

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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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.

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 2021/22022	£ 17,778
How much (if any) do you intend to carry over from this total fund into 2021/2022?	£ 102
Total amount allocated for 2022/23	£ 17,776
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17,878

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: 2022/23	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:	
			%	
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	Continue the daily mile across both key stages.		Daily mile now well established and takes place every lunchtime. All children increasing their heart rate during the lunchtime walk.	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 children to be physical active. The mini classroom exercise breaks will be used to help the children prepare their bodies for

				learning.
	Increase activity during playtime and lunchtimes.		Extra equipment purchased for break/lunchtime and offer more variety. All areas of the playground now in use. All areas on a rota and all children now have the opportunity to access the areas on offer.	P.E lead to create a timetable for the EYFS outdoor provision which will indicate the focus for each week. This will be progressive throughout the year in line with the Progression of Skills document. 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.
Children have access to appropriate resources to experience and enjoy PE including outdoor play equipment for lunchtimes	PE and sports equipment – e.g PE resources and outdoor play equipment		A range of quality resources purchased for P.E and sports. The equipment purchased enable the children to access all of the sports that have been planned for throughout the year. Sports outdoor play equipment purchased and allow for a rota system to take place during break/lunchtimes.	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.
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 feedback relevant information.		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. At the start of the year the well-being coordinator asked staff to complete a well-being survey. The outcomes were then used to inform 2 well-being workshops. Discussions around the links between physical activity and mental health discussed and information shared with staff. Mental health children's day to raise awareness of the importance and impact physical activity can have on 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 and the school website. Mini classroom physical activity breaks introduced and Information shared with the children about the impact physical activity can have on mental health.
P.E lead to identify the bottom 20% in Physical Education (plan in place to support gaps) and the top 20% in Physical Education (nurturing ability and signposting to further opportunities in the community).	P.E lead to analyse P.E assessments each half term. Identification of bottom 20%- gaps in learning and possible interventions shared with each class teacher. Identification of top 20%- opportunities in the local community found and shared with class teacher. The percent of SEND and Pupil Premium children who did not reach expected standard, achieved the		P.E assessments from Live and Learn 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	P.E lead to continue to analyse P.E assessments half termly and produce an assessment overview.

	expected standard and achieved above the expected standard identified and shared with each class teacher.		information about opportunities in the community. 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.	
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 outside of school hours provided and shared with parents.		P.E lead analysed P.E assessments after each sport delivered. The top 20 % of children identified and local club links for children to access outside of school hours provided. Information about local clubs available after school, weekends and during the holidays shared with parents via DOJO and letters. A representative from the All Stars Cricket delivered an assembly to FS2 and Key Stage 1 children to promote the 8 week programme at the local cricket club.	P.E lead to promote sports clubs and activities outside of school hours through assemblies, workshops and information which will be shared via class dojo and the school website. P.E lead to run workshops for parents allowing the opportunity to share ideas and resources of how to stay active outside of school hours. Whole school to take part in the walk to school week in May.

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 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	£17661	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	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.	Medium term plan in place to allow for progression across key stages. A bank of structured lessons available on the staff server for all staff to access. Assessment sheets for each sport to track progress. 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. Sequence of lessons available for all members of staff to access and are centrally held. Assessments undertaken by Live and Learn to assess progress after each sport delivered shared with P.E lead and class teachers each half term. P.E lead analysed the assessments from Live and Learn and created an assessment overview. Overview shared with class teachers half termly. Staff continue to have access to blank assessment and coverage sheets.	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 analyse the assessments and create the assessment overview. Overview will be shared with class teachers half termly. Staff continue to have access to blank assessments and coverage sheets.

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:
To enhance the current offer of sports and activities available to pupils.	Community links developed with local providers to encourage exit routes. To offer and provide a broader range of opportunities for the pupils to compete in wider range of sporting activities and events.		P.E assessment overviews identified local clubs and sports facilities linked to the sports covered during P.E. Information about local clubs available after school, weekends and during the holidays shared with parents via DOJO and letters. A representative from the All Stars Cricket delivered an assembly to FS2 and Key Stage 1 children to promote the 8 week programme at the local cricket club.	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. 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

	After school clubs to offer a wide range of sports activities to both EYFS and KS1	£2775 minus pp contributions of approx. £550 and parental donations approx. £1260.	After school sports varied each half term and at least one sport or activity available for each year group every half term. Attendance monitored each half term, least popular sport identified and used to inform the planning and delivery of future clubs. Clubs heavily promoted through letter distribution and through DOJO. Sports Premium Budget help fund sports clubs after school, with parents only required to pay £1 per session. Clubs are available free of charge to disadvantaged children. Clubs are now well attended and are consistent in attendance.	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. Half termly assessments then used to help identify talent in each sport prior. Have access to the Live and Learn competition calendar who timetable a range of festivals to take part in.	£480 minibus £840 Teacher £276 TA	Half termly assessments used to help identify talent in each sport prior to the event taking place. All 6 inter school competitions attended (Mini Olympics, Matball, Boccia, Football, Tri Golf and Rounders). 2nd place three times and 1 third place . Different children attended each festival to give a larger amount of children the opportunity to compete competitively.	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.
	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).	
Competition introduced into the curriculum Intra school competitions	Sports day to take place during the Summer term. Children to work in mixed ability teams and competing against other mixed ability teams across 15 stations.		All children from FS1 to Year 2 participated in sports day. Children worked in mixed ability teams and competed against each other in a variety of sports.	

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