

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 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 allocated for 2023/24	£19,430
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£19,430

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 2021. Please see note above	TBC%
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	TBC%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	TBC%
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?	Not yet

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: £19,430		Date Updated: 05/06/24	
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:
					13%
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:
Provide specific activities at lunchtimes to increase levels of activities of all children, but targeting girls. Activities to be fully inclusive and accessible for all.	<ul style="list-style-type: none"> • New equipment purchased to continue to encourage healthy, active play across the school at playtimes and lunchtimes • ALL children taught a range of different active playground games using new playground markings • Lunchtime supervisors/Sports leaders know and understand how to promote exercise in the playground. • Football and basketball teams at lunch time have to <u>include girls</u>. Purchase of goals and nets. • Lunchtime activities encouraged based on upcoming competitions. • PE lessons have been used to ensure that children remember how to play games at lunch time and give different ideas. 		£2550	<ul style="list-style-type: none"> • Children use equipment appropriately - this is assessed during PE lessons and during lunchtimes • Children showing greater skill set, coordination & agility (evidenced during breaks & PE lessons) • Children are more active for sustained periods of time • Decrease in sports related injuries • JGB pupil consultation outcomes on impact of changes • More girls are included in sports games during lunch • Sports leaders pupil voice has shown noticeable improvements in focus of children as they during lunchtimes 	<p>Use pupil feedback to target next playground activity development for lunchtimes</p> <p>Sports Leaders to take lead in hosting games during lunchtimes with adult supervision</p> <p>Transition & target work needed for Reception & Y1 in use of playground space and equipment</p> <p>Use of digital signage to promote cardiac activity</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 16 %
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 ensure high quality outcomes for all pupils in PE. Linked to our School Development Plan – clear progression grids for each aspect	SOW with clear skill progression continued throughout the school (from Little Ellies up to Year 6)	£3050	<ul style="list-style-type: none"> ● Assessment shows improvement in fundamental skills (tracked through PE passport & quarterly reports) ● ● Less first aid injuries reported ● ● Target children for further support have made good progress from starting points including all children with SEND. ● ● CPD on GDS support has ensured that all children’s learning is carried out at an appropriate level for them. 	Link with Tapscott Sports Hub to provide additional advice & planning for SEND and those working below age expectation
Teachers to have team teaching opportunities to target gaps in pedagogy	Teachers assess children throughout the unit, assessing continuously to identify focused children. Specialist teachers from the Sports Hub to team teach alongside existing staff to build on pedagogy			Wider CPD opportunities on specific games run in competitions
Link with community and local school events to increase opportunities of competitions	Formal summative assessment carried out at the end of each quarter.			Look into TTLT Sports Hub to support this further.
	Children provided with opportunity to self assess in last lesson of every unit			Review provision for GDS & GDS+
	CPD support given to staff on how to challenge GDS children in PE lessons.			Review implementation in EYFS (Nursery) target SEND children.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				15 %
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>CPD to target teachers pedagogy and skills and knowledge</p> <p>All staff given an opportunity to develop their understanding of progression of skills through team teaching and specialist support</p> <p>GDS skills enhanced through CPD training</p>	<ul style="list-style-type: none"> Use Tapscott Sports Hub sports specialist to provide specialist teaching advice Specialist teachers from the Sports Hub to team teach alongside existing staff to build on pedagogy Monitor effectiveness of CPD in Q4. Provide all identified staff with team teaching opportunities with PE Lead PE Lead learning walks & LTEs to support staff knowledge and practice Release staff to attend Tapscott Sports Hub CPD sessions for specialist areas such as football and gymnastics 	<p>£1,250</p> <p>(£3050.00 Tapscott Sports Hub specific - stated earlier in report)</p> <p>£1290</p> <p>£400</p>	<ul style="list-style-type: none"> Staff confidence and knowledge base improved (feedback from training, staff learning journals) Team teaching and professional support has made significant impact on provision of PE and how it is delivered Target children for further support have made good progress from starting points including all children with SEND. CPD on GDS support has ensured that all children's learning is carried out at an appropriate level for them. Assessment shows improvement in fundamental skills (tracked through PE passport & quarterly reports) 	<p>SLT and PE Lead to continue to observe PE lessons to measure effectiveness of training and impact of curriculum development and make adjustments as necessary</p> <p>EYFS & SEND provision to be focus</p> <p>Specific areas for development identified & addressed (via learning journals, pupil conferencing & learning conversations)</p>

			<ul style="list-style-type: none"> Target children for further support identified Year 5 & 6 pupils are confident to describe and lead own warm up sessions (pupil conferencing) 	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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?:	Sustainability and suggested next steps:
Provide greater extra-curricular sporting opportunities for all pupils after school.	Provision ensures children in all year groups from R to Y6 have the opportunity to attend after school sport clubs.	£8820	Active after-school clubs are in place for all year groups and all abilities	Further CPD provided for staff wishing to run active clubs.
	Additional measures put into place to ensure that children with SEND children have the opportunity to attend after school sport clubs.		Most clubs continue to run at close to full capacity to the point of closure (from registers) Pupil premium & SEND participation is prioritised & tracked	Maintenance and provision of equipment to support clubs. PE Lead to monitor levels of participation in clubs across the school.
	New sports to be introduced (ie yoga and fencing) and equipment purchased for new sports that have not previously been used		Number of children who have tried sports they haven't experienced before & or unlikely to access privately (see data).	tennis tri golf 25% of children targeted to actively participate in a new sport to broaden range of experience
	Tapscott Sports Hub and Premium Education to be more involved in supplying a range of sports events (e.g. new age kurling, fencing)		Sports day and whole school events show greater breadth of experience and encourage mass participation	New sport available for sport day for all children to experience. (e.g. new age kurling, fencing)

			Competition outcomes have shown progress in successful outcomes for the school. Children have competed more and won more competitions	Access for PP children to be involved in a broader range of sports (lunch time club)
	Baseball & Football training implemented into Year 5. Team teaching with PE lead.		Children trying a sport that is popular in the world at present time.	Implement a football team into Year 5 and 6.
Orienteering course within the school & train staff	Layout mapped Equipment purchased Specialist set up Staff training implemented	£2000	Course established and trained staff staff trained ready for Sept 2022 implementation	Introduce into curriculum Then link with local school to use their course to apply knowledge learnt
Support all children to learn how to ride a bike & scooter (ongoing) EYFS PD focus to be on use of scooters and bikes (to also impact on travel plan ambitions) (ongoing)	Bike club restarted Beginner sessions introduced for KS1 Repairs of scooter equipment/use donated equipment to support pupil premium families to access this Cycle training which is already part of the curriculum (year 5) - Bikeability EYFS balance bikes and scooters utilised Scooter lessons into EYFS curriculum (link to travel plan)	£100	Pupil premium uptake of bike club increases. Increase to number of children who can ride a bike (see data)	PE Lead/ Learning mentors to monitor and provide support to club leaders. PE Lead to monitor levels of participation in clubs across the school. Bike provision to evolve based on impact

Key indicator 5: Increased participation in competitive sport

Percentage of total allocation:

0 %

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:
100% of children including those with SEND, have the opportunity to participate in competitive sports	<ul style="list-style-type: none"> • Increase participation of children in A, B, C teams in competitions. • Ensure SEND and less active children have opportunity to complete (panathlon participation) • Make links with other schools to provide our children with friendly competitions. This will increase their confidence at performing a sport in an unfamiliar area. (Archery Competition friendly with local school) 	£0 (costed into Tapscott Sports Hub SLA - stated earlier in report)	<ul style="list-style-type: none"> • Wider competition participation levels and outcomes including panathlons (see data) • Reflections based on the competitions children have attended. • Sports events outcomes • Gained YSG Gold accreditation back 	<p>Increase inter school competitions now Covid restrictions have eased</p> <p>After school provision established for training for events</p> <p>Maintain YSG Gold Mark</p> <p>Attend more girls only events</p>

Signed off by			
Head Teacher:	Sue Ferguson	Date:	06/06/24
Subject Leader:	Sally Dains, Sheleena Laskar (SLT)	Date:	05/06/24
Governor:	Sam Coster (Wellbeing Governor) Tom Gregory (Chair of Finance Committee)	Date:	