

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	N/A
Total amount allocated for 2021/22	N/A
How much (if any) do you intend to carry over from this total fund into 2021/22?	N/A
Total amount allocated for 2022/23	£17,680
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023	£17,680

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 2022 Please see note above	%
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	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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?	No

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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: £17,680		Date Updated: 30.9.22	
<p>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</p>					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:
<p>Increase the physical activity of all pupils during break times and lunch times.</p> <ul style="list-style-type: none"> - All children accessing physical activity during break and lunch time through equipment or physical creativity. - Weekly mile embedded within all year groups. - KS1 and KS2 activity clubs accessible before the school day. - Sports leaders training for Year 5 and 6 pupils. - Educating children to understand the importance and benefits of leading a healthy active lifestyle. - Celebration on achievements obtained outside of school. 	<p>As a school we contribute funding to sustain physical activity in all year groups throughout all times of the day.</p> <ul style="list-style-type: none"> - Use of GetSet4PE. - A range of physical activities both within the curriculum and extra-curricular. - Support from external providers to develop staff training. - Development of the weekly mile to support physical fitness. 		<p>N/A</p> <p>£4000</p> <p>N/A</p> <p>N/A</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?:
Develop teacher's skills and knowledge in activities that will engage and inspire our pupils to take part in life long physical activity. Engage learners in new and different experiences such as new sports and new experiences with local providers. - Use PE and School sports to develop resilience and ambition - Use PE and clubs to aid fine and gross motor skills. - Unsure PE and School sports is visible in assemblies and on notice boards. - To develop playground leaders program to engage and facilitating	Ensure through CPD and PE lead support that all staff are comfortable and confident to teach the curriculum. Raise the profile of school sports by entering addition competitions outside of School games programme. Further playground development to promote use of physical activity both curricular and extra-curricular. Work with and employ local coaches to provide Palace Fields pupils with engaging and fun extra-curricular provision.	N/A £5500 £2100	Sustainability and suggested next steps:

<p>pupils' ability to take responsibility.</p> <ul style="list-style-type: none"> - School staff better equipped/more confident to teach PE. - Monitor the use of schemes and whole school PE coverage. 				
<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation:</p>
				<p>%</p>
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>-Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment.</p> <p>- To encourage coaches employed to deliver the PE curriculum, to increasingly involve school staff supporting lessons</p> <ul style="list-style-type: none"> - To increase their confidence in delivery of the subject. - Lesson observations to monitor staff effectiveness and confidence - Questionnaire to monitor pupil and staff attitudes towards progression in PE 	<p>Staff confidence in delivering PE lessons is improving through use of whole school scheme.</p> <p>CPD opportunities provided through the Halton School Games programme.</p> <p>Use specialist coaches (Kirsty Hudson) and providers for staff training to increase the knowledge and confidence of staff in delivering PE.</p> <ul style="list-style-type: none"> - OAA CPD to be access by all staff across the MAT to develop confidence in this area- VisionEd - High quality PE CPD for PE lead- VisonEd 	<p>Included in school games subscription</p> <p>£2000 – Included ASC</p> <p>£305- 2021/22 funds.</p>		

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:
<p>Identify which activities pupils would like to try by year group, gender and least active groups. Ensure our school are providing activities that will engage the most pupils as well as the least active.</p> <ul style="list-style-type: none"> - Develop opportunities for pupils to access sports competition (Intra and Inter) - Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events. - Continue to offer additional extracurricular opportunities for all pupils to take part in physical activity and sport - Providing additional links to Community Sports Clubs - Children participate in festivals/ tournaments held through Halton School Games Partnership - Increase opportunities for 	<p>Provide opportunities for children with SEND, the least confident and the least active to attend exciting, varied and a new range of activities through the school sport partnership.</p> <p>Review extra-curricular activities through pupil voice</p> <p>Employ sports coaches to provide appropriate extra-curricular sporting opportunities and to improve sports skills in children through increased opportunities in school and the wider community</p> <p>Complete inclusive health check on the School Games Website to review our PE and school sport offer in terms of inclusion and use the action plan to develop our offer.</p>	<p>Included in Halton School games subscription.</p> <p>£360- 2021/22 funding</p> <p>£1000</p> <p>£660</p> <p>N/A</p>		

<p>children with SEND</p>	<p>Children to attend the extracurricular clubs.</p> <ul style="list-style-type: none"> - School to enter children into sporting festivals/ competitions. - Links made with coaches and outside clubs – tennis/ cricket /rugby/football/hockey - Equipment continues to provide opportunities during break and lunchtimes. 	<p>Included in Halton School Games subscription.</p>		
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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:
Provide opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome. Increased participation in School Games competitions.	Engage with partnership coordinator Joe Obiro and KSE lead Matt Reid to attend competitions run by both organisations.	£495 £640		
Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events.	- Engage more staff/ parents/ volunteers and young leaders to support attendance at competitions.	£250		
Select children who we feel would benefit most from the opportunities available in the Halton School Games calendar and KSE calendar	- Use external coaches to run competitions to increase pupils' participation. - Identify a set number of competitions/events to provide transport to.	£1000		
- Enter external events to give pupils the opportunity to compete against other schools	- Ensure pupils get opportunity to take part in local competitive leagues, tournaments and festivals. - Regular (termly), intra-house sports competitions for pupils	N/A N/A		

	<p>across different sports.</p> <p>- To use links within the MAT to make sure all children are able to access some level of competition.</p>	N/A		
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	