

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](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](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2022/2023	£0
Total amount allocated for 2023/2024	£21,810
How much (if any) do you intend to carry over from this total fund into 2024/2025?	£0
Total amount allocated for 2023/2024	£21,810
Total amount of funding for 2023/2024. To be spent and reported on by 31st July 2024.	£21,810

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 2020. Please see note above	4%
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	4%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	4%
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?	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:	Date Updated:	
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: 5.6%
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
Children to be engaged in physical activities during break times and lunchtimes.	Additional quality sports provision at lunchtimes in EYFS, KS1 & KS2 Sports Leader Training enabling them to lead clubs in school Order of equipment for use during lunch and break times. Use of daily mile track, within PE Sessions, breaks & lunchtimes. Outside gym equipment, encourage children to use it	£1000 £230 (annual inspection & maintenance)	The impact will be increased physical activity at break times and lunchtimes. All children should be physically active both in school and at home. Sport Leaders will ensure all children are physically active during breaks or lunch	Continued use of Sports Leaders Encourage children to use the Gym and to take part in the daily mile.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole-school improvement				Percentage of total allocation: 22%
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 know and what can they do? What has changed?	Sustainability and suggested next steps:
Children to become more resilient & independent, take responsibility for fitness during break, lunch times & PE sessions.	<p>Give children the opportunity to develop resilience, independence, and inquisitiveness, refer to in planning & PE sessions</p> <p>Signage is to be sourced and installed in all key stages.</p> <p>Examples Basketball – playground court Dance – pagoda, year 5 wall P.E. challenges – MUGA Multi games – MUGA</p> <p>Play leaders to encourage children to refer to signs</p>	<p>£2000</p> <p>£1000</p> <p>£1830</p>	<p>Children are to be responsible for keeping themselves fit.</p> <p>Improved awareness of opportunities within the school.</p> <p>Children are to understand sections of the playground allocated to particular sports</p> <p>Children are to show an understanding of what it takes to become a professional sports person.</p>	<p>Pupil play leaders train pupils from lower-year groups on how to play team games.</p> <p>Pupils to regularly refer to signs.</p> <p>To work with professionals from other sports.</p>
Children to work with professional sports people to raise expectations	Year 6 to work with Aston Villa FC – kickstart			

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	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?	
To ensure all staff are confident teaching PE lessons in each area of the PE curriculum.	<p>Teachers to work with KESSP coaches to plan & and teach PE sessions as CPD. Year group at a time targeted.</p> <p>KESSP to provide whole school staff CPD in staff meeting</p> <p>All teachers will have access to PE Hub and will use PE Hub to plan lessons to maintain consistency across the school. All teachers should have access to high-quality resources</p>	<p>£2,500</p> <p>£450</p>	<p>Expert training involved in supporting all school staff to teach PE enabling all children to be challenged and staff developed to adapt tasks according to ability.</p> <p>Training and resources for high-quality Teaching and learning.</p> <p>The PE team will have additional training so that they can run clubs that are of a good standard.</p>	<p>Staff in all departments to attend CPD.</p> <p>Information regarding PE to be regularly shared across all departments</p> <p>The focus for this academic year will be accurate assessment.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				36%

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:
Additional achievements:				
Increase the range of opportunities for pupils in all key stages to take part in school time & after-school activities including competitive sports.	<p>Provide transport to take children to competitions/events</p> <p>Provide cover for staff to attend events</p>	<p>£300</p> <p>£1000</p>	The impact will be that children in KS1 and KS2 have the opportunity to take part in a range of sports plus competitions.	This can be sustained by accessing more competitive sports.

Children to be given opportunities to train for competitions after school clubs	Pay sports coaches to train the children so they can perform confidently during competitions.	£1000		
Children to develop resilience, independence, life skills & fitness	External coaches to provide after-school clubs – KESSP	£1500		
	Luke Evans to provide after-school multi-sports clubs			
	BrigHouse residential centre to be used to develop independence			
An increase in the percentage of children who can swim 25m by the end of Year 6 children.	Year 6 children are to have an intensive week of swimming after SATs to ensure as many as possible can swim 25m	£4200		
	This will be achieved by using the Pop-up pool which will be based in the school and offered for children after school.			
			The children should show improvement during competitions.	Children will be encouraged to join clubs within their local community.
			At the Brighthouse, the children should learn how to be self-sufficient by making their own beds	Instead of a 1 night residential, it would be feasible to extend it to 2 overnight stays.
			More children will have greater swimming opportunities	Children will use their local swimming clubs to swim for leisure.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				22%
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 provide as many opportunities for children to participate in competitive sports and for children in all KS1 and KS2 to compete in an annual sports day.	Provide transport to events Provide cover for staff to attend events Rewards, trophies etc for winning classes	£1000 £3000 £800	This will be evidenced by Boys and Girls representing the school.	To work with organisations to ensure that competitive sport is available for Boys and Girls in all Key Stages

Signed off by	
Head Teacher:	Adele Green
Date:	22/9/23
Subject Leader:	N. Patterson
Date:	21/9/23
Governor:	
Date:	