

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 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 2023.**

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 carried over from 2020/21	£0
Total amount allocated for 2021/22	£16,280
How much (if any) do you intend to carry over from this total fund into 2022/23?	£6,330
Total amount allocated for 2022/23	£16,360
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£22,690

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p>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</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p> <p>Please see note above</p>	Not applicable
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	Not applicable
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	Not applicable
<p>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?</p>	Yes, in Spring Term 2023. Each class has five swimming sessions.

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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: £22,690		Date Updated: July 2022	
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: 55.5%
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:
Continue to buy into the local school sports partnership to ensure sports provision is well supported through specialist skills, knowledge and experiences.	<p>Headteacher to sign up for the partnership and monitor the offer provided to ensure the school is getting the most out of the partnership.</p> <p>To continue the review of sporting equipment, purchasing where recommended.</p> <p>To continue to work with the PE advisory teacher to enhance the opportunities available.</p> <p>To continue to take part and improve inter school events to enable children to compete and to experience different sports</p> <p>Ensure budget is allocated to manage staff cover and provide</p>	£2000	<p>The partnership has continued to go well with regular commitments built in such as play leader work, tennis session, football festival and training for staff as required. Opportunities for interschool events. Wider opportunity for dance provided children with opportunity to see live performance. Children are also taught by a specialist teacher and students learn a range of dance moves and responses to music.</p> <p>Transport cost is well supported through PE sports funding as necessary.</p>		<p>Continue with partnership and aim for improved attendance at interschool events.</p> <p>Continue to work with specialist teacher to further enhance PE opportunities.</p> <p>Consider how specialist teacher can support personal challenges with the children.</p> <p>Consider ways that specialist teacher can support the teaching and learning of specific skills.</p>

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	<p>transport to enable attendance at TWSSP events.</p> <p>Ensure budget is allocated to manage staff cover when they are planning their PE provision with specialist support.</p>			
<p>Continue Playground Leaders to encourage younger children to take part in physical activity at break and lunch times and to develop early leadership skills.</p>	<p>Sports specialist teacher to offer training, support and supervision to playground leaders/teachers.</p> <p>To retrain new group of Playground Leaders following transition of year groups.</p> <p>Playground leaders to run sessions to increase the physical activity of other children during break time and lunch time with the support of the Lunchtime Supervisor.</p> <p>PE coordinator (Headteacher) to monitor the implementation of the programme and track its effectiveness.</p> <p>Enable purchase of equipment to support activities as required.</p>	<p>£300</p>	<p>This is an effective provision for our Year 2 children to develop their leadership skills. It is well organised and children take on the skills developed into their own play sessions. Helping themselves and other children to stay active and focussed during break sessions.</p>	<p>Continue this provision to ensure new Year 2 children have a similar opportunity and provide continuity of provision.</p>
<p>Continue with Crossbar after school clubs to provide a range of sports.</p>	<p>Work with provider to ensure that a varied offer is provided based on children and parent feedback.</p> <p>Always observe and monitor the quality of delivery provided to ensure a safe environment for the children.</p>	<p>Parents contribute to the overall cost for their own child</p> <p>£7000</p>	<p>A range of sports clubs have been on offer this year. The clubs have been varied and have followed children's interests and themed, when possible, with events going on in the wider sporting community for example additional footballs were purchased to support the children's interest in</p>	<p>Continue to offer the children an opportunity to have an input into which clubs they already enjoy or would like to try.</p> <p>Consider ways of trying new activities as tasters that could then be added into our offer if</p>

	<p>Monitor attendance across clubs looking specifically at gender and PPG children.</p> <p>Gather parents opinion on how clubs are working for them and if they have any further suggestions or to give school a understanding if there are any barriers to attending a sports club</p> <p>Continue to work with the new provider to ensure our after-school club provision remains popular, and to change activities to ensure that children are able to access a number of sports.</p> <p>To allow children to have opportunity to have an input into which clubs they already enjoy or new ones they would like to try.</p> <p>Consider ways of trying new activities as tasters that could then be added into our offer if children are enthusiastic to try them.</p> <p>Continue to liaise with our provider regarding the sports equipment available in school to enhance/replace where needed e.g. uni hock sticks</p>		<p>the men and women’s World Cup. Cricket has continued to go well and grow in popularity. Children have had an opportunity to enjoy different sports including hockey.</p> <p>Children have enjoyed the opportunity to have an input into which sports club they would like to have in school.</p> <p>Monitoring of clubs shows that there is a strong balance of both girls and boys attending all clubs. Our PPG children are encouraged to attend clubs throughout the week but this is personal choice. Our SEND children attend a variety of sporting clubs particular to their interest.</p> <p>The purchase of sports equipment ensures the school has a good variety to use and can offer opportunities in cricket, tennis, football, athletics etc.</p>	<p>children are enthusiastic to try them.</p> <p>Continue to monitor the range of children who are attending clubs and gather parents opinion on how clubs are working for them and if they have any further suggestions or to give school a understanding if there are any barriers to attending a sports club.</p> <p>Consider any different or replacement of equipment that may need to be purchased.</p>
<p>Monitor and assess the effectiveness of active learning opportunities within lesson and transition times.</p>	<p>Suitable times throughout the day, and across the curriculum, to be identified by staff to support active sessions and increase the frequency of activity within sessions. For example, use of supermovers</p>	<p>£800</p>	<p>There are a variety of ways that staff successfully ensure active breaks are taken during the school day. Supermovers, yoga, brain gym are all incorporated well.</p>	<p>Plan with lunchtime carers new ways to increase activity during the lunchtimes, include suggestions from children through school council meetings.</p>

	<p>between sessions, brain gym activities, active learning activities. Consider the benefits of the daily run and if it is feasible for it to be re-introduced.</p> <p>Monitor the range of active learning activities on a termly basis. Assess their effectiveness and to ensure variety.</p> <p>Plan with lunchtime carers new ways to increase activity during the lunchtimes, include suggestions from children and through school council meetings.</p> <p>Review training and resource need to support active learning opportunities.</p> <p>Training to be provided to staff to support them in the planning and implementation of active learning opportunities. Cover to be provided to enable this.</p>		<p>Staff share ideas on the type of active learning activities they are doing and make suggestions of new ones. Staff share resources that they find particularly useful in developing active learning.</p> <p>Training for this was limited due to other training commitments this year.</p>	<p>Consider most effective training for active learning.</p> <p>Consider other resources available to support active learning e.g. creating active schools via Energize.</p>
<p>Continue to hire local Village Hall to provide increased indoor space for PE activities and to enable storage of a range of PE equipment. This enables PE to place regardless of weather conditions.</p>	<p>Teachers to plan and deliver a wider range of physical activities on a regular basis throughout the year.</p> <p>Improve storage of PE equipment for easy access during PE sessions.</p> <p>Consider ICT linked movement sessions e.g. dance as new equipment such as interactive board is now in place in village hall.</p> <p>Make good use of village hall space to</p>	<p>£2500</p>	<p>The village hall has continued to be an excellent resource for the school. It enables gross motor development through use of large PE equipment.</p> <p>ICT resources are also part of the package and this enables more efficient and effective dance and movement sessions.</p> <p>It provides a suitable space to enable our links with our local</p>	<p>Continue to use to support aspects of physical development in a range of ways.</p> <p>Hold a dance workshop linked to topic /cultural event.</p>

	allow for physical activities that will enhance other curriculum areas and topic work for example a dance workshop linked to topic /cultural event.		secondary school to function including dance sessions with our children, led by their students.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 2.6%
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:
Review the existing provision across PESSPA to assess the existing profile and identify way this can be developed further.	<p>Headteacher to meet with the specialist support teacher from TWSSP to review existing provision and agree updated action plan of improvements. More face-to-face support and practical session to be made available.</p> <p>To ensure new staff are confident to teach at appropriate level and with awareness of progression of skills. Consider ways to develop active sessions during the school day.</p> <p>Ensure budget is allocated to manage staff cover when they are developing their skills and knowledge where necessary.</p> <p>Review and monitor after school club coaching provision with a specific emphasis on gender and PPG. Also as</p>	£600	<p>Headteacher met with specialist support teacher and plans across the year were set with more face-to-face sessions for example playleader training, dance session.</p> <p>New staff feel more confident with areas of PE but will still be supported where appropriate this year.</p> <p>Coaching provision during after school clubs has gone well. There is no real bias between groups that choose to use /not use the clubs. Feedback from parents seems to be very much based on their personal circumstances for example a need for a child to attend an afterschool club due to</p>	<p>To utilise TWSSP provision to provide playleader training for this Year 2 cohort.</p> <p>Training for staff as appropriate to their needs to ensure they are able to teach confidently and with good understanding of progression of skills.</p> <p>As a large set of new parents this year, collect feedback on their views on sports clubs and the provision offered.</p> <p>Continue to promote sporting achievements (inside and outside school) through celebration assemblies and newsletter.</p>

	<p>there is now a large set of new parents collect feedback on their views on sports clubs and what is offered.</p> <p>Continue to look at range of clubs through the year with new coach to consider most appropriate clubs. Ensure that activities offered are varied to capture a range of children's sporting interest.</p> <p>School council to follow up by finding out children's sporting interests.</p> <p>Continue to use the school newsletter to maintain the profile of PE sessions, sporting achievement, active lessons and after school clubs.</p> <p>Continue to promote out of school sporting achievements at weekly Celebrations Assembly and include in the Newsletter.</p>		<p>work commitments. Some are choosing clubs because of particular interest. With such small intakes this seems to vary according to cohort.</p> <p>In school sporting achievements are reflected in our newsletter and weekly assemblies. For example, dance sessions, sports day. Out of school sporting achievements are also included such as Tae Kwon Do, swimming certificates etc.</p>	<p>Consider other resources available to support active learning e.g. creating active schools via Energize.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 3.3%
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>Upskill Year 1 and 2 teachers by using TWSSP and by purchasing a PE Hub subscription to develop subject knowledge and skills.</p>	<p>Monitor to ensure breadth of coverage and knowledge and skills of teaching staff. Upskill new member of teaching team as necessary.</p> <p>Maintain PE Hub subscription and monitor benefits with staff.</p> <p>Staff observe 'good' practice and use in their own PE lessons.</p> <p>Ensure budget is allocated to manage staff cover when they are developing their skills and knowledge where necessary.</p> <p>To ensure sufficient resources and equipment are in place to support activities.</p>	<p>£750</p>	<p>The PE Hub has been useful in continuing to develop staff skills particularly for new members of staff.</p>	<p>The PE Hub subscription is to be continued to provide ongoing support for staff and a variety of activities and ideas.</p> <p>To continue to work with TWSSP to develop new initiatives and skills.</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation: 33%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

Additional achievements:		£		
To enable children to participate in swimming sessions.	<p>Swimming lessons to be re-instated Spring 2023.</p> <p>Arrange for children to attend five swimming sessions at a local pool with tuition from a qualified swimming teacher.</p> <p>Ensure budget is allocated to manage additional staff and provide transport to enable attendance at swimming sessions.</p>	£2500	<p>All children attended swimming sessions with each class having five sessions.</p> <p>A trained swimming instructor was employed to lead the sessions. A swimming trained parent helper provided support along with other staff. To enable additional swimming teaching for each class, particularly following the pandemic where opportunities to swim had been restricted, the sponsored swim session was replaced with an additional teaching session as it was felt this would be more beneficial for the children's progress in swimming.</p> <p>SEND children were well supported on a one-to-one basis to ensure they could access the sessions fully.</p> <p>Parental feedback regarding the sessions was very positive. Following the swimming sessions in school parents have indicated that their children have taken up further swimming lessons. This is</p>	<p>To ensure swimming sessions, including transport, continue to be supported.</p> <p>To continue to have an additional teaching session in place of the sponsored swim session.</p> <p>Raise children's awareness of water safety through the Swimming Teachers Association resources (STA).</p>

			reflected in our celebrations assemblies with children becoming water confident and sharing their swimming awards.	
To improve the number of children taking part in festival type opportunities – represent their school.	Allow as many children as possible to access physical challenges alongside other schools. Continue buying into school sports partnership, to allow access to sporting festivals and competitions.	Costs included in Key Indicator 1	We have continued to be supported by the school sports partnership.	Aim for children to attend a variety of intra school festivals.
Update PE and sports equipment as required throughout the academic year.	Ensure that the correct equipment is available to the teachers, in order for them to deliver the PE curriculum. To continue the review of sporting equipment. Purchase new equipment to broaden and enhance the range of sporting activities available. Replace damaged/unsafe equipment.	£1000	New equipment has been purchased as required to enable children to easily access a variety of physical games and activities.	Equipment will continue to be replaced and enhanced as necessary.
Provide a regular Forest School opportunity and activities to develop children’s connection with, and exploration of, the natural world. Pupil enjoyment and understanding of how to stay healthy and be outdoors is boosted. Aligned to this is the development of good mental health and wellbeing through physical activity, a	To continue development of Forest School opportunity through the seasons. Staff cover costs to ensure children are able to participate safely. Transport costs supported as necessary.	£2500	Forest School continues to go well with nine sessions taking place throughout the year. Sessions involve active learning including rope climbing, walks through the deer park, fine and gross motor skill development through lifting and using equipment e.g. digging, wheelbarrows etc.	Further Forest School sessions will be planned on a seasonal basis.

<p>sense of freedom and engagement with the natural world.</p>	<p>To use forest school as a means to develop fine and gross motor physical skills across the year groups.</p> <p>To promote challenge and resilience and endurance in physical activities.</p> <p>To provide social and emotional wellbeing and the development of good mental health.</p>		<p>Children’s social and emotional development was supported through the sessions for example teamwork. Opportunity for risk taking was provided and children were able to challenge themselves physically.</p> <p>Pupil voice reflects childrens enjoyment of the outside forest environment and being physically active. They reflect well on how this makes them feel and staff feel this has a positive effect on their wellbeing.</p> <p>This had a positive link with other curriculum areas such as art and science.</p>	
<p>Provide greater opportunities to explore the local natural environment and encourage healthy lifestyle choices.</p>	<p>To progress development of our use of the local natural environment.</p> <p>Contact an appropriate wildlife trust to support this.</p> <p>Staff cover costs to ensure children are able to participate safely.</p> <p>Opportunities to explore further aspects of the local area will be identified, for example Church Aston hill.</p>	<p>£500</p>	<p>Children were able to explore the local area for example walks to the mere and local park.</p>	<p>Opportunities to explore further aspects of the local area will be identified, for example Church Aston hill.</p>

<p>Provide cycle or scoot to school and walk to school opportunities to encourage walking to school and regular exercise.</p>	<p>To provide cycling, scooting and walking to school sessions to encourage regular exercise.</p> <p>To actively promote through newsletter etc.</p> <p>Provision of instructor costs, assembly and supervised courses.</p> <p>Staff cover costs to ensure children are able to participate safely.</p>	<p>£1000</p>	<p>Children took part in the Big Walk and Wheel to encourage regular exercise and active journeys to school.</p> <p>We have continued to promote regular exercise and health as part of our newsletter. Children who achieve sporting success outside of school are celebrated in our newsletter and assemblies.</p>	<p>Children will take part in the Big Walk and Wheel again and pedestrian training and scoot and cycle safety sessions will be explored further.</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:
N/A due to being a KS1 school only. However we will continue to take part in KS1 competitions which are a festival format to provide the children with a positive sporting experience.		£		

Signed off by	
Head Teacher:	Jenny Griffiths
Date:	July 2023
Subject Leader:	Jenny Griffiths
Date:	July 2023
Governor:	Janet Bennett
Date:	July 2023