

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

July 2023



Commissioned by



Department
for Education

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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](#).

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Details with regard to funding

Please complete the table below.

Total amount allocated for 2022/23	£19,790
Total amount of funding spent in 2022/23. To be spent and reported on by 31st July 2023.	£23,133

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 2020. Please see note above	22%
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	11%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0%
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

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: 2020/21	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:	
			5%	
Intent	Implementation	Impact	Sustainability and suggested next steps:	
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?	
Ensure children have access to age-appropriate active travel training to encourage children to walk or cycle to school safely.	<p>Year 3 pupils take part in Pedestrian training to learn how to cross the road safely.</p> <p>Y5 pupils take part in Bikeability Level 1 & 2 training to learn how to ride their bikes safely on the road</p> <p>Develop and Active Travel plan.</p> <p>Assembly on Active Travel.</p> <p>Active travel promotion to parents and families in school newsletters and parent meetings.</p>	<p>Bikeability Training Cost: Part of RESSP Buy in. (Part of £4,500).</p> <p>Pedestrian Training £291</p>	<p>Children can now relate road safety to their own environment and therefore have more awareness of safer places to cross the road.</p> <p>They may also be encouraged to cycle to school, after achieving level 2, thus contributing to their activity levels.</p>	<p>To promote walk to school week and national bike week to parents through social media and Seesaw. A more robust approach is needed to engage staff alongside the support of the Healthy Schools Lead. Assemblies and class challenges need to be set to see some real improvement in this area.</p>
Develop life skills in pupils.	<p>Integrate Complete PE across the school.</p> <p>Subject Leader delivering whole staff training – evaluating the impact</p>	<p>Support from RESSP for staff training: Part of RESSP Buy in. (Part of £4,500).</p>	<p>Children now know the meaning of the spirit of the games attitudes and can put them into context in situations across the curriculum. Staff are using these to reinforce positive attitudes across the</p>	<p>Assemblies to promote spirit of the games now embedded in the assembly time table across the school. Using the spirit of the games packs more emphasis on how this can run through the</p>

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	of Complete PE & ways of moving forward. Focus on including EYFS Updated curriculum plan to include life skills for the academic year.	£240- Postcards	school and in other curriculum areas	whole curriculum. Children rewarded with postcards to acknowledge the importance of these values. Maybe award these cards in weekly whole school assembly, to ensure consistency across the school.
Develop leadership skills in children	RESSP trained sports leaders. A member of staff accompanied the children to the training and now leads the sports leaders' team within school. The children deliver physical activity sessions at break and lunchtimes. The member of staff in charge meets the leaders twice a month to plan activities and to use the group as the student voice for other projects. The leaders will also support events organised by RESSP.	Leadership Training Cost: Part of RESSP Buy in. (Part of £4,500). Break & lunchtime specific equipment cost: £546	Sports leaders from the previous year are mentoring the new leaders and working alongside them at lunchtimes to support children. Twice monthly meetings allows training and issues to be discussed, it also feeds into school wide active events that can be promoted throughout the school ie Sport relief.	Continue with the two year group approach from year 5 and 6. New year 6 to mentor year 5 leaders and shadow them in the Autumn term. More visible presence across the school means more children can be actively engaged during lunchtime and break. The profile of the sports captains is more widely recognised amongst teachers and pupils. The self-esteem of the sports captains has had an impact in their whole school experience.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 23%
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 raise the profile of PE across the school and the involvement of the SSP	Termly assembly to promote the spirit of the games, focus on these across the curriculum. Plus also send it via parent mail to engage parents.	Part of RESSP Buy in. (Part of £4,500).	As a school children are becoming more familiar with the vocabulary and the meaning of the positive attitudes encouraged, in PE and other curriculum areas.	Staff and children are using the values and we have raised the awareness of how PE can develop these values. Through half termly newsletters, parents are aware of the importance of these attitudes, which influence learning attitudes across the curriculum
Assessment in PE across the school to raise standards.	Use Complete PE to assess ability levels and ensure teaching is appropriate and engaging. Measuring the effectiveness of the scheme and teaching and learning.	£126 annual Complete PE Charge	All year groups are using the assessment tool as a means of assessing children's progress. Attainment has improved since last year and targeted children have grown in confidence.	The assessment information has been used to inform reporting levels and to identify groups who need more support, both socially, emotionally and physically. Aim to assess at least 5 areas over the year.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				% Included in ssp spend
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 knowledge, understanding, confidence and competence of the Early Career Teachers (ECTs).</p>	<p>The ECT's to work alongside the coach Autumn and Spring to put their training from last year into practice</p>	<p>Part of RESSP Buy in. (Part of £4,500).</p>	<p>ECT have commented they have learnt more in these sessions than throughout their training and are now more confident to deliver PE .Early years teacher has supported alongside coach lead sessions. Attending Development days has also given ECT ideas on how skills can be taught and organised.</p>	<p>ECT to be involved in attending development days and to get involved in physical activity during lunch and break times. All ECTs have had the opportunity to accompany their year group to an event and have seen first hand how physical activity is an important part of the school experience and benefits the children both physically and socially.</p>
<p>Increase the confidence and competence of staff teaching PE</p>	<p>RESSP staff to deliver team teach using the complete PE scheme. Showing the school staff how they would deliver the lesson plans.</p>	<p>Part of RESSP Buy in. (Part of £4,500).</p>	<p>Over the year SSP staff have delivered a Complete PE lesson across year groups, this has included Nursery and EYFS. Coaches have also been involved to ensure consistency of practice.</p>	<p>Continued support may be needed in other areas of PE over the year and Year 5/6 will have a team teach session in Autumn/Spring 23/24.</p>
<p>Increase range of activities available in school and particularly opportunities for girls.</p>	<p>.Disney Girls Football delivered throughout the year. Staff member trained in Disney Girls Football</p>		<p>The skills and confidence of the girls has increased, investing in a new girls kit has increased the profile of Football amongst the girls and given them confidence in other areas of games. Girls have been involved in SSP football events as well as competitions against other schools and entry into local cup events.</p>	<p>The opportunity for girls to have experience of playing football needs to be sustained and increased. Girls only after school football and sessions during the school day need to become established as normal practice at lunchtime and playtime.</p>
<p>Increase knowledge, understanding, confidence and competence of the staff teaching PE across KS1</p>	<p>Team teach sessions supported by SSP staff.</p>	<p>Part of RESSP Buy in. (Part of £4,500).</p>		<p>Support staff have been involved in attending other physical activity opportunities. The resources from these are going to be used to embed in the existing curriculum i.e baseball during striking and</p>

				fielding activities.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 87 %
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 ensure that all children and young people enjoy some form of sport or physical activity	Take part in RESSP festivals and development days. After school clubs for each year group throughout the year	Course Cost: Part of RESSP buy in (Part of £4,500). Transport costs £3000	All children across the school have taken part in a Development day across the year, working alongside schools in competitive and collaborative situations. Children's skill levels have improved across the school as staff have notice the competence of our pupils.	All children are excited and engaged in development days and gain valuable experience outside the classroom. Children gain confidence and competence. The thrust needs to be preparing children for these events, embedding curriculum PE with development day activities. This also needs to help support those who struggle in different environments and settings, where the social aspect is more of a challenge. Thus creating more resilience.

<p>Ensure that all children know how to and are confident and competent to ride a bike</p>	<p>Balance bike training for all children in Reception, delivered by RESSP.</p>	<p>Balance Bike Training Cost: £120</p>	<p>Children from each key stage have the opportunity to build on existing active travel skills. From balance bikes in Reception, Pedestrian training in Year 3 and Bike ability in year 5.</p>	<p>Children are still enthusiastic to take part and especially since the pandemic, need reminding of the advantages of cycling and walking safely. Some children need refreshing on basic skills, such as cycling, which in turn can be embedded in family life and activity.</p>
<p>We believe that all our children will find their activity so we offer a wide range of activities.</p>	<p>Coaches working in school alongside staff delivering yoga, cheerleading and dance. Free after school clubs run by coaching staff support curriculum aims. Targetted children in year 2 have had free after school active sessions.</p>	<p>£14,070 Mighty Warriors Grangetown Netball WAR</p>	<p>Children are more willing to try new things and go in with an open mind and a have a go attitude. Some inspired by our provision have gone on to sign up at community clubs i.e. in Cricket, Swimming, netball and basketball and athletics. After school clubs are well attended and provide a safe and fun environment to be more active,</p>	<p>The success of the outside agencies we have used this year has encouraged children to take up sport in the community. Involvement in competitive events have been really successful, achieving silver and gold positions. These links will continue into the next year, building on already existing relationships with staff and pupils. More targeted groups in lower school to be established and summer provision needs reviewing.</p>
<p>Introduce Y6 pupils to Eston Leisure centre to be inducted into the gym.</p>	<p>All age appropriate 11 year olds have attended a free gym induction over the year. Those not eligible have been given a free voucher to attend.</p>	<p>£240</p>	<p>Children who have been reluctant in traditional PE activities have been motivated by the different ways to exercise in the gym. The sessions have been suitable for all ability levels.</p>	<p>Some children have attended the gym since their induction, attending alongside siblings or parents. Hopefully encouraging a more healthy active lifestyles, long term.</p>

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:
Ensure that every pupil, by the time they reach Y6, has represented their school in a sporting activity	<p>Enter into RESSP competitions and festivals.</p> <p>Ensure children are entered into appropriate levels of competition to suit their individual motivation, competence and confidence levels.</p> <p>Keep a track of which competitions and festivals every child has attended.</p> <p>Celebrate ALL participation achievements, not just the winners</p>	Competition Cost: Part of RESSP buy in (Part of £4,500)	All children are willing to volunteer to represent their school in activities which suit their skills, competence and abilities. Targeted children have been encouraged to take part in after school clubs to build up confidence. SEND events have given all children the opportunity to compete.	Increased success this year is testament to the progressive nature of the curriculum combined with outside coaching and after school provision. All children have had the opportunity to take part in events matched to their abilities, building confidence and competence. There is an increased willingness to take part especially in upper KS2, where children volunteer to take part and learn the value of taking part in the experience, regardless of winning or losing. We intend to continue to build on this next year.

Signed off by S. Marsden	
Head Teacher:	Mrs S Marsden
Date:	22.6.23
Subject Leader:	Mrs S Doe
Date:	22.6.23
Governor:	
Date:	

Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

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