

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 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 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 2019/20	£0
Total amount allocated for 2020/21	£0
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2022/23	£17,420.00
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2022.	£17,420.00

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 2020.</p> <p>Please see note above</p>	None
<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>	None
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	None
<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>	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: 2022/23		Total fund allocated: £17,420.00		Date Updated: July 2023	
Key indicator 1: Staff to have a clear understanding when it comes to planning, assessing, and teaching Physical Development throughout the curriculum.					Percentage of total allocation: 14%
Intent	Implementation		Impact		Sustainability and suggested next steps:
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?:		
<ul style="list-style-type: none"> ➤ Design a new curriculum document for swimming & horse-riding with clear aims and teaching opportunities. ➤ Increase the amount of training for staff around rebound, Sherborne and MOVE. ➤ Develop increased collaborative practice to support all staff PD pedagogy development. ➤ Increase staff knowledge around where we can teach and lead PD session across the day. ➤ Termly observational walks and discussions with staff around curriculum changes and teaching PD sessions. 	<ul style="list-style-type: none"> ➤ Increase the number of staff trained in the delivery of Rebound Therapy, MOVE & Sherborne to ensure greater access by pupils across school. ➤ Launch new swimming & horse-riding curriculum documents to monitor progression throughout sessions. ➤ New PD curriculum enrolled out to all teaching staff and assessment documents used to baseline all pupils against to monitor progression around the fundamental skills. ➤ Termly learning walks taken place to observe PD sessions taught led by PD lead. 	2,500	<ul style="list-style-type: none"> ➤ increasing number of pupils able to access rebound therapy & MOVE due to increased numbers of trained staff to run sessions. ➤ Clear and evidential progression made across all pathways and all pupils working towards their EHCP targets. ➤ All teachers using new assessment document and have a clear understanding of when to teach each area throughout the year. 		<ul style="list-style-type: none"> ➤ Sherborne training booked for September for all teachers and TA4's to take part in to widen PD knowledge and ways of teaching PD to our pupils. ➤ Develop cross class working groups to share understanding and knowledge around training areas e.g., rebound and Sherborne. ➤ To track the skills development of the pupils accessing PD over time, creating a portfolio of achievement.
Key indicator 2: Opportunities for competitive sports for our Pathway 4 pupils to take part in.					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"> ➤ Opportunities for external agencies to come in and lead PD sessions with our pathway 4 pupils. ➤ Clear objectives in our PD assessment document that covers areas of competitiveness for our pupils. ➤ Support pupils to take part in competitive football matches and develop team spirit. 	<ul style="list-style-type: none"> ➤ Increase the opportunities for team spirit and competitiveness across the trust when taking part in football matches. ➤ Opportunities for external agencies to come in and teach sports. 	1,000	<ul style="list-style-type: none"> ➤ Unfortunately, down to staffing levels across the trust we have been unable to safely organise weekly opportunities for schools within the trust to meet for a football match. ➤ Pupil voice to demonstrate pupils' interest and love of the sport. 	<ul style="list-style-type: none"> ➤ Develop regular training opportunities for football through team sport with local area and cross-trust schools.

Key indicator 3: Appropriate and resourceful equipment for pupils to use during taught physical development sessions.	Percentage of total allocation:
	49%

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"> ➤ Increase the level of resources available to ensure well resources PD sessions with engaging and stimulating equipment. ➤ Appropriate resources for such activities: Rebound, Sherborne, MOVE, football and swimming. ➤ Ensure that staff know what equipment is available in the PD 	<ul style="list-style-type: none"> ➤ Staff training & awareness to what new equipment has been bought and how these are to be used by all staff & children. 	£8,500	<ul style="list-style-type: none"> ➤ Increasing number of pupils able to access physical development sessions due to increase in PD equipment and resources. ➤ Range of equipment available to carry out certain activities across the curriculum. ➤ Increased physical development participation 	<ul style="list-style-type: none"> ➤ Staff knowledge increased around how to use the equipment appropriately when Sherborne training is led in September.

cupboard and understand how to use them safely and appropriately.			across the school.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 31%
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"> ➤ Increased amount of equipment and resources available to suit PD activities for all pupils. ➤ All key stage 2 pupils to continue accessing swimming, horse-riding and hydrotherapy education and teachers to baseline pupils on new swimming & horse-riding assessment documents. ➤ External agencies to come in and widen the opportunities for new PD activities for our pupils. 	<ul style="list-style-type: none"> ➤ Provide a wide range of sporting experiences, such as hippotherapy, swimming, cycling, football, archery, and other experiences to encourage increased physical activity throughout school. ➤ Source transport to be able to access sporting events and experiences. 	5,420	<ul style="list-style-type: none"> ➤ Pupils have accessed a range of activities to develop their fundamental skills. ➤ Pupils have enjoyed PD sessions taught by external agencies. 	<ul style="list-style-type: none"> ➤ To provide more opportunities for new and engaging activities for our pupils to take part in.

Signed off by	
Head Teacher:	Graeme Musson
Date:	
Subject Leader:	Hannah Wardell
Date:	
Governor:	
Date:	