

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



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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 2024.**

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 2024. 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 2022/2023	£0
Total amount allocated for 2022/2023	£16,580
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2023/24	£16,500
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£16,500

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>	N/A – As a first school, we do not have year 6 pupils.
<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>	%
<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>	%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	%
<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: 2023/24		Total fund allocated: £16500		Date Updated: 09/07/2024	
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: 10.6% (Forest School could also be included in KI1)
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?	
All children should experience regular physical activity beyond the curriculum	Fine and Gross Motor programme bought to ensure development in the Early Years Foundation Stage (Squiggle While You Wiggle, Squiggle Me into A Writer)- CPD allocation for new team members.		£200	There has been a positive impact on fine motor skills and letter formation in the Early Years.	
	Encourage healthy lifestyles in school through assemblies, visitors and PSHE lessons. Children use the school garden to grow own vegetables and fruit. Cooking facilities and support with teaching cooking from scratch		£200	Established offer 'Little Growers' weekly gardening in Early Years meaning children grow and eat the food whilst learning about healthy eating choices and sustainability. Children in Key Stage One have grown tomatoes and radishes.	
Ensure that every child receives at least 2 hours of weekly, high quality Physical activity and education	Investment in a further PE curriculum to ensure progression of knowledge and skills. Provide		£1365	All pupils have accessed sporting opportunities led by a Sports	
				Continue development in the Early Years Foundation Stage (Squiggle While You Wiggle, Squiggle Me into A Writer)- Ensure all new staff are trained and it is appropriately resourced.	
				Continue to encourage healthy lifestyles in school through assemblies, visitors and PSHE lessons. Further our offer to ensure all pupils have an opportunity to grow and eat healthy food.	
				Ensure from knowledge gained that a scheduled offer of physical activities are provided	

provision throughout the year	weekly lunch club delivered by Sports Specialist.		Specialist during lunch time throughout the year.	at lunch time.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 37%
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 that breaktimes are calm and purposeful by providing opportunities to engage in physical activity	Further investment in sports equipment for play e.g. balance bikes, scooters and helmets Need for a New Trim Trail due to age and deterioration.	£6000	Investment in new equipment for both play times and PE lessons to ensure opportunities provided for physical activity e.g. basketball hoop, balls, skipping ropes, balancing blocks	Evaluate resources and purchase as appropriate.
Maintain the high profile of sports and physical activity within the school and community	More opportunities to join in competitions at area level – climbing competitions, hockey, rugby, rounders etc		Installation of a new trim trail to support gross motor skills, stepping, climbing, balance for all pupils.	Ensure trim trail is maintained to ensure longevity and safety.
Provide visits and trips for children to experience activities that they would not usually experience	Further residential experiences, with partner schools to support transition as well as develop new skills and interests.		Football tournament with local schools including an all-girl football tournament. Standon Bowers Residential with a Trust School to support transition and develop new skills such as archery – all of KS2.	More opportunities to join in competitions at local area level – climbing competitions, hockey, rugby, rounders etc Ensure new cohorts experience a residential and access to different sports and transition opportunities.

			Key Stage 2 pupils received Play Leader training.	Provide Play Leader training for new cohorts.
			Early Years children experienced adventure play including soft play on their EYFS visit to the Adventure Farm.	Book an EYFS visit introducing them to a new physical activity.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				1.2%
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:
Continual professional development of staff, including teaching assistants and lunchtime supervisors. Further CPD to include new sports and activities.	Staff learning from coaches, observing and being supported with planning and key concepts. PE leader to attend updates and CPD	£200	Staff feel confident to lead and plan PE lessons in 2024-2025.	PE lead to continue to access CPD as appropriate and upskill staff.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 50% (Forest school is also KI1)
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:
All children experience a high-quality forest school environment and benefit weekly from learning outdoors, being fit and active and developing team skills and resilience	All children have a forest school session weekly. A forest school leader coaches staff to support the sessions. Children are active in all weathers and learn to appreciate the outdoor environment as well as be active throughout the session. Develop forest school into after school clubs and involve parents for community involvement, or outside groups such as the local toddler group.	£3500	All children have experienced Forest School and the staff have supported them in order to develop their skills. Forest School Sessions have been provided for local toddlers in the community.	Officially train further staff in Forest School.
All children including Nursery will experience high quality swimming instruction in bespoke small groups through the hire of a swimming pool.	All children will have a series of swimming lessons on site taught by an instructor in order to develop their skills, introduce them to swimming and to encourage enjoyment and knowledge of swim safety.	£ 4835	All children received a series of swimming lessons on site taught by an instructor in order to develop their skills, introduce them to swimming and to encourage enjoyment and knowledge of swim safety.	This will be a bi-annual offer to ensure children experience swimming and develop water confidence and safety skills.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1.2%
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:
Involve all children across the school in competitive sport.	All children to experience a competitive sports day – Further links widening the sporting competition opportunities e.g. rounders, cricket, netball	£200	All children experienced a competitive sports day. Children across KS1 and KS2 have taken part in football tournaments.	Ensure there is a breadth and depth of sporting competitions available for pupils to participate in.

L Harris, Headteacher