

Evidencing the impact of the Primary PE and sport premium

2023-2024

Commissioned by



Department
for Education

Created by



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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.

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 2022. 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 2022/2023	£17,780
How much (if any) do you intend to carry over from this total fund into 2023/2024	£4,031
Total amount allocated for 2023/24	£17,720
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£21,751

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:	Percentage of total allocation:	
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			%	
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:
Increase the amount of physical activity during the school day across all key stages	- Continue the daily mile across all key stages. - P.E lead to explore and share suitable resources available for teaching staff to use throughout the day which will create opportunities for	SMSA £5608.80	- Daily mile now well established and takes place every lunchtime across all key stages. - Resources shared with class teachers (videos, activity cards, ideas of	- Continue the daily mile across all key stages. - P.E lead to continue to explore and share suitable resources available for teaching staff to use throughout the day which

	children to be physical active (I.E mini classroom exercise breaks ideas). - P.E lead to create a timetable for the EYFS outdoor provision which will indicate a specific focus. This will be progressive throughout the year in line with the Progression of Skills document. - P.E lead to do an audit of equipment at the start of the year. Half termly checks to be carried on playground and P.E equipment to ensure it remains usable and of high quality. Extra equipment purchased when needed.		suitable classroom based exercises). The mini classroom exercise breaks are used to help the children prepare their bodies for learning. - Timetable created for EYFS outdoor provision ready for implementation in September 2024. Timetable indicates which resources to put out, ideas of games and activities and ways in which children can be supported in order to achieve the gross motor skills at each stage throughout the year and the ELG. - Audit of equipment throughout the year. Extra equipment purchased when needed.	will create opportunities for children to be physical active (mini classroom exercise break ideas). - P.E lead to implement the timetable created for the EYFS outdoor provision - Key stage 1 playground leaders reintroduced. P.E lead to work with the leaders to teach them games and activities using the equipment on offer. Leaders to then roll out the games during playtimes. - P.E lead to revisit games and activities with SMSA's and TA's. - P.E lead to continue to do an audit of equipment throughout the year. Half termly checks to be carried and extra equipment purchased when needed.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
CPD for whole school – link between physical activity & mental health	- P.E lead to attend all network meetings and continue to feedback updates and information to all school staff. - Information shared with parents highlighting the links between physical activity and mental health through workshops, class dojo, school website and a physical health pack. - Ideas of mini classroom physical activity breaks shared with class teachers and introduced into the school day. Information shared with the children about the impact physical activity can have on mental health through circle times and class discussions and the reasoning behind the mini classroom breaks.	P.E lead- £3351	- P.E lead has fed back to staff updates from any training and meetings with a particular focus on the link between physical activity and mental health. - P.E lead shared information with parents highlighting the links between physical activity and mental health through workshops, class dojo and the school website. - Mini classroom exercise breaks resources shared with class teachers (videos, activity cards, ideas of suitable classroom based exercises) and implemented to help the children prepare their bodies for learning. Information about the importance of preparing the body ready for learning and the impact physical activity can have on mental health shared with the children before completing the mini classroom breaks, through circle time activities and	- P.E lead to attend all network meetings and continue to feedback updates and information to all school staff. - P.E lead to share information with parents highlighting the links between physical activity and mental health through workshops, class dojo and the school website (targeting new to us parents/a revisit for all other parents). - P.E lead to continue to explore and share suitable resources available for teaching staff to use throughout the day which will create opportunities for children to prepare their bodies ready for learning and that will also highlight the impact physical activity can have on mental health (mini classroom exercise break ideas).

			class discussions.	
Data analysed on a termly basis and fed back to SLT	• P.E lead to analyse assessments each half term. • Identify the bottom 20% in Physical Education (identify gaps in learning and share possible interventions with each class teacher). • Identify top 20% in Physical Education (nurturing ability and signpost to further opportunities in the community. Share with class teacher and inform parents via phone call or class dojo). • The percent of SEND and Pupil Premium children who did not reach expected standard, achieved the expected standard and achieved above the expected standard identified and shared with each class teacher.		• P.E assessments analysed each half term by the P.E lead and an assessment overview produced for each year group (F2, YEAR 1 and YEAR 2). Assessment overview includes; • The names of the children in bottom 20% and ideas of interventions to support gaps. • The names of the children in the top 20% and information about opportunities in the community. Information then shared with parents via class dojo. • The percent of SEND and Pupil Premium children who did not reach expected standard, achieved the expected standard and achieved above the expected standard identified and shared with each class teacher.	• P.E lead to share the half termly assessments from L&L with class teachers. This will identify the children who are working at the expected level and the top and bottom 20%. Class teachers will then use this to inform their planning and delivery of the same sport in the following half term. • At the end of each sport/physical activity class teachers will then re-assess the children and share assessments with the P.E lead. • The P.E lead will then analyse the P.E assessments and produce an assessment overview. • Assessment overview will continue to identify the bottom 20% and share possible interventions, identify top 20% and signpost parents to further opportunities in the community (contact via phone call or class dojo) and identify the names and number of SEND and Pupil Premium children which did not reach expected standard, achieved the expected standard or achieved above the expected standard.
To promote healthy active lifestyles outside of school hours	• P.E lead to analyse P.E assessments each half term and top 20% identified. Local club links for children to access		• P.E lead analysed P.E assessments after each sport delivered. The top 20 % of children identified and	• P.E lead to continue to promote sports clubs and activities outside of school hours through assemblies,

	outside of school hours provided and shared with parents via phone calls and class dojo. • P.E lead to promote sports clubs and activities outside of school hours and information which will be shared via class dojo and the school website. • P.E lead to create a physical health pack to give to parents sharing ideas and resources of how to stay active outside of school hours and information about the impact of physical activity on mental health. • P.E lead to create physical activity cards, passports and information sheets to share with children and parents before a half term with the aim of encouraging children to complete at least 60 minutes of activity each day. • Whole school to take part in the walk to school week in May.		information about local club links for children to access outside of school hours shared with parents via class dojo. • Information about local clubs available after school, weekends and during the holidays shared with parents via DOJO and letters. • P.E lead created a health pack for parents including information about mental health and the impact on physical activity, the importance of physical activity and ideas of how to stay active during the summer holidays. • Physical activity cards, passports and information sheets created by the P.E lead for children to complete during the May half term. Certificates/prizes awarded to the children who achieved 60 minutes of physical activity each day. Parents shared photo and video evidence with the class teachers via class dojo. • Whole school took part in the walk to school week in May.	workshops and information which will be shared via class dojo and the school website. • P.E lead to run 3 workshops throughout the year. Parents will complete a questionnaire at the start of the year asking them what they would like each workshop to consist of. P.E lead to create the workshop around the responses. • P.E lead to continue to send out activity passports, health packs and activity cards before half terms to help the children achieve the recommended amount of physical activity whilst at home. • Whole school to continue to take part in the walk to school week in May.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
To increase the subject knowledge and confidence of staff in PE.	- CPD- staff continues to observe P.E specialists each week. Class teachers then use the information to inform future lessons and increase progression. LIVE & LEARN SPORTS - P.E lead to continue to feedback updates and information from network meetings and courses.	Live and Learn- £12987	All staff continued to observe Live and Learn on a weekly basis to increase their subject knowledge and confidence in P.E. Based on their observation of children during the sessions taught by Live and Learn and the assessment overview provided by the P.E lead, staff were able to; - Plan and deliver follow-up lessons - Make future lessons progressive - Pick out children who were not yet competent in certain areas of learning and plan accordingly - Target specific groups of children - P.E lead shared updates and information from network meetings and courses with class teachers.	- All staff to continue to observe P.E specialists each week (LIVE & LEARN SPORTS). - P.E lead to continue to feedback updates and information from network meetings and courses.

To improve the teaching of PE in order to raise standards.	• P.E lead to liaise with Live and Learn to create the 2023-2024 medium term plan to ensure it is progressive and that the planned sports coincide with the upcoming sports festival. • Live and Learn continue to provide half termly assessments. P.E lead to continue to share these with class teachers. • P.E to analyse assessments and the end of each sport physical activity and create the assessment overview. Overview will be shared with class teachers half termly. • Staff continue to have access to a bank of structured lessons and coverage sheets to help identify gaps in learning and use to plan further sessions.		• Medium term plan created with Live and Learn to allow for progression and to coincide with sports festival. • Assessments undertaken by Live and Learn to assess progress after each sport delivered and shared with P.E lead and class teachers each half term. • P.E lead analysed the assessments at the end of each sport/physical activity and created an assessment overview. Overview shared with class teachers half termly. • Staff had access to lessons plans and coverage sheets and are centrally held.	• P.E lead to liaise with Live and Learn to create the 2024-2025 medium term plan to ensure it is progressive and that the planned sports coincide with the upcoming sports festival. • Live and Learn continue to provide half termly assessments and share with class teachers via the P.E lead. • P.E to continue to analyse the assessments and create the assessment overview. Overview will be shared with class teachers half termly. • P.E lead to update centrally held lesson plans and resources for each sport and physical activity and shared with class teachers.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

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 enhance the current offer of sports and activities available to pupils.	• P.E lead to explore local clubs and sports facilities linked to the sports covered during P.E. Information shared on the assessment overviews each half term. P.E lead to contact the parents of the top 20% of children and signpost them to the community links. • P.E lead to develop community links with local providers and continue to promote these through assemblies, workshops and information which will be shared via class dojo and the school website. • Live and Learn to continue to offer a wide range of sports activities after school to both EYFS and KS1. Continue to offer clubs and the subsidised rate of £1 with disadvantaged pupils having access to these clubs free of charge. • P.E lead to find an alternative sport/activity for the children to try.	Cost of sports clubs- £2442 minus parental donations of £1153.20, minus PP donations £326.20 = £962.40 Overall costs	• P.E assessment overviews identified local clubs and sports facilities linked to the sports covered during P.E and shared with the top 20%. • Information about local clubs available after school, weekends and during the holidays shared with parents via DOJO and letters. • Live and Learn continued to offer a wide range of sports activities after school to both EYFS and KS1. Clubs still offered at the subsidised rate of £1 with disadvantaged pupils having access to these clubs free of charge. • P.E lead arranged for a trampolining after school club for both EYFS and KS1 children	• P.E lead to continue to identify local clubs and sports facilities linked to the sports covered during P.E and shared with all parents via class dojo. The top 20% will be contacted individually via class dojo. • P.E lead to continue to promote sports clubs and activities outside of school through assemblies, workshops and information which will be shared via class dojo and the school website. • Liv and Learn to continue to offer a wide range of sports activities after school to both EYFS and KS1. Continue to offer clubs and the subsidised rate of £1 with disadvantaged pupils having access to these clubs free of charge. • P.E lead to find an alternative provider that

				will offer a new sport/activity for the children to try.
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Key indicator 5: Increased participation in competitive 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 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:
Attend 6 inter school tournaments Children have access to a comprehensive and regular programme of competition and festivals for children across Y2 which enables them to compete against other schools and other classes within their own school	- Medium term plan altered to coincide with festivals. - Have access to the Live and Learn competition calendar who timetable a range of festivals to take part in. Half termly assessments then used to help identify talent in each sport prior.	Minibus x5£300 TA cover x5 mornings-£240 Teacher cover x5 mornings-£550	- P.E lead met with Live and Learn at the start of the year to create a medium term plan that allows the children opportunity to experience the sport/physical activity before competing at the inter school tournaments. - Attended all 5 of the Live and Learn inter school competitions school (Mini Olympics, Matball, Boccia, Football, and Rounders). 2nd place three times and 1st place in rounders and matball. - Half termly assessments used to help identify talent in each sport prior to the event taking place. - Different children attended each festival to give a larger amount of children the	- Attend all 6 inter school tournaments Live and Learn offer. - Each term the P.E lead to plan opportunities for intra school competitions (class v class). - P.E lead to work with Live and Learn to plan and deliver a sports day for the whole school in the Summer Term.

			opportunity to compete competitively.	
Competition introduced into the curriculum	Competitive sports included in the medium term plan. Opportunities planned for children to compete against other members of their class.		Medium term plan included sports that allow children the opportunity to compete against themselves and other members of their class (i.e rounders, tri golf, matball).	
	Sports day to take place during the Summer term. Children to compete against each other in a variety of sports.		All children from FS1 to Year 2 participated in a sports day. Children competed against each other in a variety of sports.	

Signed off by	
Head Teacher:	Mrs N Kitchen
Date:	
Subject Leader:	Miss S Gordon
Date:	
Governor:	Mrs T Cartlidge
Date:	