

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2011

Commissioned by



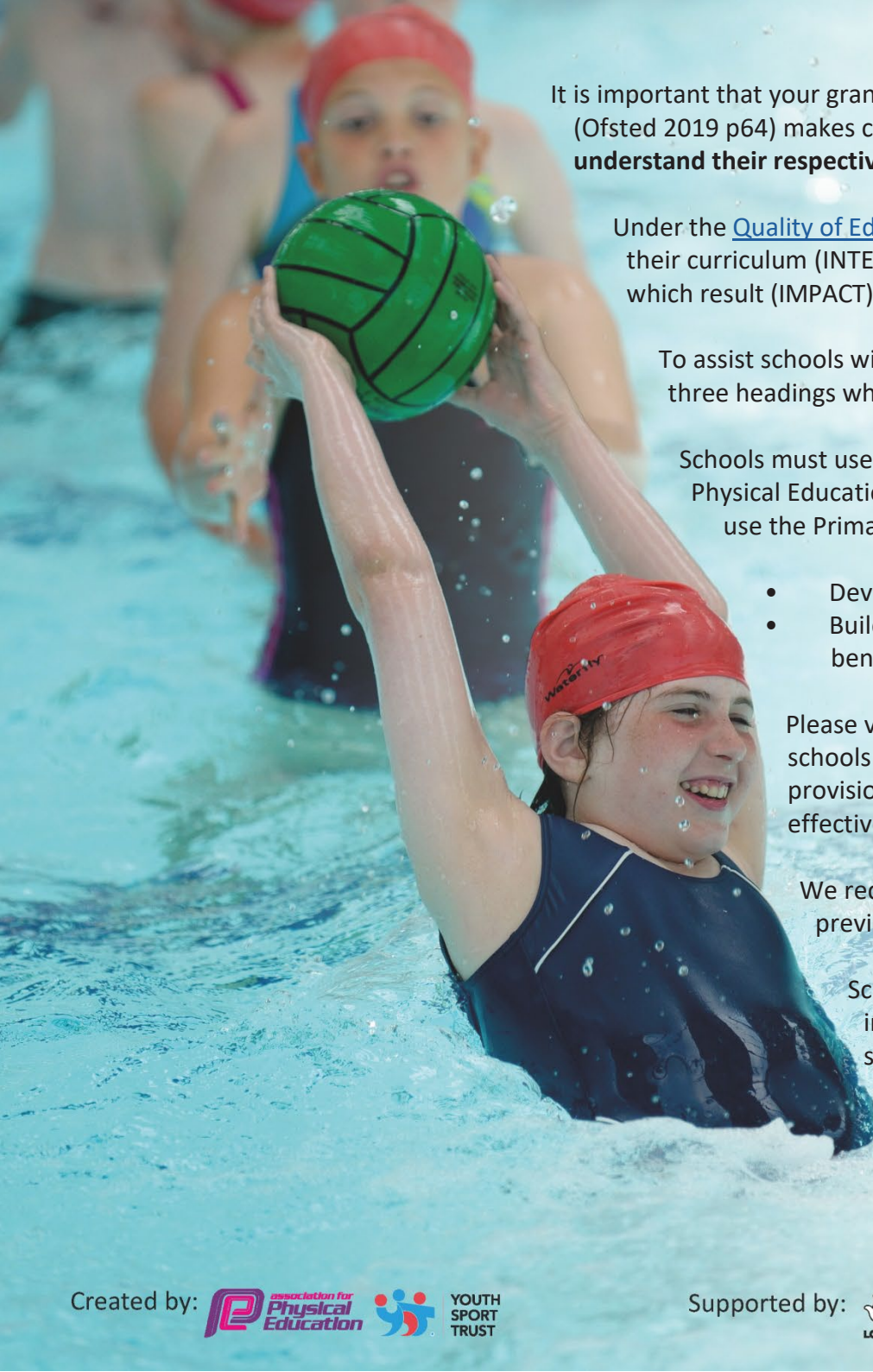
Department
for Education

Created by



YOUTH
SPORT
TRUST





It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2021** at the latest.

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 2022. To see an example of how to complete the table please click [HERE](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • More pupils attended sporting events. • More opportunities for extra-curricular activity. • Improved performance in sporting events across local schools. 	<ul style="list-style-type: none"> • More opportunities for afterschool activities. • Links with local sports teams as role models. • Variety of sporting opportunities being offered. • To enter more competitions locally.

Meeting national curriculum requirements for swimming and water safety.	6 Children
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.	5/6
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	5/6
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	5/6
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: 2021/2022	Total fund allocated: £16,580	Date Updated: April 2022	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school			
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:	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 have at least 2 hours of quality physical education per week.	Continue apprentice TA to support teaching and supporting PE lessons. Observe PE sessions and	Children are engaged in lessons, teachers have more knowledge of subject. Children will be more physically active and lead healthy lifestyle.	To continue employment for the future. To meet with FET staff to focus on PE teaching and schemes available.
To increase the number of pupils attending physical activities outside of school curriculum time.			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p>To appoint Sports Leaders to support playtimes/lunchtimes and organisation of the school.</p> <p>Weekly celebration assembly and Work of the Half term assembly to include celebration of personal and group sport achievements. Out of school sporting achievements to also be recognised and celebrated e.g. children representing local clubs or attending events such as dance/karate/gymnastics</p>	<p>To lead assembly to the children about qualities of a sports leader. Children to apply for their role and vote. Children to be appointed, provided with a Sports Leader badge. Regular meetings to discuss any improvements and role and responsibilities.</p> <p>Photos of PE, sporting events and physical well-being to be posted to school socials/Tapestry. Forward sport reports and photographs to post on social media. Awards given and celebrated after competing/ being involved in PE</p> <p>Purchase any trophies children have been awarded at sports events and display in school.</p>	<p>Children will be more active at playtimes with support of their Sports Leaders. Children were keen to apply and promote PE within the school.</p> <p>Profile raised to a wider audience and digital presence resulted in more active engagement from the community. Profile raised within the school. Children's self-esteem improved.</p>	<p>Children to be appointed next year, continue to meet and organise roles.</p> <p>Staff informed to keep social media up to date.</p>
<p>To have a sports uniform to wear on PE days.</p>	<p>To speak to 17 sport and look at prices and options for sports kits.</p> <p>To speak to Governors about the kits and discuss positives / negatives.</p>	<p>Children are always ready for physical activities and wearing appropriate footwear. More time for PE sessions as they wear them to school rather than getting changed.</p>	
<p>To make links with community clubs to raise profile of sport.</p>	<p>Speak to local sporting teams about coming in to school to inspire children and make links with local clubs.</p>	<p>Sponsored Barrow Raiders player – Children attended matches and were mascots</p>	

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

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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To develop the skills, knowledge and understanding of PE within the staff through a programme of CPD and inset.	<p>Whole School PE training Day. IPEP leader to come in to school to model IPEP PE lessons to each class with teacher observing. Organise meeting to discuss assessment of PE during lessons and ways of recording.</p> <p>To attend local cluster group meetings with staff from primary schools. To share good practice and find out new initiatives.</p> <p>Staff to work alongside coaches and sports specialists to enhance their skills knowledge.</p>	Staff all observed sessions. They found it useful to see ways of keeping the lessons fast pace and have less time waiting for instructions. Children were engaged and enthusiastic. Staff more confident to deliver IPEP sessions and understand the opportunities for challenge and differentiation using the planning. Teachers becoming more confident in using assessment during lessons and ways of recording, however we would like to develop this further.	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:

<p>Additional achievements:</p> <p>Link with local sports teams to provide extra curricular opportunities for children to have a go at new sporting.</p> <p>To find new and exciting opportunities for physical activity for those who are less active.</p> <p>Smart moves sessions weekly for improving gross and fine motor.</p>	<p>Barrow Raiders Advantage to come into school to offer athletics, dodgeball and rugby sessions for children across all ages.</p> <p>Dalton Diamonds Coach to offer one – two after school clubs per term for children across all school ages including reception. Greater number of children to take part in extra curricular activities.</p> <p>To look online for scooters. To invite companies to bring samples in to see which are best for cost and use. To purchase safety equipment – helmets. To run afterschool club.</p> <p>To discuss with staff children who are finding difficulties with gross and fine motor skills across school. Group them accordingly for 20-minute session once per week. TA to set up activities to develop either gross/fine.</p>	<p>Positive relationships – Role models who children aspire to be like.</p> <p>Purchased a selection of scooters for all ages including storage unit and safety gear. Children are eager to attend scooter club and sessions therefore more physically active.</p> <p>Children attend sessions weekly, fine and gross motor activities are planned and children make progress.</p>	<p>Continue sessions next year to offer more children places and continue attending sporting competitions.</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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To identify the sporting competitions on the school calendar and increase participation.	<p>Pupil voice – to ask children what clubs they would like to see offered in school.</p> <p>Purchase new equipment.</p> <p>To attend as many events as possible.</p>	Higher percentage of children have attended a sporting competition and we have had more successes.	To look for a Sports Apprentice to take over role. Or to Employ current apprentice to continue offering extra activities to enable us to enter as many sports competitions as possible in the future.

Signed off by	
Head Teacher:	Lisa Fell
Subject Leader:	Laura Davidson
Governor:	Mike Brown
Date:	July 2022