

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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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 2021/2022	
How much (if any) do you intend to carry over from this total fund into 2022/23?	
Total amount allocated for 2022/23	£17,190
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£22,875 I was told this figure is £17,190

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:		Date Updated: September 2023	
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: %
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 increase activity levels across the school so that all pupils participate in daily exercise.	<ul style="list-style-type: none"> Playground leader training for KS2 pupils. All pupils continue to take part in the Daily Mile (5 times per week) Sensory circuits available during the day for children (delivered by TAs who have been trained) 		£2,000	<ul style="list-style-type: none"> Children are fit and active during break and lunch times. Increased number of pupils participating in physical activity. 	<p>Make this an annually occurring process, ensuring the sports leaders feel proud of what they do and can enhance playtimes.</p> <p>To have sports leaders' badges to wear with pride and help at intra events and sports days.</p>

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	<ul style="list-style-type: none"> • Replenish playground equipment boxes with resources to encourage physical activity. • Increase in after school activities for KS1 and KS2 • Sports Leaders to meet with HT/PE leader to provide pupil voice on sports tasters chosen. 			<p>Source outside agencies to enhance PE provision after school.</p> <p>Start PE pupil parliament.</p>
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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:
	%

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 continue to provide Forest School sessions for all pupils to increase well being and physical activity.	<ul style="list-style-type: none"> • All classes to receive Forest School session throughout the year. • To actively engage all pupils in high quality sessions where well-being, social skills are prioritised along with practical problem solving. • Replenish resources as necessary. 	<p>£13,500</p> <p>£500</p>	<p>All children are fully engaged in Forest School and are able to speak confidently about their experiences.</p> <p>All pupils are engaged, enthused and passionate about the outside world, in order to make this happen allocate weekly sessions for all classes, ensuring a regular session for all.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
Pupils to be engaged and enjoying PE lessons.	Use of workshops to develop pupil skills in a range of sports e.g archery Rachel Kenyon to support staff where required.	£1,500	Children develop knowledge and skills in a wider range of sports.	Workshops for skipping squash and tennis were introduced this year. Introduce more ranges of sports this coming academic year.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
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:
New sports equipment to be purchased	Identify new equipment required and purchase to increase/improve participation. Participation in Trust sporting opportunities	£1500 £3500 Academy Recharge	Pupils are engaged in activities with a full range of equipment Pupils to have sports equipment for lunchtimes	Refresh and replenish equipment, as appropriate.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
Additional clubs with a range of sports on offer	Additional sport on offer through an increase of after school clubs	£1000	Increased attendance in clubs including vulnerable and key groups. Pupils speak positively about the clubs on offer.	It is hard to find external club providers. We are keen to implement this, but availability is hard. We will endeavour to source more clubs for boys and girls.

Signed off by	
Head Teacher:	Clare Silvester / Andrew Browne
Date:	
Subject Leader:	Rachael Youd
Date:	
Governor:	Elaine Barclay
Date:	