

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 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 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 2022/23	£17,700
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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	To be completed in July 23
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 2023. Please see note above	
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	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	
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?	

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: 2021/22		Total fund allocated:		Date Updated: July 2022	
Key indicator 1: The engagement of all 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: 58%
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?:	
To provide quality assured professional development opportunities linking to the use of new MUGA and SMOOGA for teachers and all staff enabling high quality teaching and learning for all children.	PE Lead supported by TA with Sport as a specialism to model expectations in MUGA and SMOOGA and how the facility can be used. External coaches to be used to model high quality Activity and PE sessions.		£10,195	Children will have regular, physical outdoor exercise of high quality which they can model outside of school. More experienced staff/coaches have supported staff in a coaching and mentoring capacity to help support the integration of exercise to support the children. PE Lead has supported staff in adaptive teaching for SEND children so they can access the PE curriculum.	
Lunchtime adaptations so a focused 'activity time' takes place which is supported by well trained staff and children.	High quality CPD for TAs and Lunchtime staff to support delivery of high quality physical activity at lunchtimes. High quality CPD for Sports leaders so they can take a lead role in physical activity.			'Activity time' on lunchtimes shows high quality physical activity. Children have positive attitudes towards the activities and can apply these skills to the wider environment.	

KS1 and KS2 to have 10 minutes physical exercise within the school day additional to PE and social times.	All staff clear of the expectation of 10 minutes physical exercise a day and take part in walking, running etc.		All children engaged in physical activity for at least 10 minutes as a class directed by the teacher daily. This is additional to lunchtime activity and PE lessons.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 26%
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:
Profile of PE raised by school PE kit being implemented. Children will wear this all day.	PE T-shirts with school logo designed and sold by school. Clear understanding that this what we wear for PE as a collective team. Health and Safety implications known by children.	£4515	More children are wearing school PE kit for consistency of expectations. Children have a higher emphasis on the importance of PE.	
Coaches to be used to further develop Staff skills and confidence but also inspire children to want to take part in physical activity.	SAFC Foundation coaches to work in school to model PE lessons to staff. Coaches to have smaller groups to inspire -referees -Positive impact on mental health etc -Motivate specific SEND children		Staff feel motivated and confident to deliver high quality PE lessons. Children motivated about physical activity and engaging in lunchtime activities, after-school clubs and starting to look at opportunities for sports teams in the locality.	
Physical activity to be used as a tool to support mental health is understood across the school	Pastoral team to support SEMH/ASD children in engaging in identified sessions of physical activity to support their mental health e.g Mighty Minds – Yoga sessions Physical sensory breaks		Physical activity seen across school as a tool to support both mental and physical health. Children can articulate the importance of physical activity on mental health.	
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 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:
Clear progression of knowledge and skills devised across EY-Y6 with clear end points for each year group to be assessed against. Staff clear on what their knowledge and skills are for their children and what they have learnt before.	Staff CPD on knowledge and skills. Outside coaches and PE Lead to support staff with their confidence in delivering the PE sessions. PE Lead to coach and mentor staffs identified needs or look for further external support.	£1000	Staff will be clear on expectations for their Year groups and floor books will show coverage of knowledge and skills.	
Lunchtime staff and TAs will be clear on the role of the sports leaders and have the knowledge and skills to support them in their roles.	Change 4 life/sports leader training relaunched and identified children trained. TAs and Lunchtime staff to have CPD internally or externally on the expectations of lunchtime activity and how to support sports leaders.		Sports leaders and staff are clear on their roles at lunchtime. Children are engaging in high quality physical exercise.	
Take part in Local Authority Project on increasing physical activity in school to support obesity levels.	Engage with termly meetings and offers of support. Links to be created with SAFC, Sunderland College etc		School has a number of links with external agencies that impact on staff confidence, access to further resources/competitions and children are highly motivated to take part in physical activity.	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

6%

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:

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what they need to learn and to consolidate through practice:			changed?:	
Swimming lessons to be accessed for all children in Y4. Identified 1-1/group sessions for identified SEND children	To continue to ensure swimming is accessed by all as per curriculum expectations. Bespoke swimming sessions devised for identified SEND children who cannot access main sessions.	£1000	All children to access the swimming curriculum and needs are met of all SEND children so they can ensure the same knowledge and skills are met.	
After school provision to be developed to ensure a broad range of physical activity sessions are available for all year groups.	In school ran after school clubs to be enhanced through bought in coaches or further CPD for staff to deliver. Leasing cost of school hall or facilities to be reduced or removed to encourage local clubs to use our facilities and support our children's engagement.		After school club provision has a broad range of activities for children to be part of. Children are taking part in further external clubs delivered in the school or in the locality.	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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: £1000+	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Sport subscription includes opportunities for competitive sport. Football league - links/taster days with local clubs e.g. cricket, , team sports. Run sports days based on athletics Events – equipment and resources.	Children to have access to competitive sports such as: athletics, cross country, tennis, cricket, netball, basketball, gymnastics. Sports days were completed in Key Stages. Pupils took part in a range of activities.	£1000	Pupils will achieve well and have good engagement when opportunity are available.	

Signed off by	
Head Teacher:	Mrs Sara Bainbridge
Date:	Autumn 2022
Subject Leader:	Mrs Amanda Foster
Date:	Autumn 2022
Governor:	Mrs Deborah Allan
Date:	Autumn 2022