

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 2021/22	£5400
Total amount allocated for 2022/23	£16939
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2022/23	£22339
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£22339

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>	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>	62%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<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: £22,339		Date Updated: July 2023	
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: 56%
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?	
<p>Continue to provide playtime equipment to get all pupils active. Monitor PE lessons and provide staff training.</p> <p>Timetabled ECO area for activity into each short term.</p> <p>Timetable gymnastics and dance for the Community centre.</p> <p>To integrate the value of physical health on mental health and well-being.</p>	<p>Staff asked about CPD</p> <p>Key sport staff salary partly funded by sport funding to ensure consistent delivery of PE across school</p> <p>Forest school, targeted group Autumn term (mental health and well-being. Spring/summer- Reception children. After school club -Autumn/Summer terms</p> <p>ECO area used to promote cross curricular learning.</p> <p>Gymnastics and dance in school - Miss Bond working with Parks and Mandela Class Spring 1</p>		£12500	<p>ZD attended Cricket training day course. New activities and skills utilised in After school sports club.</p> <p>Children benefitted from small group/outdoor activity. Confidence was gained. Children learned skills for life.</p> <p>Due to staffing the Community centre was not used. Curriculum dance ensured all children were active for 60 timetabled minutes.</p>	
				<p>Sustainability and suggested next steps:</p> <p>Use skills in after school club.</p> <p>Find swimming training for RE and DG.</p> <p>Continue to use ECO area. Set up ECO area for an orienteering course.</p> <p>Have a specialist teacher from ESSP to take lessons (x2 classes) plus afterschool club.</p>	

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<p>Push all classes to achieve their Active 30 every day. Use a variety of activities to keep children interested and motivated.</p> <p>New year 3 and year 4 cohorts to swim.</p> <p>Elect new sports leaders.</p> <p>Continue to provide lunchtime equipment to get all pupils active.</p> <p>Continue to encourage “This Girl Can”.</p> <p>Have separate “This Girl Can” leaders and noticeboard; attend training events (ESSP).</p> <p>Book girls only events.</p> <p>Continue to promote Active Travel weeks.</p> <p>Book 2-night Lea Green residential for y6</p>	<p>BBC Super movers used daily in classes. Active brain breaks taken at regular intervals throughout day.</p> <p>All year 3 and 4 children have access to 30 swimming sessions over the year at Victoria Park Leisure Centre.</p> <p>Year 6 Sports Directors selected (2 children). Year 5 girls selected as “This Girl Can” leaders.</p> <p>Year 5 girls attended training and activity sessions at Rutland Sport’s Park.</p> <p>Girls football team took part in the Derbyshire girls football tournament.</p> <p>Sports Directors monitored each classes’ mode of travel during the Active Travel weeks.</p> <p>Lea Green booked for year 6, 17th to 19th May. All children attended.</p>		<p>Children are more focussed on their work. Taking an active break becomes the norm for children and adults in school.</p> <p>Having the same cohorts for swimming all year has meant continuity and increased progression for the children.</p> <p>Activities were organised and executed by the sports crew. A timetable of intra school events and who was leading each one, was overseen by the sports directors. Children who had shown school values during activities at lunchtimes were celebrated in collective worship.</p> <p>This Girl Can leaders had training through ESSP, this gave them confidence to work with the children the children.</p> <p>Girl’s football has increased in popularity through the school. Many more girls have joined football clubs out of school and play matches on a regular basis.</p>	<p>Timetables should state active breaks. Use Heatmaps to monitor activity sessions.</p> <p>Year 3 cohort will swim again as year 4’s. Year 2 cohort will swim as year 3’s. In the future consider taking year 2’s swimming?</p> <p>New sports directors and leaders will be elected in September 2023. Ensure timetabled events are achievable and easy to monitor by the sports crew.</p> <p>Use sports crew to lead intra-sports events at lunchtimes.</p> <p>Have a ‘Star Sportsperson’ wall to ensure effort is rewarded. Children will vote for the person in their class that has inspired them.</p> <p>Monitor pupil voice each term in Sports Collective worship.</p> <p>Set aside a collective worship time each month to promote sports.</p> <p>Promote girls only activities in and out of school.</p>
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Day visit to Tribe Y3 and 4.	Tribe visit booked 6 th June.		All year 3 and 4 children learned survival skills, including fire-lighting, foraging, hiding and team problem solving skills.	<p>Sports directors to advertise Active travel weeks with children and their parents.</p> <p>Tribe booked for 2024.</p> <p>Have a 'Star Sportsperson' wall to ensure effort is rewarded. Children will vote for the person in their class that has inspired them.</p> <p>Monitor pupil voice each term in Sports Collective worship</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation: 22%
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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?
Buy into Sports Partnership "Silver" package to access training and CPD.	Silver package purchased. Curriculum support Spring 2023 for dance with Parks and Mandela Classes.	£5000	All children in school attendee a sports festival organised by ESSP. Tournaments were entered through ESSP and The School Games Association.
Timetable a termly ramble.	Ramble timetabled for Autumn 1, Spring 1 Summer 1		Children get to know their locality and enjoy being outdoors. They learned the Country Code
			Sustainability and suggested next steps:
			Buy Silver package plus curriculum support for 2023/2024
			Continue seasonal rambles. Invite children to share out of school rambles with their class.

<p>Logo put on school's letterhead. Tweet to parents.</p> <p>Keep School Games website updated with events and achievements; train Sports Leaders to do this.</p> <p>Order a range of equipment. New equipment is engaging and used on daily basis.</p> <p>Invite clubs in to talk about their activities and promote sessions by having tasters run in school.</p> <p>Prepare children for sporting events beforehand by using lesson warm up time.</p>	<p>All school correspondence features the gold School Games Logo.</p> <p>Ongoing – ensure website is updated every month</p> <p>Table tennis table purchased and sited on top playground in undercover area. Tag rugby equipment and rugby balls purchased Autumn 2022 Feb 2023, ordered:</p> <ul style="list-style-type: none"> • Basket/netball hoop • Tennis rackets • Slow tennis balls • Playground marker discs • Low/high tennis net <p>Letter sent out to all parents requesting them to recommend clubs used out of school by their children. As a response, we had visits from cycling and martial arts clubs, who led a Collective Worship session, and promoted their clubs to the whole school.</p> <p>Use “athletics” stations as warmups, eg, standing long/high jump, chest push (with balls).</p>		<p>so they can use the countryside safely.</p> <p>Children and parents are proud of the school's achievements. The Gold Sports Mark logo shows that PE and sport is a priority in school.</p> <p>Table tennis tournament set up and monitored by PE directors. Equipment used for intra-sport at lunchtimes and in afterschool sports clubs.</p> <p>Children made aware of clubs out of school. Children have joined the clubs because of the visits. Flyers about holiday sports clubs given out each term.</p> <p>Children have confidence to play the sports. New skills are developed by all children in the class not just the children taking</p>	<p>Being outside helps with mental states such as depression and anxiety.</p> <p>Work towards achieving the Gold Sport's Mark for 2023/2024.</p> <p>Train PE directors to blog on School Games and school website.</p> <p>Monitor equipment and change/replace depending on demand.</p> <p>Send out letters to local sports clubs inviting them into school to promote their club or send flyers/posters to hare with the children.</p> <p>Use PE curriculum overview to match PE lesson warm ups and skills to match any sporting</p>
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Help with transition to secondary school.	Year 6 children to attend transition days at their secondary school and experience PE.		part in tournaments. Many will thrive in secondary school and beyond from foundations that have been laid in primary school through sport. PE gives children a chance to mix with others in a safe, organised way.	events out of school. Monitor year 6 and note those children who would benefit with additional transition support through sport.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	11%

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:
Offer CPD to staff in school	ZD attended "Chance to Shine Programme"	£2500	Skills learned and developed to use in class PE lessons and after school sports club	DG and RE showed interest in swimming training when a course becomes available. Offer any CPD opportunities to all staff as they arise.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	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:

<p>Additional achievements:</p> <p>Attend more inter-school sporting competitions</p>	<p>Inter-school competitions entered:</p> <ul style="list-style-type: none"> • Athletics • Basketball • Football • Multi-skills • Netball • Tag rugby • swimming 	<p>£5500</p>	<p>This gives the opportunity to showcase skills that have been learnt and compete against other children from different primary schools.</p> <p>All children are offered the opportunity to represent school in a safe environment.</p>	<p>Paris Olympic Games will be a focus for PE and sport next year.</p> <p>Monitor take up of children who take part in school competitions to ascertain which sports need more or less focus.</p>
<p>Offer children a wide range of intra-sport opportunities</p>	<p>Through lunchtime activities and sports wow week the children have taken part in a range of activities based on the following sports:</p> <ul style="list-style-type: none"> • athletics • Boccia • Basketball • Cricket • Football • Multi-skills • Netball • Orienteering • Rounders • Rugby • Table tennis 		<p>A Healthy body and healthy mind.</p> <p>2. Inclusive competitions, fit for all.</p> <p>3. Pathways to out of school clubs.</p> <p>4. Teamwork – Working together to build stronger relationships.</p> <p>5. More confident and more happy children.</p>	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
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:
Transport provided to a range of external sporting events for competitions. Join a tag rugby league to encourage teamwork		£1000		Cost of transport is becoming prohibitive. Arrange events after school and ask parents to provide support transporting.
An overspend of £4656 due to increased transport cost and purchasing of equipment. This will be adjusted from the sports funding 2023-2024 academic year.				

Signed off by	
Head Teacher:	E Stanley-Wainwright
Date:	17.7.23
Subject Leader:	E Richardson
Date:	17.7.23
Governor:	J Kihara-Boyd
Date:	17.7.23