

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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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 allocated for 2022/23	£ 22,757
Total amount left to allocate?	£4,057
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£ 22, 757
Last updated	November 2022

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	N/A
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 2021. Please see note above	N/A
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	N/A
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A
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?	N/A

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:		
<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:
To increase children’s engagement in physical activity throughout the day.	<p>We have embedded Skip Fit in KS1</p> <p>We encourage physical activities within lessons and classroom activities.</p> <p>We promote the use of outdoor learning and physical activities during learning.</p> <p>We have allocated areas for gross motor ball skills during playtimes and lunchtime</p> <p>Introducing Forest School in Y1.</p>	£ 2000	<p>Increased fitness</p> <p>Increase participation in sports.</p> <p>Develop team building and turn taking.</p>	
Athletes in Motion for developing PE Curriculum Skills. These skills are shared with teachers in KS1. Children master basic movements, develop balance, agility and coordination as per National Curriculum for KS1 Children begin to apply these basic movements in a range of activities	Teachers to plan to utilise the skills learned in the session with PE Lead teacher, to develop these skills in to their planned sessions throughout the year.	£5000		

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To improve children's fitness levels and increase their gross motor skills. To develop engagement in team sports during playtimes and lunchtimes. Developing a team spirit across school	Purchase outdoor equipment to encourage team sports. Purchase outdoor storage for PE and sporting equipment. Children to help choose the equipment they would like to use at break times and lunchtimes to give them a greater sense of ownership	£1000 – Storage containers and equipment.		
To encourage active play during lunchtimes and playtimes	We have purchased equipment to enhance zones of activity across the playgrounds.	£4000.00		
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?:	Sustainability and suggested next steps:
Maintain positive attitudes towards PESSPA and link to healthy lifestyles and positive mental health. Encourage the power of 'yet' when learning new skills and promote self-belief and 'have a go' attitudes	Widen the use of activities for 'wellbeing Friday afternoons' weekly wellbeing & physical activity sessions to provide additional opportunities for pupils to develop and understand their emotional, social and physical health and well-being. This will include: Yoga , Forest School Y1 Wednesdays, Wellbeing through Sport, self-interest activities and relaxation	£1000		

Hold a 'Health & Fitness week' during the summer term – focus on mental and physical health and wellbeing, include families and raise profile within the community.	Host a launch assembly and across the week, invite a variety of visitors to introduce children to a diverse range of sports and also visitors and school led workshops on food, nutrition and wellbeing. Include parents in some of the sessions where appropriate to promote family fitness.	£1000	Pupil Voice shows that pupils understand the impact of physical activity on their social and emotional health.	Dependent on parent and pupil voice, a sponsored event could be led with funds raised partially funding the event the following academic year.
Increased access to resources in EYFS area to increase the physical development particularly gross motor skills and coordination.	Map areas of need in new cohort and to review equipment to ensure it matches needs.	£2000	Development of PD and tracking impact of use of equipment and progress in development in targeted children	Map areas of need for next cohort upon baseline.

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:
Skills and knowledge are shared with all teachers in KS1. To enable staff to confidently teach these areas without relying on expertise of a coach. Children master agility, coordination, movements and balance by following the Programmes of Study in the National Curriculum for KS1. Children begin to apply these basic movements in a range of activities. Children participate in team games with simple rules.	Audit staff training needs and confidence in this area. Source CPD across the year as required linked to PE area of Dance.	£1000	Staff are confident in progression and able to provide high quality sessions to support pupil fitness and skill development Teacher confidence in teaching Dance schemes of work. Teachers are confident in progression of skills and assessment of PE.	Consistency in high quality teaching, developing teacher's subject knowledge and improving the skills of the children. Providing a rich, varied and inclusive PE curriculum and giving all pupils a range of opportunities to be physically active and understand how physical activity can help them to adopt a healthy, active lifestyle.
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:
Additional achievements: Provide regular school sports clubs - School staff (sports champions) and private providers	Use pupil voice to gauge interest in clubs to tailor clubs to children's interests. External coaches employed to provide a club every week (lunchtime). Subject Leader ensures pupils are given equal opportunities to attend and opportunities for all.	£ 1000	A new sport for everyone motivates and raises ambition. Signposting individuals to external clubs ensure passion is rewarded. Club attendance and registers show participation is high.	Make further links with external clubs to raise the profile of a range of sports.
Expand children's experiences of game specific activities	Use external specialists to encourage and enthuse children in sports of a game based nature.	£ 500	Children will have sport specific skills and knowledge of game s through Chance to Shine Cricket	Make further links with external clubs to raise the profile of a range of sports.

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:
Membership to HASSP (Haddenham Area School Sports partnership) for inter school competition	Planned activity across the year with clear opportunities for children to be involved in inter sport celebrations and activities; dance, athletics	£200	Children have competed and worked with children from other schools	A rolling program of events that encourage all children to participate and for parents to celebrate sporting involvement and success.

Signed off by	
Head Teacher:	
Date:	4.11.22
Subject Leader:	
Date:	4.11.22
Governor:	
Date:	