CPD opportunities - Support for team staff and staff training - Support through young leaders programme <p>Development of a young leaders team for help at Sports Days and other events that we both attend and lead</p>	<p>£141.77</p> <p>Sports Partnership £150</p> <p>Sw: £1,287</p>	<p>New play equipment and storage has allowed for playtime/ sports leaders and the MMS to work together to provide more active playtimes and allowed children more independence – next step to re-introduce the daily mile (or similar). A wider variety of sports and games has been offered to target the least active children (particularly those in the lower year groups; focus on a girls football team, netball teams and new sports such as badminton).</p> <p>Increase in the percentage of children meeting the daily exercise guidelines as well as a more positive attitude to participating in more active lifestyles.</p> <p>Direct positive link between</p>	<p>Train more children to be sports leaders and ensure that they are establishing good relationships with the children.</p> <p>OPAL</p> <p>Continuous monitoring of physical activity levels and identification of the most appropriate target groups to achieve the maximum impact.</p> <p>Review, evaluate and plan for next academic year including feedback and adjusting planning to suit year group and change in Aspire focus.</p> <p>Displays to share children's active progress in challenges</p>

<p>benefits of a healthy and active lifestyle (promoting this with families through newsletters and workshops)</p> <ul style="list-style-type: none"> - Inviting parents to be part of the club sessions as well as the events we have children attending to help parents see the child's involvement and encourage more sport at home - Ensuring high quality PE and school sport offered develops competent and confident movers with the aim of inspiring lifelong participation in physical activity (also through role models) - Using active lessons to increase physical activity levels and learning (in other subject areas that isn't just PE/Sport) - Raising awareness of local places around school so that there is a bigger uptake of classes/ activity outside of the school day (link to parents too) - Continued work with SGO and MRC School Games partnership as well as other local schools in the area also allowing the increase and importance of physical activity <p>Swimming (Ks2) – offered to Year 4 as part of 'catch up curriculum'; also used for catch up curriculum with the double year 5 class.</p>	<p>Through PE sessions (and the delivery of after CPD) ensuring that children understand the role of movement in the development of their own physical literacy, fitness and well-being.</p> <p>Develop PE curriculum to ensure lessons link to the multi-skills approach found in our PE policy and that this is well shared amongst staff and those that deliver PE/Sport (including Aspire).</p> <p>Competition information shared with the wider community through newsletters so that parents are engaged and interested in the events that we participate in.</p> <p>Continue to build links with the local community (clubs) and our SGO. Build relationships with local schools (RValley) for more festivals/ tournaments/ competitions.</p> <p>Adjust the action plan (for the coming 2 years). Discuss training and expectation with the MMS to aid the children that are Sports Leaders in their active breaks.</p> <p>Resources to support the above. Train sports leaders and filter training to lower year groups. Lead assemblies on importance of physical activities and ensure there is a clear link to the science in this (year group specific).</p>	<p>increase in participation of class PE sessions and positive attitude since we ensure that the class teacher session and Aspire session are linked (skills and apply sessions).</p> <p>Clubs delivered and sport focus on at least one morning of wraparound alongside evening offer of clubs and wraparound for those that are target children. Average attendance at clubs has increased.</p> <p>Further increase in the % of children attending extra curricular clubs .</p> <p>Positive attitudes to health and well-being (and more widely spoken about in peer groups).</p> <p>Concentration, commitment and self-esteem as well as behaviour has risen (particularly in the target year groups, further progression to role this out). Sense of fair play more established and understood on the playground Activity at play times and lunch times has increased. Partly supported by help and presence of teachers at break and lunch times too to help children understand how to referee for example. All children taking part in the daily mile or additional activities more regularly.</p> <p>Sports leaders supporting active</p>	<p>Establish key relationships with more local schools for further competition</p> <p>Adult involvement in healthy lifestyles – workshops offered to parents and children?</p>
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			<p>play across the school (with some target year groups).</p> <p>Children across the school more active on a daily basis and enjoying being active.</p> <p>-Curriculum map (clearly set out and established).</p> <p>-Policy (PE) - more inclusive.</p> <p>-Registers of participation in clubs (extra curricular).</p>	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0.18%
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>Develop teacher's skills and knowledge in activities that will engage and inspire our children to take part in life long physical activities (assemblies, role models as class teachers, displays, sharing achievements). Use of Aspire for CPD sessions, INSET days (lead by PE coordinator to share ideas and new games), and offer CPD to those feeling underconfident in leading PE sessions.</p> <p>Use PE/Sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond (invitation to parents to attend the community week to share new sports/ sporting experiencing with the children and lead workshops). Confident children to lead others in a new sport or</p>	<p>Ensure that staff are confident to deliver a wide variety of sports (including those that are requested by pupils for some extra curricular sports clubs).</p> <p>Use SP to provide training, experiences and transport to access where necessary.</p> <p>MRC School games partnership which provides the following opportunities: -</p> <p>- Complete PE</p> <p>- Competition outside of the School Games Programme (qualifying)</p> <p>- School Games programme competitions against local schools</p> <p>- Local school partnership for competitive games</p> <p>- CPD opportunities</p> <p>- Support for team staff and staff</p>	£50.00	<p>High quality lessons delivered in engaging activities which has lead to and continues to lead to happy and engaged children and children can make connections between their skills sessions and their apply sessions.</p> <p>Teachers can and do deliver high quality lesson where children are engaged in competitions (with higher participation and success), extra-curricular and community clubs following the sessions.</p> <p>Increase in % of children accessing the extra curricular clubs.</p> <p>Children's personal development</p>	<p>Offer training to new staff, existing staff and HLTA's who could be asked to cover/ lead a PE session to ensure they are delivering sessions confidently and with a clear aim for the children and their progress in learning.</p> <p>Introduce and continue to lead more interhouse competitions and celebrate them.</p> <p>Identify the impact that PE and School Sport has on the academic achievement of children (and well-being), attendance, behaviour and safety and health.</p> <p>Review the whole school</p>

<p>share their outside of school achievements during an assembly or workshop for example.</p> <p>Use PE/Sport to develop the whole person including thinking, social and personal skills Use PE teaching to aid fine and gross motor skill development.</p> <p>PE and Sport to be visible in the school day/ life (assemblies, notice boards, star awards, recognition of children both within lessons and their achievements outside of school (star awards).</p> <p>High quality PE lessons delivered by both staff from within school and those delivered by TE. Sports leader programme to be rolled out through school, engaging and facilitating children's ability to take responsibility for their learning and delivering of physical activity to the rest of the school. School staff better equipped and more confident to teach PE (ongoing with staff changes ahead).</p> <p>Establish the use of PE hub to support teachers delivery of PE sessions that run alongside those delivered by TE.</p> <p>Sports leaders used to develop younger children to become leaders themselves.</p>	<p>training</p> <ul style="list-style-type: none"> - Support through young leaders <p>Develop the Sports Premium vision of our school to ensure that it reflects the contribution to SMSC.</p> <p>TE (Aspire) to deliver the skill session of PE sessions.</p> <p>Use whole school plans and assessment alongside the use of PE hub (and continue to establish this so that children see PE as important as the other subject areas).</p> <p>Gold school games mark to be applied for.</p> <p>Develop a sports leader hub where children can share their skills with others. Sports leaders to help develop intra-house competitions and festivals both in ks1 and ks2.</p> <p>Involvement of sports leaders for Sports Day.</p> <p>Year 5 Sports day event at MRC.</p>		<p>improved (physical skills, thinking skills, social and personal skills). Attainment and achievement, behaviour and attendance PE physical activity and school sport have a higher profile and is more celebrated across school with assemblies, newsletter articles and achievements shared.</p> <p>Children learn to respect and work with one another, exercise self-discipline and act in a safe and sensible manner.</p> <p>Continued progression of all children during the PE lessons delivered during curriculum lesson time and there is clear assessment routine so that skills progress over the years.</p> <p>Pupil conferencing has allowed us to see and hear that children are more engaged in PE sessions and they enjoy them more particularly the clubs that are offered as they school council and classes have been able to take a vote on the clubs offered (to continue throughout the next year).</p> <p>Sports leaders positive role models across the year groups.</p>	<p>development plan, whole school policies/PE policy Use PE conference to review, evaluate and plan for academic year 22/23 School staff continue to be offered CPD for areas they feel less confident and ensure that they are better equipped and more confident to teach PE.</p> <p>Continue to monitor the use of PE hub and ensure that there is clear skills progression as well as coverage; offer support to staff or areas that might need further help to ensure that delivery of PE is high quality.</p> <p>Continue to train up sports leaders and implement OPAL for 23/24.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:

9.90%

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:

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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>Raise the quality of learning and teaching in PE and School Sport by providing support to deliver broad, balanced and inclusive high quality PE and School sport provision (within and beyond the curriculum) to raise pupils' attainment.</p> <p>TE to increasingly involve staff supporting their planning and teaching as well as confidence in the subject area (time allocated for 1:1 or small group sessions with TE).</p> <p>Lesson obs or drop-ins to monitor effectiveness, stages of lesson and confidence of staff in this area – should also be able to identify who school/ staff areas for development such as dance).</p> <p>Questionnaire to monitor pupil and staff attitudes towards the progression in PE/Sport.</p> <p>Training/ CPD – Forest School, gymnastics, Dance etc.</p>	<p>Staff confidence in delivering PE lessons is much improved and more enjoyable for staff and children with clear intentions and consistent delivery across the PE curriculum.</p> <p>CPD and INSET days offered within school via the PE coordinator as well as further days offered through MRC and SGO.</p> <p>Specialist coaches able to offer advice and team teaching.</p> <p>Quality assured resources ordered.</p> <p>Better relationship between school and specialist coaches means better consistency for children.</p> <p>PE Lead helping in upskilling teachers through modelled lessons, team teaching, planning and observations (as a result of level 6 PE training received).</p> <p>Subject lead attends/ attending relevant sport conferences/ joint meetings with local rother valley schools to help with organising tournaments and to gain relevant local information.</p>	<p>£300 (EYFS F/School)</p> <p>Hub £525</p> <p>F/School work (to ensure the area is safe for use) £1,850</p>	<p>Increased staff knowledge and understanding - All teachers able to confidently plan, teach and assess PE</p> <p>- More confident and competent staff evidenced through feedback and lesson observations.</p> <p>More sustainable workforce including young leaders (through play time leaders training and individuals expertise used within classes)</p> <p>- Enhanced quality of provision</p> <p>- Increased pupil participation in competitive activities and festivals</p> <p>- Increased range of activities/ opportunities</p> <p>- Sharing best practice with other schools in MRC school games partnership</p> <p>- More inclusive curriculum which inspires and engages all children</p> <p>- Increased capacity and sustainability</p> <p>- Continued progression and clear progression of all children during PE</p>	<p>CPD opportunities (especially as staff change will be significant for academic year 23/24). A year of staff established now so expectation higher and delivery expected to be strong.</p> <p>- Further 1:1 lesson observations/ drop ins to monitor staff effectiveness and confidence (for staff to initially identify what they would like to work on and this to become part of the subject leads area for development).</p> <p>First aid training.</p> <p>Training of MMS and young leaders.</p> <p>Use of UKS2 as young leaders when in clubs (leading warm ups etc). Can they explain why these warm ups are effective? Start using theory more frequently in sessions particularly UKS2.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				2.5%
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
<p>identify which activities children would like to try through the school council meetings and identify which extra curricular clubs the children would like to experience. This has been and will also be done by year group, gender and least active groups to ensure that our school are providing activities that will engage the most children as well as the least active children.</p> <p>Use the newsletter to communicate other sports events and clubs outside of school that children might be interested in.</p> <p>Different variety of clubs offered to all year groups (both Aspire and new agencies/ clubs from the local community).</p> <p>Flyers used to advertise new sports.</p> <p>Invite children to Aspire holiday clubs.</p> <p>Introduce competition for KS1 children.</p> <p>Additional achievements:</p>	<p>Provide opportunities for children with SEND, the least confident and the least active to attend exciting, varied and a new range of activities through the school sport partnerships.</p> <p>Review extra-curricular activities through pupil conferencing/ pupil voice.</p> <p>Opportunities to improve sports skills in children through increased opportunities in school and the wider community.</p> <p>Aspire offering and introducing new sports in PE sessions as well as in their clubs being offered. Lunch time clubs to be introduced too.</p> <p>Complete inclusive health check on the School Games Website to review our PE and school sport offer in terms of inclusion and use the action plan to develop our offer further.</p> <p>Keep the website information and Pe noticeboard up-to-date with range of clubs on offer (changeable throughout the year) and the results of the recent and upcoming festivals/ tournaments. Children and staff to take photos of the new clothing that is provided for the PE/Sport lessons and tournaments that we attend –</p>	<p>BA £560</p> <p>£114</p>	<p>Club registers highlight increase in participation of clubs that are offered (particular interest in those on the SEND and PP registers).</p> <p>Engaged or re-engaged disaffected children.</p> <p>Increased participation Enhanced quality of delivery of activities.</p> <p>Children proud to be part of their team (Especially when wearing their new kit).</p> <p>Increased staff capacity and sustainability Enhances, extended, inclusive extra-curricular provision Improved behaviour and attendance and reduction of low level disruption particularly on a TE PE day.</p> <p>Increased pupil awareness of opportunities available in the community area Improved physical, technical, tactical and mental understanding of a range of sports. Communication, teamwork, understanding of fair play and leadership developed in the wider school life of the children.</p> <p>Children and parents signposted to new and different clubs.</p>	<p>Child and parent surveys to continue to be sent out (one per term).</p> <p>KS1 opportunities for PE/ active clubs to be increased.</p> <p>Relationship with Aspire to continue to be positive. Quality start award to be applied for (23/24). School Games Award (23/24). Investigate and implement OPAL.</p>

	<p>this will be shared in the newsletter too so that parents know the expectation of smart and professional kits.</p> <p>School enters as many tournaments and festivals as they can including those that are friendly to offer experience to a wider range of children across the school Links made and continue to be made with coaches and outside clubs Equipment continues to provide opportunities</p>		<p>Curriculum maps, inclusive health check, club registers and extra-curricular date evidence the above alongside parent and children conferencing.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1.3%
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>Increased participation in School Games Opportunities.</p> <p>Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events.</p> <p>Select children who we feel would benefit the most from the opportunities available in the local Sports calendars.</p> <p>Enter external events to give children the opportunity to compete against other schools.</p> <p>Introduce some school events lead by our school (supported by sports leaders and MRC sports leaders).</p>	<p>Continue to engage with partnership coordinators and attend competitions.</p> <p>Engage more staff/ parents and volunteers alongside young leaders to support and attend competitions.</p> <p>Use external coaches to run competitions to increase pupils' participation.</p> <p>Identify a set number of competitions/ events to provide transport to.</p> <p>Ensure that pupils get the opportunity to take part in local competitive leagues, tournaments and festivals Regular (minimum termly), intra house sports competitions for children across the different sports.</p> <p>To develop links with external agencies in the community to ensure more children participate in community clubs outside of school.</p>	<p>£150</p> <p>£200 (event costings)</p>	<p>Engage with SGOrganiser and attend competitions run by the MRC School Games coaches.</p> <p>Engage more staff/ parents/ volunteers and young leaders attendance at competitions Use external coaches to run competitions to increase children's participation</p> <p>Identify a sent number of competitions/ events to provide transport to.</p> <p>Vast majority of KS2 children participated in the intra-house competitions Sports day set up, participated in and enjoyed by ALL children.</p> <p>Fixture results published in newsletters.</p> <p>Evidence: school games mark. Competition/ events calendar published.</p> <p>Photos displayed and shared in newsletter.</p>	<p>Review attendance data and identify children for appropriate opportunities.</p> <p>Continue to monitor % of children representing school in competitive sport and allow us to identify those that have not.</p> <p>Continue to attend SG partnership meetings to help shape the offer ensuring it is appropriate for children and of the highest quality.</p> <p>Further widen opportunities for children to take part in competitive sporting events Investigate further use on interhouse competitions/ children leading own events.</p>

Signed off by	
Head Teacher:	

Created by:



Supported by:



Date:	
Subject Leader:	<i>HRCoates</i>
Date:	31.07.23
Governor:	
Date:	