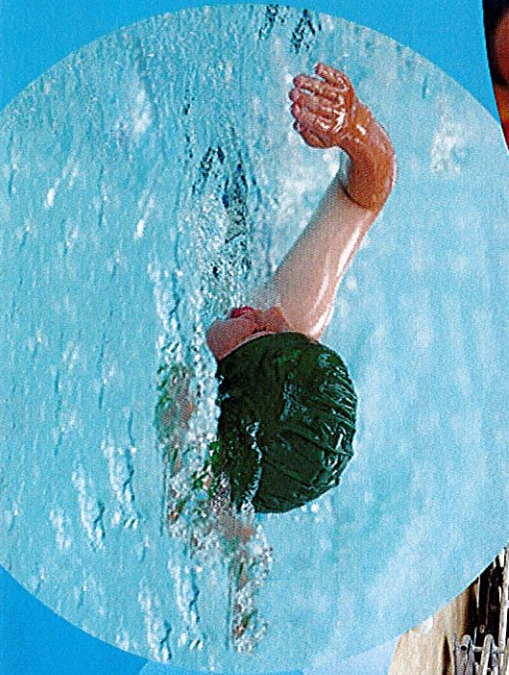


Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



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:

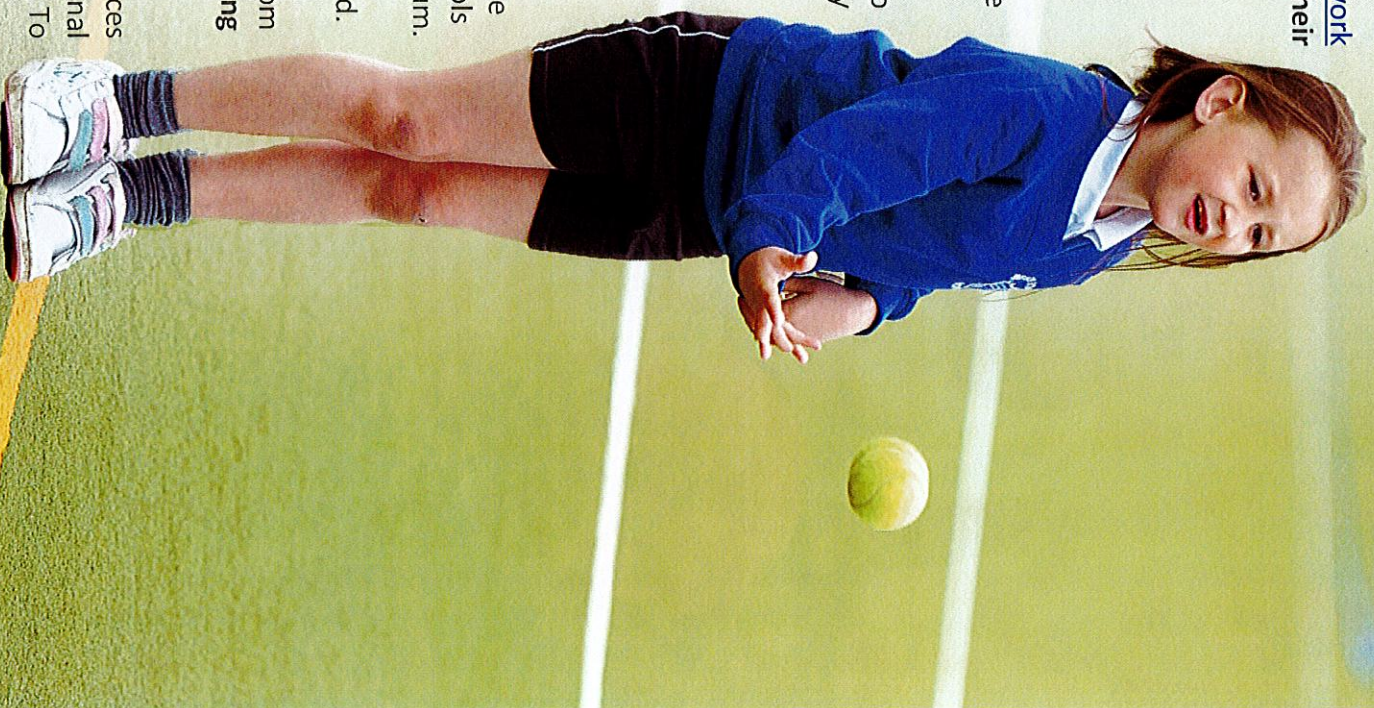
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 encourage 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	£4,000
Total amount allocated for 2020/21	£0
How much (if any) do you intend to carry over from this total fund into 2022/23?	£4,000
Total amount allocated for 2022/23	£0
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£4,000

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/A%
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 2020. 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]?	N/A%
Please see note above	
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?	Yes/ 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: £0	Date Updated:		
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				
Intent	Implementation	Impact	Sustainability and suggested next steps:	Percentage of total allocation: %
Engage and include all pupils in physical activity Pupils to recognise and understand the benefits of engaging in physical activity and sport	To continue to implement the range of 'daily diet' physical activities for all pupils – review current resources Activity tables to increase engagement during playtimes.	£200	Evidence of impact: Pupils participating in a range of new sports that suit individual needs. New resources being used to engage the pupils	Increased participation in a range of PE activities that would otherwise not be accessed. Next steps to look at specialist service providers.
Pupils are encouraged to participate in physical activities	Monitor the structured physical playtime activities offered – involve pupil voice	£9	Pupils involved in ordering new resources that they will engage in during playtimes. Different activities on offer each day.	Increased participation in physical activity during playtimes and increased movement throughout the day
	Begin to promote physically active opportunities at home through: <ul style="list-style-type: none"> • Making active packs for home • Family challenges 	£100	Parents sharing in being physically active and encouraging their children to take part in new opportunities at home. Completion of challenges at home shared with school.	Involving families to be more active. Next steps support SEN pupils with specialist service providers over holidays for other sporting activities.

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	Sustainability and suggested next steps:
Increase awareness of importance of physical activity and the benefits to health and well being	Review cross curricular links with PSHÉ and physical activity	Funding allocated:	Evidence of impact: Cross curricular links made in lessons to increase pupils' understanding of how to live a healthy life
Support and improve readiness for learning through the use of physical activity to improve mood, regulation and attentional skills	Implement termly physical activity element for staff as part of the staff well being plan – link to work already started	£	Staff looking after themselves and understanding the role physical activity has
	Enhance the sensory and physical intervention resources to ensure provision meets needs. Use support from Griffin OT – individual assessments	£200	The sensory and physical needs of pupils are met. Highlighted in planning for individual pupils.
	Promote interest in sport whilst developing and encouraging an interest in reading – purchase suitable books and magazines	£200	Cross curricular planning in literacy to engage pupils to read a wide range of books. Improved reading skills and reading for pleasure
	Develop the use of outdoor Ed/forest school on new school grounds. Develop physical activity to support pupils in their regulation and readiness for learning. Increase range of resources for this.	£200	Pupils engaging in outdoor education and having new experiences. Pupils becoming more self-regulated.
			Pupils timetable to take part in outdoor activities. Staff to share CPD and upskill other staff members.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

		Percentage of total allocation:	
		%	
Intent	Implementation	Impact	Sustainability
Pupils access a range of physical activities that are delivered confidently and competently	Teachers work alongside PE specialists in school (DW, MH, MC, BJ)	Evidence of impact: Staff to feel more confident and competent across a range of PE activities. Children to show increased skills and shared experiences.	Sustainability Outdoor education timetabled for all pupils. Resources to support this curriculum are in place.
	Introduction of horse riding 1:1 sessions alongside Tor staff		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			
	Percentage of total allocation:		
Intent	Implementation	Impact	Sustainability
Pupils access a broad and varied PE provision enabling greater engagement and interest in physical activity	Liaise with appropriate sporting and physical activity providers – APs	Evidence of impact: Pupils to show increased skills and share experiences	Sustainability Increased links with APs to upskill staff and give pupils a wide range of experiences

Key indicator 5: Increased participation in competitive sport

				Percentage of total allocation:
				%
Intent	Implementation	Impact		
Pupils participate in competitive sports	When appropriate liaise with outside clubs and support our individual pupils in their clubs. Not enough primary pupils in school to make a competitive team.	Evidence of impact: Pupils share skills learned at outside school clubs. Staff to support where possible	Sustainability and suggested next steps: Begin networking with local sports clubs and develop whole school approach	

Signed off by	
Head Teacher:	<i>[Signature]</i>
Date:	19.1.23
Subject Leader:	<i>A. Harcourt</i>
Date:	19.1.23
Governor:	
Date:	

