

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 2021/2022	£0
Total amount allocated for 2022/2023	£18,410

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 2023. Please see note above	93%
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	93%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	93%
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

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: 2022/2023		Total fund allocated: £18, 410		Date Updated: May 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: 73%
Intent	Implementation		Impact		Sustainability and suggested next steps:
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 improve the children’s physical and mental well-being, improved levels of concentration and behaviour as well as physical fitness.</p>	Continue with subscription to Teach Active		£1000	Training given to staff prior to the start of the year. All staff are confident to use the resource and aware of the importance of active lessons. Feedback from children shows that where lessons are active children enjoy these lessons and are more engaged and focused.	Survey staff to find out how we could make further use of active lesson resources and obstacles to its use. Funding to be directed elsewhere now that staff are more confident delivering active lessons.
<p>To create playtimes that are active, inclusive and purposeful with children modelling and organising physically active games.</p>	<p>Year 6 playground leaders trained and offered ongoing support by the PE Mentor.</p> <p>Support staff trained to have ideas and confidence to lead activities at playtimes.</p> <p>PE Lead to organise Chance to shine cricket offer to support play leader training.</p> <p>PE lead to organise use of Cherwell Activators to lead games for targeted</p>		<p>£12000</p> <p>PE Mentor 1 day a week</p>	<p>Playtimes have more activities available:</p> <ul style="list-style-type: none"> • Y6 play leaders are competent and confident in supporting active play with younger children. • Improved leadership skills of our older children acting as role models. • Improved behaviour of 	Develop outdoor area using pupil voice to lead to better use of playground markings trim trail and small equipment

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	groups of children. PE mentor to run clubs for targeted groups of children. Resources purchased to be used by playleaders and staff at playtimes	£400	children at lunchtime, less reported incidents due to increased engagement <ul style="list-style-type: none"> • More children engaged in purposeful activities at lunch time. • Targeted groups of children engaging with sessions leading to more positive playtimes. 	
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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: 15%
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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?:	Sustainability and suggested next steps:
Ensure all staff and children are aware of the importance of Physical Education, School Sport and Physical Activity (PESSPA)	PE lead to attend termly family meetings to plan events for each term PE lead to attend Primary PE days 3 x a year to keep up with latest updates and key focuses.	£2710 PE Lead hours	From attending meetings: <ul style="list-style-type: none"> • Cherwell activators have worked with children in UKS2 delivering a mental health awareness workshop. (feedback from children and teachers) • 52 lives delivered a 'Science of Kindness' workshop for whole school to help children interact more positively. Staff fed back that the workshop was well led, and children engaged well with the message. 	

	<p>Use PE mentor to work with a focus group of children who have reduced progress across the curriculum due to behaviour or mental health.</p> <p>PE Lead to have meetings with the Sports Council to develop whole school ideas for activity and improvements.</p>		<p>PE mentor has lead nurture groups</p> <ul style="list-style-type: none"> • This has helped children with their confidence, concentration, communication skills and resilience. • Cross Country event organised by the Sports Council and enjoyed by whole school. • Santa fun Run organised to raise money for the local hospice. • Whole school sports day organised and whole school dance learnt and performed to parents. 	<p>Target SEND pupils Target girls.</p> <p>Continue with this event next year and look to tie in physical activities with charities week and each phase's focus charity.</p> <p>Continue with whole school sports day and develop more events throughout the year. Whole school dance workshops booked and to be performed to parents.</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:
				See key indicator 1
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>PE mentor employed to work alongside teachers across the school to increase their subject knowledge and confidence in the teaching of high-quality PE.</p>	<p>PE Mentor from NOSSP working with ECTS and Teachers in FS KS1 and KS2. To plan alongside teachers and model good practice, team teach and offer feedback for development. ECT staff to attend ECT one day training organised through NOSSP.</p>	<p>£12000 PE Mentor 1 day a week</p>	<p>Staff feel more confident to deliver lessons using and adapting the PE scheme of work. ECTs feel more confident teaching PE. "It has broadened my knowledge to scaffold PE objectives breaking them down step by step." "It has shown when and how to differentiate." "It has shown me new PE equipment and how to use it."</p>	
<p>Improve staff's confidence in the development of cricket skills.</p>	<p>Chance to Shine Cricket to work with four classes across the school. Zoe Pugh to deliver staff inset linked to the Chance to Shine resources online.</p>		<p>Staff have access to Chance to Shine resources and are more confident to deliver the teaching of striking and fielding skills.</p>	
	<p>Staff using Complete PE SOW to ensure consistency of taught activities for all year groups</p>	<p>£105</p>	<p>Staff feel more confident using the scheme of work. Staff also using the assessment tool and have been shown new developments such as resources for engaging nonparticipants. PE lead has been able to use assessment tool to develop the Curriculum map and look at attainment.</p>	<p>PE Lead to use assessment tool to track progress as well as attainment for groups of children.</p>

<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Percentage of total allocation: 12%</p>
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Intent	Implementation	Impact	
Your school focus should be clear	Make sure your actions to	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>To engage new audiences in our curriculum offer, our extra-curricular offer and our partnership programme.</p>	<p>Membership to NOSSP. Plan in new events. Look at the Curriculum map and make changes based on need and interest. Offer clubs at lunchtime for children who may not attend after school.</p>	<p>£2200</p>	<p>SSCo added Pickleball to the calendar of events this year.</p> <p>Curriculum map changed to add football in the Autumn term following success of Lionesses.</p> <p>Also added handball and fitness related exercise. This led to</p> <ul style="list-style-type: none"> • Girls football club with good attendance. • Girls football tournament. Two teams attended and enjoyed. • More girls enjoying and playing football at lunchtime. • <p>Lunchtime clubs in football, Tag rugby and cricket led to good take up and success at partnership festivals.</p>	<p>Continue with NOSSP affiliation.</p> <p>Continue with Pickle Ball and improve links with local tennis club.</p> <p>Continue to promote girls football with KS1 and KS2.</p> <p>Use pupil voice to see what other sports and activities could be offered in and out of curriculum time.</p> <p>Additional Dance Day planned in next year</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				See key indicator 4
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 maintain a high participation in competitive sport.</p> <p>For all children in KS2 to be offered the chance to participate and enjoy a range of sporting activities which include inclusive festivals (for less able/SEND/MA) and sports competitions leading to further pathways (for more able).</p> <p>Children to be proud to represent the school.</p>	<p>Membership to NOSSP</p> <p>Provide children with opportunities to take part in a range of sporting events such as Multiskills, Sports Hall athletics and Football. Adapt curriculum map to give children the skills needed to feel confident to take part in competitive sport.</p> <p>PE Lead to keep a record of events and participation and target suitable events to pupils.</p> <p>Purchase new PE Tops to wear when representing the school.</p> <p>Participation to be celebrated through the weekly celebration assembly and school newsletter and social media.</p>	£2200	<p>By the end of the year 100% of children in KS2 have been invited to attend an event.</p> <p>94% take up in Year 5/6</p> <p>89% take up in Year 3/4</p> <p>The festivals have been inclusive and provide an environment for all to achieve. Success, and the development of the school games values is celebrated. Children are signposted to community clubs. Pupils have represented the school at county events following success. (Cricket, cross country and Tag Rugby).</p> <p>Children have had a sense of pride and belonging when representing the school and wearing the new school kit.</p>	<p>100% take up of offer in KS2. To track pupils attending clubs and target less active pupils.</p>

Signed off by	
Head Teacher:	L Murrey

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Date:	31.7.23
Subject Leader:	N Sambrook
Date:	31.7.23
Governor:	TBC
Date:	Sept 23