



Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



2023/2024

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](#).

Created by:



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2022/23	£
Total amount allocated for 2023/24	£
How much (if any) do you intend to carry over from this total fund into 2023/24?	£
Total amount allocated for 2023/24	£16000
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£16000

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 2024. Please see note above	45%
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	3%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0%
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: 2023/24		Total fund allocated:	Date Updated: September 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:
				%
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:
1. 2 x 1-hour PE sessions taught. One by specialist PE company one by class teacher 2. Introduction of new sports, or other activities to encourage more pupils to take up sport and physical activities.	<ul style="list-style-type: none"> Children benefit from having PE specialists teach their PE lessons. Purchase of essential equipment and resources to enable a wide range of sports to be taught. Provide targeted activities, and run or extend school sports clubs. Free places to least active children at afterschool clubs / free after school club for target children. Staff to trial activities to promote greater movement during lessons outside of PE Review of tasks and routines during the school 	<ul style="list-style-type: none"> £1860 	<ul style="list-style-type: none"> Premier Education scheme so staff are up to date with the Primary PE curriculum. Children have exposure of outstanding PE lessons taught by PE specialists. 	<ul style="list-style-type: none"> Primary staff to go and observe the PE specialists teach.

<p>3. Introduction of WOW active that is designed to be fully inclusive and support every child to achieve their personal best scores in different activities.</p>	<p>day with teachers and other support staff.</p> <ul style="list-style-type: none"> Children will compete against their own scores and not other children's this helps build on the child's confidence and add that competitive element to their own ability not other children's. 	<ul style="list-style-type: none"> £3000 	<ul style="list-style-type: none"> All children take part and compete against their own scores 	
<p>4. To increase the number of children confidently swimming 25 metres by the age of 11 – catch up for those who are not able to reach the required standard in swimming – Year 6.</p>	<ul style="list-style-type: none"> Use fund to provide additional swimming instruction to cater for those who are not at national expectations and are not on track to meet them. 	<ul style="list-style-type: none"> £4180 £6,080 (coach to swimming) 	<ul style="list-style-type: none"> Additional swimming is offered to all year groups as a result of previous year 6 swimming results. Additional lessons to introduce children to swimming. 	
<p>5. All children to take part in the daily mile.</p>	<ul style="list-style-type: none"> All children will walk/run in the daily mile to ensure all children are engaged in regular physical activity 			
<p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</p>				
				Percentage of total allocation:
				%

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>1. Pupils, staff and parents are aware of sporting activities and achievements across the school.</p> <p>2. Ensure all children are aware of the importance of a healthy lifestyle, including both diet and regular exercise.</p> <p>3. The school to take part in SGO events.</p>	<ul style="list-style-type: none"> Results and photos to be celebrated/displayed/promoted via bulletin and newsletters and via Twitter. School participation at external sporting competitions. Introduce a healthy eating week – 10th-14th June 2024. With focus on dangers of obesity, smoking and other such activities that undermine pupils' health SGO events happen regularly to raise the profile of PE and sport. 	£300 for resources and staff to run.	<ul style="list-style-type: none"> Parent feedback Positive relationship building for life. Demonstration of leadership, teamwork and communication skills, alongside facing new challenges. Increase in confidence. Improve children's understanding of the importance of a healthy lifestyle. 	<ul style="list-style-type: none"> Internal board in lieu of current situation, achievements will be internal, for example: House Competitions, weekly personal challenges.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about	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	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
<ol style="list-style-type: none"> 1. Primary staff to shadow the secondary PE specialists 2. Staff to be offered opportunities for increased CPD in specific areas e.g. dance if required. 3. Continued CPD for PE lead 4. New curriculum resources provided for staff to ensure consistency through year groups in teaching 	<ul style="list-style-type: none"> • PE specialists to teach Primary PE and allow Primary staff to shadow. • Targeted staff to receive training in specific areas e.g. dance. / Outdoor and Adventurous activities. • PE coordinator to continue to attend level 5 PE training to enable them to assist and upskill other staff. • equipment to be purchased and Staff to be trained in its use. • Research and establish new curriculum resources and provide staff with training / demonstrations on its use if needed. 	£1000 for new equipment	<p>Staff use music as stimulus for more creative lessons in gym and dance.</p> <p>Pupils can see good practice modelled to help learning.</p> <p>Teaching staff are more confident delivering areas of PE highlighted as being a focus, especially dance.</p> <p>Subject leader more confident when undertaking lesson observations/team teaching - able to provide effective feedback and lead discussions.</p> <p>Skills, knowledge and understanding of pupils are increased significantly.</p>	<p>PE lead upskilled to support staff in teaching and assessment.</p> <p>New curriculum provide continuous support for staff.</p> <p>Audio / visual equipment will provide long term opportunities to scaffold teaching and learning.</p> <p>Secondary staff to teach high quality PE lessons to primary pupils</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
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>1. Continue to offer a wide range of activities both within and outside the curriculum in order to get more pupils involved.</p> <p>2. Increased opportunities through lunch time clubs and activities.</p> <p>3. Additional focus on those pupils who do not take up additional PE and Sport opportunities.</p>	<ul style="list-style-type: none"> • Repeat pupil survey to ascertain what sports and activities pupils would like for after school clubs. • External coaches to work with staff in clubs and provide extra clubs. • External coaches to run lunchtime clubs and train play leaders to support KS1 to be more active at lunch times. • Increase in links with community clubs and better pathways for interested pupils. 	<p>£300 for minibus trips and competition entries</p>	<p>Range of clubs supports all ages and stages to ensure an effective mix to engage all.</p> <p>Increase in number of children taking part in after school sports clubs.</p> <p>Majority of children taking part in at least 1 club per year.</p>	<p>Increase in the number of pupils accessing community sport through their enjoyment of sport in school.</p> <p>School will continue to offer sports coaches to deliver a wide range of activities.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:
<ol style="list-style-type: none"> 1. To introduce additional competitive sports identified. 2. All pupils enter an annual sports day. 3. KS1 pupils to take part in inter-school competitions and personal challenges. 4. Increased opportunities for KS2 pupils to take part in intra-school competitions 	<ul style="list-style-type: none"> • Internal competitions External coaches to help run and organize internal competition and self-challenges. • Arrange friendly competition - inter/intra school - use the local sport partnership network and schools linked with external coaches. • Personal challenges to take place regularly during lunch times run by external coaches and Sports leaders. 		<p>Local sport partnership network links so the school is now involved in different competitive sports.</p>	<p>Establish network for intra-school competitions.</p> <p>PE coordinator to establish links with local schools</p>

Signed off by	
Head Teacher:	Naomi Briner
Date:	Sept 2023
Subject Leader:	Reece King
Date:	Sept 2023

Governor:	
Date:	