

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](https://www.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 2021/22	£ 0
Total amount allocated for 2021/22	£ 18,370
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 0
Total amount allocated for 2022/23	£ 18,245
Total amount of funding to be spent and reported on by 31st July 2023.	£ 18,245

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	24%
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	12%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	18%
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

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: 2022-2023		Total fund allocated: £18,245	Date Updated: July 2022	
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: 27%
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 each child with a timetabled lesson of PE once a week	Organise a hall timetable – weekly access for all classes Class teachers to devise a timetable which includes a taught PE session.	No cost	Actioned in September 2022 ready for the start of the term. PE is being taught across school from Nursery to Y6.	Work around timetabling for 2 PE sessions a week for each class Reception to Year 6 next academic year.
To improve the participation in PE lessons, ensuring all children can access the lessons	Monitor participation – tracking persistent non-participants. Share with staff the process of monitoring this. Ensure all children have PE kit or have access to kit.	£1500		
To build in opportunities within the classroom to encourage movement and mindfulness.	Re-subscribe to 5-a-day fitness. Re-share the log in details with all staff.	£800	Re-Subscription completed October 2022. Children are being given opportunities for mindfulness and stimulating movement throughout the day.	To raise the profile of, particularly in Nursery, EY and KS1.
To provide opportunities for children across school to participate in extra-curricular activities	Identify festival and event opportunities across the year, identifying which of these may need preparation through extra-curricular clubs.	£2000	To date November 2022 – Years 2, 3, 4, 5 and 6 have attended events. Whole classes which has ensured participation for all groups of children. This continued in the Spring and Summer terms. Bronze award achieved.	Good participation across festivals and events. Participation of children monitored. Continue to aim for whole classes to attend competitions or festivals where possible. Begin to introduce trials for entry to some competitions and festivals
To organise and run activities at break time/lunchtime – pupil led	Plan time during the Autumn term to work with the sports leaders to create a programme of activities to be run by them.	No Cost		
To implement a scheme or incentive to encourage children to be active outside of school	Research possible opportunities across the year. Liase with the local SSP to access opportunities in the local area.	£600	November 2022 – a whole school initiative for 'actively' travelling to school put in place. More than 70%+ children earned badged each month between November and July	Children and staff engaged in the initiative. Most of our children walk to school. Look to possibly take up a different initiative in the next academic year.

Created by:



Supported by:



Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				24%
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 participate in competitions and festivals (between schools)	Sign up to the offer from the local SSP Identify a programme of events for the whole year – calendar provided by local SSP	£1500	To date November 2022 – Years 2, 3, 4, 5 and 6 have attended events. Whole classes which has ensured participation for all groups of children. This continued in the Spring and Summer terms. Bronze award achieved.	Good participation across festivals and events. Participation of children monitored. Continue to aim for whole classes to attend competitions or festivals where possible. Begin to introduce trials for entry to some competitions and festivals
To begin to implement a schedule of in-school sporting events	Plan and run a house competition in each term across the year.	£500		Map out events across the year.
To begin to develop leadership skills at break time and lunch time	Plan time during the Autumn term to work with the sports leaders to create a programme of activities to be run by them. Train sports leaders to blog about events attended.	No Cost	Cricket coach worked with the Year 4 class around playground leadership. More children attended play leaders training in the summer term.	Children have been given job roles as play leaders for September 2023. Training to be organised.
To offer a varied extra-curricular programme across the year.	Identify festival and event opportunities across the year, identifying which of these may need preparation through extra-curricular clubs.	No Cost	Autumn Term – Y1 games club run by TAs. Attendance monitored using a register. Successes at different events based on children being prepared for events e.g. medals at athletics and children being selected for the Tees Valley sports	PE LTP amended to take into account festivals and competitions.
To make links to our school virtues through participation in sports	Staff to evidence children demonstrating our virtues in lessons and at events	No Cost	Evidence in class floor books	Continue to evidence on floor books, including virtue floor books and wall display.
To improve the % of children achieving GD in PE at the end of the year	Using the Complete PE scheme, for each area of PE taught, identify what WTS, EXS and GDS looks like.	£2145	Outcomes on planning used to make data judgements at the end of terms. EXS+ Autumn – Y1 82%, Y2 92%, Y3 68%, Y4 97%, Y5 76%, Y6 82% Spring - Y1 81%, Y2 100%, Y3 71%, Y4 97%, Y5 74%, Y6 86%	Continue to target GDS, SEN and EAL children in the next academic year. Target groups of children through clubs.
To improve the attainment on SEN children across school in PE at the end of the year.	Ensure staff are using the videos and guidance from the Complete PE scheme around differentiation in the teaching of skills. Provide CPD if needed.	(subscription)	SEN Autumn – Y1 43%, Y2 100%, Y3 14%, Y4 86%, Y5 75%, Y6 43% Spring - Y1 33%, Y2 100%, Y3 14%, Y4 80%, Y5 75%, Y6 43%	

To improve the attainment of EAL children in KS2	Vocabulary to be displayed related to taught skills.	No Cost	Evidence in floor books EAL Autumn – Y1 82%, Y2 89%, Y3 71%, Y4 96%, Y5 74%, Y6 78% Spring - Y1 80%, Y2 100%, Y3 77%, Y4 96%, Y5 70%, Y6 83%	
--	--	---------	--	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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?:	Sustainability and suggested next steps:
To remain up-to-date with the latest research and developments in the PE curriculum.	PE coordinator to attend PE meetings led by local SSP.	No cost	Links with local SSP have provided additional opportunities for our children – e.g. walk to school initiative, cricket coaching sessions (two year rolling programme) and water safety talks.	Continue to work with the local SSP, with a focus on upgrading from Bronze kitemark to the silver next summer.
To offer CPD to staff. Staff meetings (when needed) to develop staff knowledge and understanding of the curriculum	Access opportunities shared by the local SSP Using staff voice, identify areas of interest or areas of development in knowledge of the curriculum	£500		
External coaches and professionals to lead sessions in school	Make links with clubs and local organisations who offer programmes to schools.	£3000	Dance sessions booked in for Years 5 and 6 - November 2022 Cricket sessions (2 year rolling programme), starting Summer 2023. Opportunities through Darlington Football Club	Continue to make links with clubs and external coaches.
Share with staff what EXS and GDS looks like across the different areas of the curriculum	Using the Complete PE scheme, for each area of PE taught, identify what WTS, EXS and GDS looks like. Share document with staff for assessment purposes.		Outcomes on planning used to make data judgements at the end of terms.	Continue to develop staff knowledge and understanding of the outcomes for EXS and GDS across all strands of taught PE

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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 provide a PE curriculum which is broad in coverage</p> <p>To provide opportunities for children to participate in extra-curricular activities</p> <p>To participate in additional sporting opportunities through the local SSP</p> <p>To ensure that children can handle equipment and are well-prepared for festivals and competitions.</p>	<p>Amend the LTP, ensuring we are offering learning for all the areas of the curriculum.</p> <p>Identify festival and event opportunities across the year, identifying which of these may need preparation through extra-curricular clubs.</p> <p>Liase with the local SSP. Make links with clubs and local organisations who offer programmes to schools.</p> <p>Equipment audit – to ensure sufficient for the taught curriculum and for festivals and events we intend to enter.</p>	<p>No Cost</p> <p>Cost included above</p> <p>£2200</p>	<p>Reception – children have learnt about space and moving, learning through songs and rhymes. KS1 – focus on the fundamental skills needed for sports KS2 – a broad mixture of games, gymnastics and dance as well as some adventurous activity and swimming (in one year group)</p> <p>Lists created for all units taught and all equipment available. Children attending events knew how to handle equipment. Evidenced through medal positions and reaching finals.</p>	<p>Continue to develop the LTP to ensure a balance between the different ‘games’ sports.</p> <p>Good participation across festivals and events. Participation of children monitored. Continue to aim for whole classes to attend competitions or festivals where possible. Begin to introduce trials for entry to some competitions and festivals</p> <p>New equipment audit to be carried out.</p>

Key indicator 5: Increased participation in competitive sport				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?	Sustainability and suggested next steps:
To enter at least 2 competitions each term. To continue to expose children in KS1 to festivals and events and where possible Reception	Sign up to the offer from the local SSP. Identify the festivals we intend to attend in advanced.	Cost included	To date November 2022 – Years 2, 3, 4, 5 and 6 have attended events. Whole classes which has ensured participation for all groups of children.	
To provide opportunities for children with SEND and low achieving groups to enter competitions or festivals	Enter a variety of competitions. Use the LTP to ensure that we enter festivals which our children have experience in. Analyse the school data to identify the SEND and low achieving groups.	Cost included	Due to whole classes being entered into competitions to date (Nov 2022), this has included participation by all groups across these classes.	
To introduce the children to competitions within school	Set class challenges across the year which all children participate in during PE lessons.	No Cost		
Provide opportunities for as many children across all cohorts to experience/access festivals or events.	Track the participation of children in events. Track individual results from events.	No Cost	To date November 2022 – Years 2, 3, 4, 5 and 6 have attended events. Whole classes which has ensured participation for all groups of children.	
Transport to and from events	Early booking of transport to ensure participation is possible	£3500		
To achieve the Silver Sainsbury's Kitemark award in the Summer term	PE coordinator to gather evidence across the year against the Kitemark criteria. Liase with the local SSP around the gaps from the previous year.	No Cost		

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Charlie Johnson

Created by:



Supported by:



Date:	
Governor:	
Date:	