

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 2020/2021, 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 2022. 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 academic year 2020/21	£0
Total amount allocated for academic year 2021/2022	£17,800
How much (if any) do you intend to carry over from this total fund into academic year 2022/2023?	£0
Total amount allocated for academic year 2022/2023	£17,810
Total amount of funding for academic year 2022/23. To be spent and reported on by 31st July 2023.	£17,810

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	56%
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	44%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	44%
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

Academic Year: 2021/2022		Total fund allocated:	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				Percentage of total allocation:
				0%
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>Improve and increase pupils' activity levels throughout the day.</p> <p>Improve pupils' emotional health and well-being.</p> <p>Build upon and support pupils to develop key life skills.</p>	<p>We will continue to look at the many opportunities to promote both pupils physical and emotional health and well-being in school through:</p> <ul style="list-style-type: none"> Extra-curricular offers of yoga, mindfulness, dance, multisport, keep fit through song, rounders, and football clubs. Daily Mile initiative – using the world maps and country stickers, Years 1 – 6 are challenged to move 'around the world' and complete the most daily miles by the end of the academic year. 		<p>Pupil's feedback from participation in daily mile initiative; sense of competition between classes and peers has increased engagement and had a positive impact on self-esteem. They appreciate the benefit of fresh air and exercise during the afternoon.</p> <p>Increase in club participation – every child from Y1 – 6 signed up for an after school club.</p>	<p>Sustainability: Daily Mile initiative to continue, using free resources to keep pupil's interest and maintain engagement in future year groups.</p> <p>Next steps: Continue to develop lunchtimes and look at ways to include opportunities for improving physical fitness further and developing emotional health and wellbeing at lunchtimes.</p> <ul style="list-style-type: none"> Courses for lunchtime staff/ in school training and support?


25%				Percentage of total allocation:
Intent	Implementation		Impact	25% - forecast to spend over allocation
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>Raise standards of PE within our Early Years. Children in Nursery and Reception to develop physically in line with national average.</p> <p>Children below ARE make steps of progress to close the gap between themselves and their peers.</p> <p>For children to have a firm understanding about their own and other's health and wellbeing</p> <p>Pupils to know how to get involved in PE, sport and health by signposting children to continue to be active in the local area.</p>	<p>In EYFS, through quality-first teaching, the focus is on the Prime Areas of PSE, CL and PD. Staff work alongside a PE coach to focus on these prime areas.</p> <p>Pupils who are below ARE in PE are targeted and skills taught within whole class sessions are repeated within intervention sessions with PE coach.</p> <p>All children to access the Life Caravan to reinforce important messages about health and wellbeing (Link to PSHE)</p> <p>Use the school website, the newsletter, and the twitter account to promote PESSPA. Signpost parents on Twitter to local sports clubs/ free taster sessions etc.</p> <p>Create 'spotlight on PE' video on school website to help encourage pupils and families to be more physically active and further improve their skills.</p>	<p>£3,170</p> <p>Costs included in the figure above</p> <p>£1,260</p>	<p>End of Reception: PD GLD achieved at 21/23 pupils.</p> <p>Interventions from Reception to Y6 have benefitted all pupils, increasing participation in main teaching sessions and confidence in skills.</p> <p>Pupil Voice found all children enjoyed life caravan events and could confidently talk about what they had taken from the sessions surrounding their own and other's health and wellbeing.</p>	<p>Sustainability: Continue to identify and target those children below ARE with intervention sessions with PE coach. EYFS continue to focus on the prime area of PD, using additional support staff specifically to target this area/ Staff and pupils will continue to use strategies for emotional health and well-being and these will be embedded into practice and have a long term impact on their ability to deal with challenging situations. Opportunities within the curriculum will continue to be offered to pupils in suture year groups.</p> <p>Next steps: As we become a 'Voice 21' school with a focus on oracy, consider how to raise the profile of PESSPA alongside this.</p>

Key indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport				Percentage of total allocation:
				59%
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>Embed staff confidence in following new curriculum overview and progression of skills documents.</p> <p>To ensure all staff are able to deliver high quality PE lessons with clear skill-based focus</p>	<p>CPD - Bolton P.E. Conference – 16th March. PE coach and PE lead attend.</p> <p>Qualified PE coach to teach and support staff members in lessons.</p> <p>PE coach to plan alongside staff members to ensure skill-based progression, vocabulary progressions and confidence in delivery.</p>	<p>£500 est</p> <p>£10,000</p>	<p>Through the delivery of well-planned lessons and high-quality teaching pupils have continued to make good progress in lessons and have develop their skills to a good level.</p> <p>Pupil's are using key vocabulary appropriately and are able to articulate why it is important to keep fit, healthy and maintain an active lifestyle.</p> <p>Pupils feedback on their enjoyment and engagement in lessons and this continues to grow so that all pupils have positive experiences, improved self-esteem, knowledge of the importance of being active and staying healthy and a love of PE.</p>	<p>Sustainability: PE remains a well-managed and well led subject with PE leader being at the cutting edge of best practice and using this knowledge to ensure high quality outcomes for the school. PE coach alongside staff delivery and confidence to teach high quality PE remains high so that future pupils benefit from well taught lessons and the positive outcomes that come from this.</p> <p>Next steps: Look into joining Association for Physical Education (afPE)</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				34%
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 expand opportunities for children to take part in a variety of different sports and activities.</p> <p>To improve pupils' confidence and self-esteem.</p>	<p>Subside the Anderton centre visit for Y3,4 and 6 – outdoor adventurous activities</p> <p>Support from Beth Tweddle Gymnastics company to deliver sessions alongside the class teacher from Reception to Y6.</p> <p>Children offered a broad range of extra-curricular activities throughout the year: yoga, dance, multisport, keep fit through song, rounders, and football clubs.</p> <p>TriKidz Triathlon Day for Y1-6 - children to complete a triathlon with their classmates.</p> <p>Cricket coach from local cricket club to teach alongside staff.</p>	<p>£4,000</p> <p>£2,000</p>	<p>Outdoor opportunities have developed children's love of the outdoors and nature and are developing their life skills including trust, respect, teamwork and communication.</p> <p>Reluctant / children struggling with physical development are identified during lessons and are targeted, with suggestions of them trying out of school activities/clubs to capture interest and make new friends.</p>	<p><u>Sustainability:</u> Continue with opportunities which are cost effective to broaden children's skills and experiences within PE and sport.</p> <p><u>Next Steps:</u> Look for opportunities to broaden experiences with free taster sessions/activities both in and outside of school</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
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 expand the opportunities for pupils to take part in competitions and performance.</p> <p>To improve pupils' confidence and self-esteem.</p>	<p>To look at opportunities for competition as part of the PE national curriculum and wider school offer of intra/ inter competitions using the School Games' online platform to attend events and competitions as well as accessing resources.</p> <p>Look at opportunities for children to be active in the community and make links with these on offers for pupils to try our activities, join in with activities etc</p>	£500 est	<p>PE coach giving pupils opportunities to be competitive or take part in performances at the end of their unit of work.</p> <p>Children taking part in opportunities (Bolton School football festival, TriKidz Triathlon day) motivates, engages, and gives them increased confidence and self-esteem in their abilities.</p>	<p><u>Sustainability:</u> Pupils' wider skills learnt though competitive situations and collaborating with others will stay with them. Calendar of events and opportunities will carry on in future years so others will have similar experiences and opportunities using School Games online booking calendar.</p> <p><u>Next Steps:</u> Book onto competitions for all year groups and abilities to attend competitions and events all year round.</p>

FORECAST COST = £21,430. Forecasting ca. 20% spend over allocation

Signed off by:	
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Date:	31/08/2022
Subject Leader:	S Isherwood
Date:	15/07/2022
Governor:	Gill Begg
Date:	01/09/2022