

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 2021/2022, 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 carried over from 2020/21 | £ 20,840 |
| Total amount allocated for 2021/22 | £ 16,820 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £ 1,790 |
| Total amount allocated for 2022/23 | £ 16,830 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £ 18,620 |

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>All pupils have swimming lessons in Year 3 and Year 4. If they don't achieve national standards at this point, they have other opportunities for more swimming sessions in Year 5 and 6. Swimming is taught by accredited coaches.</p> <p>100% of Year 6 pupils achieved the required standard in summer 2022.</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 2022.</p> <p>Please see note above</p> | 81% |
| <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> | 81% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 81% |
| <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 |

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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: £ 18,325 | Date Updated: 19.12.22 | |
|--|--|---|---|--|
| 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: |
| | | | | 16% |
| 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: |
| <i>To provide a more varied approach to the teaching of outdoor games.</i> | Purchase an up-to-date scheme (PE Hub) to ensure the engagement in outdoor games is high. Include learning different outdoor games (both with and without equipment) as part of our PE programme. Year 5/6 to receive 'play leader' training (1.5hrs for 6 weeks) and then Sports Ambassadors to get the qualification. Introduce a system of daily boxes for outdoor equipment to enable all age groups to benefit a range of activities. Continue to make outdoor equipment available to vulnerable SEN pupils for heavy muscle work and as an alternative to some activities within the | £375 £450 £80 hoodies £100 | | |

| | 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: 72% |
| 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: |
| <i>To manage the promotion of sport both within and outside of school.</i> | PE Lead to have release time to plan and manage events and initiatives and to accompany pupils to events within the school day. | £8000 | | |
| <i>To increase engagement through the school in inter and intra-school team sports and competitions.</i> | Sign up to our regular tournaments to ensure we cover a range of different sports across the year groups. | £200 | | |
| | Sports coach employed for a session a week with each class. | £5000 | | |
| | Ensure children are given appropriate training before they participate in events. | | | |
| | Increase our provision of 'friendly' football matches with other local schools. | | | |
| <i>To develop girls' football so they are represented in our school teams, clubs and playtime football.</i> | Ensure time is made available for girl-only football. | | | |
| | Girls encouraged to attend sports clubs. | | | |
| | Girls included where possible in competitions and training to develop their confidence. | | | |

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| To ensure we are putting physical activity and competitive sport at the heart of school and providing more of our children with the opportunity to compete and achieve their personal best. | Reapply for the School Games Award in 2022/23 when the applications open in May 2023. To aim for at least Bronze Standard. Consider the use of scouting as a tool for encouraging outdoor learning in KS2. | | | |
|---|---|--|--|--|

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|--|--|--|--|--|
| | | | | 11% |
| 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>To develop the teaching of gymnastics throughout the school and ensure a clear progression of skills.</p> <p>Continue with coaching which not only improves pupils' skills and confidence but also expands teacher and TA understanding of good P.E teaching and learning, particularly in new areas listed on the Long Term Plan for P.E.</p> | <p>External training for KS2 in the teaching of gymnastics.</p> <p>KS1 teachers to observe lessons taught by a visiting coach in school.</p> <p>Review our Gym progression map to ensure teachers are confident in the content and in the safety practices required.</p> <p>All staff to observe coaches teaching new areas e.g. Tri Golf, Health Related Fitness and try teaching some of these lessons themselves. Staff to be</p> | <p>£100 to Yattendon</p> <p>£ 1440 for coach plus £130 for 1 morning supply cover (supply from main school budget)</p> <p>£300 4 x large gym mats</p> <p>Staff release time (internal cover)</p> | | |

| | observed by coaches or P.E Coordinator and feedback provided. | | | |
|---|--|---|--|--|
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | 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: |
| <p><i>Ensure children and their families are aware of sport pathways within the local area and within Berkshire/Oxfordshire Counties.</i></p> <p><i>Access specialist coaching/sports support to enhance provision.</i></p> | <p>Update the information folder in reception for local sports clubs and sporting opportunities.</p> <p>Keep families up to date with sports opportunities and experiences available to their children locally and within the county.</p> <p>Ensure new equipment is fully utilised both by classes and at break times.</p> <p>Work with local independent schools to secure student support at our wraparound care – this will be targeted at encouraging participation in group games.</p> <p>Invite local coaches into school to offer taster sessions in a range of sports, including minority sports, regardless of gender e.g. Cricket, dance, rugby, archery, Judo etc.</p> | <p>Two 'tasters' for all children £1000 including a traditional gender bias sport. (one in spring, one in summer)</p> | | |

| 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: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| <p><i>Exploit opportunities to enter more than one team against different fields of opposition.</i></p> <p><i>Enter mixed/girls teams to increase participation.</i></p> | <p>Continue with a varied programme of sports taster sessions (See Key Indicator 4 for funding allocated)</p> <p>Encourage local clubs to provide some of these to encourage participation in sport out of school.</p> <p>Seek alternative sources of transport to ensure children are able to attend different sporting competitions at different levels.</p> <p>Celebrate participation and taking the opportunity through our school newsletter, website and Celebration Assembly.</p> <p>Arrange and enter competitions which allow</p> <ul style="list-style-type: none"> -more children to compete -girls only or part of a mixed team -different levels of competition (See Key Indicator 2 for funding allocated) <p>Provide training through clubs to ensure all feel confident to compete at inter school competition level as</p> | <p>£200 to cover transport hire (minibus) and driver.</p> <p>£600 for transport to Area Sports</p> <p>Additional MNR Coaching £350</p> | | |

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| | well as intra school competition level. | | | |
| | Carryout an Inclusive Health Check 2022/23 from the School Games website. | | | |

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| Signed off by | |
| Head Teacher: | Mrs Hilary Latimer |
| Date: | 22.11.2022 |
| Subject Leader: | Fiona Carney |
| Date: | 13.11.2022 |
| Governor: | Zoe Benyon |
| Date: | |