

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, 650
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17, 650

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>	<p>19/29</p> <p>66%</p>
<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>	<p>19/29</p> <p>66%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>0%</p>
<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>	<p>No</p>

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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: 2020/21		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:	
				47%	
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 continue to provide a staggered lunchtime activity timetable (multi-skills, games, line dancing and Zumba) for all children to maintain physical activity and to undertake 30 minutes of structured physical activity and to target children who are overweight and inactive.	To continue to provide a staggered lunchtime activity timetable (multi-skills, games, line dancing and Zumba) for all children to maintain physical activity and to undertake 30 minutes of structured physical activity and to target children who are overweight and inactive		£6650	The children are being active during their lunchbreaks and having a positive behaviour outside the classroom.	60% of children are taking part in a wide range of activities at lunchtimes.
To invest in sports activities during breakfast club. This will include wake up, shake up for all children in breakfast club.	Dance coach to be hired 2 times a week before school.		£179.61	The children are energised in the mornings and ready to learn.	Dance coach went on maternity and the company struggled to find a replacement.
To continue to provide a staggered lunchtime activity timetable (multi-skills, games, line dancing and Zumba) for all children to maintain physical activity and to undertake 30 minutes of structured physical activity and to target children who are overweight and inactive.	Sports Provider to come in on a staggered timetable to provide sufficient, structured activity for all children. Multi-skills to target improvement of fundamental movement skills, tactics and teamwork. Children are beginning to use this time		Included in the £6650 figure above	Children will be inspired to be physically active through positive experiences at lunchtimes.	60% of children are taking part in a wide range of activities at lunchtimes.

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To inspire children (Upper Key Stage 2) about the importance of improving and maintaining their mental health and personal hygiene and be able to verbalise this.	To inspire children (Upper Key Stage 2) about the importance of improving and maintaining their mental health and personal hygiene – School nurse	1,986.56	100% of the children in KS2 will be engaged in Mental Health week and personal hygiene lessons in classes	100% of KS2 received lesson from Ruth (School nurse)
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?
Increase opportunities for formal PESSPA at playtimes; raising visibility, awareness and participation.	Purchase sports and activate play equipment to use at playtime across the school. Supported by programmes of activities	£200	Activities to engage all pupils – researched and consulted with play leaders and staff	80% of children uses the new equipment during lunchtimes.
Equipment for sports day.	To include more participants and involve family members in the activities – modelling, rewarding and promoting the value of physical engagement.	£150	Sports badges and certification awarded to encourage children to participate in more sports outside of school.	120 Medals and 2 trophies bought for 1 st and 2 nd place from sports day.
Termly sports awards e.g. for most improved, best effort, outstanding achievement.	To promote the values of sports and activities including competitive sports and personal targets/engagement.	£3150	Children will develop physically and mentally and will be exposed to a wider range of activities. Parents and other stakeholders are more involved.	120 Medals and 2 trophies bought for 1 st and 2 nd place from sports day.
Complete School Games Mark and achieve SILVER	KT to complete School Games Mark in the Summer term.			

To continue membership of the King Edward's School Sport Partnership (KESSP), in order to support PE lead, staff and children with maintaining high quality Physical Activity.	PE-Lead to attend Partnership meetings to discuss how they can support during the academic year. Selection of CPD coaching sessions within PE to support staff with teaching new sports. (Swimming, gymnastics and archery). Children to participate in Level 2 inclusive competition, which will support in achieving the School Games Mark.	Included in the £3150 figure above	Increased staff knowledge and understanding. All teachers able to confidently plan, teach and assess PE. PE Lead will be able to offer support where needed to staff.	All KS2 received CPD in either gymnastics(Summer 2) or cricket (Spring 1) Staff can now confidently deliver cricket and gymnastics lessons.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				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:
Provide training that will support the development of skills of a range of staff, both PE teachers and non-PE teachers and give pupils access to a wider range of opportunities. PE lead to attend Partnership meetings and Caritas Christi network meetings to ensure that high-quality, inclusive and safe practice of Physical Education is delivered to every child.	The PE Hub – lesson planning, assessments gives opportunities for cover. To organise a wide range of competitions with Caritas schools on a termly basis. Counts towards SGM.	£455 £500 CCIU subs for PE	Teachers will be able to deliver sequenced lessons that developed their skills progressively. Staff using correct terminology and explaining skills correctly. Children will children will have a broader variety of sports' competitions that they can participate in. Percentage of children taking part in different sports will increase.	All staff are using PE Hub to deliver quality PE lessons. Subscription will be renewed for next academic year. 30% of KS2 children participated in a range of sports including football, triathlon and cross country.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0%

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?	
Access to extra-curricular clubs – deliver a range of extra-curricular sports clubs in school including multi-sports, football, gymnastics, dance etc. throughout the year which can be offered free of charge to all children.	KESSP to deliver a range of clubs throughout the school year	Included in KESSP package	Increase in % of pupils attending extra-curricular clubs. Positive attitudes to health and well-being.	67% of KS2 participated in either cricket, gymnastics, football or multi-skills this year. 10 KS1 participated in a dance afterschool club.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 30%
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>Create opportunities for children to be able to compete in competitive sporting events throughout the county</p> <p>Children have access to a comprehensive and regular programme of competition and festivals for children across the primary age range which enables them to compete against other schools.</p> <p>Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events.</p> <p>Use of minibus for children to attend inter-sporting competition.</p> <p>Involving KS2 in an outdoor athletics competition through taking children to the Caritas Christi Athletics Tournament.</p>	<p>Cover for 1 x teacher to take children to competitive sporting activities.</p> <p>Liaise with KESSP, Caritas and other organisations regarding competitions.</p> <p>SEND children to take part in boccia and other inclusive sporting events</p> <p>To ensure minibus is booked for competitions and has the relevant fuel and safety checks completed.</p> <p>Liaise with Caritas to arrange an outdoor athletics competition.</p>	<p>£1500</p> <p>£3,201.50</p> <p>£650-£900</p>	<p>Increase pupils' participation. Enhanced, extended, inclusive extra-curricular provision.</p> <p>Improved physical, technical, tactical and mental understanding of a range of sports. Developed wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair play and leadership?</p> <p>The development of problem-solving skills, and increased concentration and academic achievement.</p> <p>Minibus used to transport children to a variety of events including football, boccia and dance.</p> <p>Children have had the chance to compete in an athletics competition with other Caritas skills and have developed new or existing skills.</p>	<p>50% of children participated in a range of sports such as triathlon, tennis, handball, boccia, cross country, football and gymnastics.</p> <p>8 children (SEND) participated in a boccia and kurling festival.</p> <p>Minibus was used to transfer the children to all the trips this year.</p> <p>32 KS2 and 24 KS1/EYFS children took part in a Caritas Sports Day at St Chads.</p>

Signed off by	
Head Teacher:	Michelle Ashley
Date:	03.07.2023
Subject Leader:	K.Tobias
Date:	3.7.23
Governor:	
Date:	