

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 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 2023. 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 allocated for 2023/24	£ 17600
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£ 17600

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 2024. Please see note above	85% 17 pupils
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	85% 17 pupils
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90% 18 pupils
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?	Yes/ 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: 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:
<ul style="list-style-type: none"> Ensure there is some physical activity and that this is building towards 2.5 hours of structured activities per week for ALL children. Ensure children have some opportunity for structured activity at lunch and break times. Premier Sport encourage children to be active. Creating an active classroom where children have the opportunity to develop their PE skills during the day. Brain breaks to enhance learning. School competitions within our cluster group. 	<ul style="list-style-type: none"> 'Wake and Shake' activity for 5-10 minutes and ensure this is carried out. Year 1 & 2 complete wake up and shake up, bbc movers or go noodle. Brain breaks shown to increase productivity during the morning sessions. Older children acting as role models for the younger children whilst completing the daily mile. Year 4 and 5 children trained as Playground Leaders using the Sports Leader Play Maker scheme. 	£920 maintenance of equipment £2125 New equipment and resources to enhance PE provision.	<ul style="list-style-type: none"> Children taking part in daily additional activities which has contributed at least 25 minutes per week to PE activities. This includes activities at playtimes and during lessons. PE sport coach provides a positive role model for all children. Teachers becoming involved in brain breaks alongside the children. More sporting activities for children to take part in during lunch times and break times. Develop confidence of KS2 children in leading and supporting others in being active. 	<ul style="list-style-type: none"> Retrain/recruit Sports leaders to ensure younger children take over roles and raise visibility of the group. Make sure all classes are using active brain breaks.

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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				19%
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:
<ul style="list-style-type: none"> High quality PE lessons delivered during curriculum time. Inter school competition available to all. Sports competitions within our cluster group. To deliver the Sports Leader Programme throughout the school, engaging and facilitating pupils' ability to take responsibility for their learning and delivering of physical activities to the rest of the school. Active classrooms used every day to enhance learning and movement. 	<ul style="list-style-type: none"> Employment of sports coaches to support staff CPD. Continue to develop and use whole school plans and assessment. Children are eager and motivated to represent school and therefore profile of PESSPA is raised. Children are excited to get up and moving during brain breaks. This has resulted in children having a better level of concentration. Active classroom training led by Steps into Sport. 		<ul style="list-style-type: none"> Continued progression of all pupils during curriculum PE lessons. Questionnaires interviews inform us that pupils enjoy their PE lessons. Questionnaires inform us that pupils enjoy the variety of activities on offer during curriculum PE. PE sport coach provides a positive role model for all children. Get ahead providing positive role models for the entire school. 	<ul style="list-style-type: none"> School staff better equipped/more confident to teach PE in school Continue to monitor use of schemes and whole school PE coverage. Sports leaders will help to develop younger pupils into becoming leaders themselves. CPD continued for all teaching staff through qualified coach.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				32%
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:
		£7220 for Premier Sport SLA		

<ul style="list-style-type: none"> CPD opportunities provided for all staff through use of specialist PE teacher and coaches employed during curriculum time. This will upskill staff and enable them to be more confident and to teach improved PE lessons in the future. Redevelop Long and medium-term plans to ensure full curriculum coverage. Active classroom training for all staff to enable pupils a more active learning environment. Attended networking meeting to gain more knowledge on PE deep dives. 	<ul style="list-style-type: none"> PE lead used to help upskill teachers as necessary. Class teachers can use sport coach to help develop knowledge and skills of specific sports. Subject leader to research CPD opportunities through Get Ahead Partnership and inform staff where appropriate for their needs. Attend local CPD courses - report back to staff to share information and resources Subject Leader to attend relevant sport conferences and network meetings to gain relevant information. 	<p>£500 to cover cost of Conference and additional CPD in Sport and PE.</p> <p>£500 to cover supply costs</p>	<ul style="list-style-type: none"> Continued progression of all pupils during curriculum PE lessons. Questionnaires inform us that pupils enjoy their PE lessons Pupil voice showed that the children love the competitions and get ahead events. Questionnaires inform us that pupils enjoy the variety of activities on offer during curriculum PE. Staff feel slightly more confident in teaching PE but this can be improved still. 	<ul style="list-style-type: none"> 1:1 lesson observation to monitor staff effectiveness and confidence Staff need to be encouraged to use specialist knowledge availability in school to develop their own teaching. To encourage coaches employed to deliver the PE curriculum, to increasingly involve teaching staff supporting lessons - to increase their confidence in delivery of the subject.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 19%

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>Additional achievements:</p> <ul style="list-style-type: none"> All children have the opportunity to compete in sports competitions and activities. Events at local secondary schools allowing the younger children a range of new games such as scatter ball and a range of athletic events. Offer additional extra- curricular opportunities for all pupils to take part in physical activity and sport. Get ahead coming into school 	<ul style="list-style-type: none"> Children to attend the extracurricular clubs. School to enter children into sporting festivals/ competitions. Links made with coaches and outside clubs. Brigg hockey club. Equipment continues to provide opportunities during break and lunchtimes. Play leaders trained and in situ for additional activities 	<p>£1000 to cover cost of clubs for children who are unable to attend.</p>	<ul style="list-style-type: none"> Increased number of clubs on offer (football, tennis, cross country, tag rugby) Increased number of children attending clubs. Children that could not otherwise afford to attend sports clubs in community now get opportunity to attend clubs offered at school. Coaches signposting children to community sessions (badminton/Brigg Town/Brigg hockey club) 	<ul style="list-style-type: none"> Increase opportunities for KS1 children and reception children who sometimes are less involved. Continue to develop relationships with Community coaches so a broad and wide range of activities can be offered to all age groups.

<p>has allowed children to have the opportunity to experience a range of sports. Such as orienteering and trigolf, tag rugby and a world cup event.</p>	<p>during the school day.</p>	<p>£335</p>		
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				21%
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:
<ul style="list-style-type: none"> Children participate in festivals/ tournaments held through Get Ahead. Every child able to participate in in school events delivered by get ahead. Children given the opportunity to compete against other schools during the cluster competitions. Children given the opportunity to participate in a range of activities run by Get Ahead. 	<ul style="list-style-type: none"> To develop links with external agencies in the community to ensure more pupils participate in community clubs outside of school Every child given the chance to compete in school competitions. 	£5000 – Get Ahead partnership SLA	<ul style="list-style-type: none"> All pupils participated in sports day Number of pupils attending competitions increased. (Across all year groups) especially reception. School has had an increased number of pupils participating in competitions. School has had an increased number of children participating in a variety of events. 	<ul style="list-style-type: none"> Further widen opportunities for pupils to take part in competitive sporting events. Investigate further use of virtual inter house competitions/ children leading own events Look into older children running sporting events for the younger children. Explore sustainability of competition if Sports Premium does not continue.

Signed off by	
Head Teacher:	<i>Leech</i>
Date:	31 st July 2024
Subject Leader:	J Leech
Date:	31 st July 2024
Governor:	<i>M. Eames</i>

Date:	31 st July 2024
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