

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 2021-2, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

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 2021/2	£0
Total amount allocated for 2022/3	£17350
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17350

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p>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</p>	<p>July 2022</p>
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p> <p>Please see note above</p>	<p>88%</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	<p>63%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>63%</p>
<p>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?</p>	<p>Yes</p>

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: 2022-3		Total fund allocated:		Date Updated: October 2022	
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:
				£855	4%
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?	

<p>Pupils will be happy to be take part in a variety of physical activities and sports in the playground, in after school clubs and away from the school environment.</p> <p>Classrooms will be more active so children are not sitting for longer periods of time without the opportunity to move.</p> <p>Sport Ambassadors will be used as pupils voice to encourage children to take part in physical activity in and out of school.</p>	<p>Sports Crew and Play Leaders to facilitate active play, by bringing out new activities and equipment , supervising games and offering personal challenge opportunities. Money will need to be spent to replace old equipment.</p> <p>Fill in active school heatmap.</p> <p>KS2 Activity survey</p>	<p>£155 Mini leader outdoor learning collection</p> <p>£500 to store and replace expendables.</p> <p>Whole school has a skipping rope for brainbreaks.</p> <p>£200</p>	<p>Children are able to choose and collect equipment easily with no adult involvement. The play Leaders are independent and ensure all pupils have access to fun, physical activities on the playground at lunchtimes. Although we lost 20% of our Sports Ambassadors we were able to replace them easily because of their training. We have an waiting list for new Sports Ambassadors. Pupils invest in lunchtime and extra-curricular activities by choosing the activities to do.</p> <p>Sports Ambassadors were asked for their opinions about active skipping brainbreaks for classes. Competitions were suggested. Pupils thought their skills would get better. They knew if they practised something they improved.</p> <p>Pupils discussed creating a KS2 Forest Schools area in the future so they could use it for Science, Geography and PE lessons.</p>	
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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	£2962 17%
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:	Sustainability and suggested next steps:
<p>Improve children’s gross motor skills and core strength to allow them to access the full curriculum and build confidence.</p> <p>Pupils will improve their leadership and service opportunities by taking part in sporting events that will lead to Gold School Games award and the school being recognised nationally.</p> <p>Pupils will experience a variety of active lessons that complement their curriculum and improve their ability to withhold information.</p>	<p>Employ a PESSPA provider to target individual children.</p> <p>Balance bikes need a safe place that can be easily accessed by all stakeholders</p> <p>School Games competitions link up with the curriculum. Pupil voice is used to ensure an active school community. New initiatives from various sources are used to improve pupils’ mental well-being and physical literacy.</p> <p>Enrich Education will map the school grounds and provide orienteering training for staff and the necessary equipment.</p>	<p>UnderKey indicator 4</p> <p>£600</p> <p>Key indicator 5</p> <p>Key Indicator 2 – Play Leaders and equipment</p> <p>Paid under Key indicator 4</p> <p>Further training needed next year, book training, possibly with Broadheath – consecutive and buy in. 2023-24</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Our PESSPA provider has worked with EYFS pupils to look at their fundamental skills. Bella Rose is now able to jump over a target, negotiate space and was thrilled to finish with her peers. It might seem a little thing. It wasn’t. She will play an active part, confidently in sports day!</p> <p>Balance bikes are being used regularly and children’s gross motor skills and core strength are improving so they can access the full curriculum and build confidence. They are building skills of independence and caring for equipment by taking ownership of the bikes.</p> <p>The Sports Ambassadors have found out through their training, that they need to include everyone so no-one feels left out. They know that everyone “can do something” KS 2 Sports ambassador.</p> <p>Currently the new course set up round the school grounds is used by the KS1 children. It has helped improve phonics skills. It is embedded by appealing to visual, audio and kinaesthetic learners. The pupils have problem solving skills. Both of these skills will be utilised throughout their education.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			£4445 26%
Intent	Implementation		Impact
Your 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>Pupils will experience quality first teaching, meaning that their core skills in PE will improve, enabling them to take part with confidence in a variety of different physical activities and sports.</p> <p>Pupils will have a greater understanding of the skills needed to play striking and fielding games.</p> <p>Pupils will understand the importance of being able to challenge themselves in PE.</p> <p>Pupils will understand why being fit and active is important for physical and mental well-being.</p> <p>To ensure teaching and learning are of a high standard across the school (SIP 1a 3)</p>	<p>Audit staff confidence and competence so all members of staff can access coaching, whole school CPD and strategic CPD. Staff will be able to set appropriate next steps, be confident and competent to teach all areas of the PE curriculum, showing progression of skills.</p> <p>Buy in to a PE scheme to increase staff confidence when teaching PE so pupils experience quality first teaching.</p> <p>YST membership to support national strategy and planning, as well as supporting school needs. YST encourages innovative practice.</p> <p>Buy into the Chantry partnership</p>	<p>A cricket coach to work alongside all staff for 6 weeks and provide a club. £1800</p> <p>Gymnastics CPD £135 Movemore Learnmore</p> <p>PE Lead training £450 + supply costs £100</p> <p>Bought in to PE Planning £185</p> <p>Orienteering CPD with Enrich education paid under Key indicator 4 – 2023-24 £210</p> <p>YST membership £1250 + 3 half day cluster meetings £30</p>	<p>100% of staff felt their ability to teach striking and fielding skills improved, so pupils will have quality first teaching. “The cricket coaching is a positive experience for the pupils and staff. We have learnt lots of new ideas, but we also have time to stand back and watch/assess our pupils” KS2 staff. The children thought their teachers must be learning from him!</p> <p>“I am challenged in athletics lessons, because I only do it in school” Year 6 pupil</p> <p>“The best bit is the lesson is set up and ready to go”. KS2 staff. In the future this may lead to us having sports leaders to set up PE equipment for staff.</p> <p>PE planning has made a difference to teachers. “ It is all there. It is linear. It has assessment. It has equipment needed listed. It makes life easier.” KS2 teacher. They feel more confident in what they are teaching.</p> <p>Pupils understand that being fit and active is important to enjoy future life. “If we are active now, we don’t get sick when older. It gives us good health.” Yr 5 pupil “ It is good for our mental health” Yr 5 pupil. “ We learn things better when we are active” Yr 5 pupil. “Exercise keeps you healthy. It refreshes your brain” Yr2 pupil</p> <p>“We really need the gymnastics CPD. I</p>	
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			<p>worry about the safety and demonstrating moves, as I can't do them. I don't avoid the lessons, but I don't look forward to them."</p> <p>Time for planning was invaluable and made sure the money was going to be spent wisely.</p> <p>"The Chantry Partnership with Youth Sport Membership has supported me in how to move forward in PE holistically for the children and know the specialist training needed to move the pupils forward." PE lead.</p> <p>Promotes working with other schools which so important as only a small school whose Year 6's are thrown into a big school not knowing many people, but they have met and worked with other pupils from other feeder schools. Positive well-being at transition.</p> <p>Promote close working relationship with feeder schools, secondary school and SGO to ensure maximum opportunities for children. As staff, networking and personal CPD</p>	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		Impact	£6390.60 37%
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	Sustainability and suggested next steps:
Pupils will experience a broader range of sports and activities, so they will have more opportunities to enjoy success which will improve their self-esteem and well-being. Pupils will experience risk taking in a “safe” environment. They will be able to work as a team showing resilience. Pupils will be able to improve teamwork, resilience and thinking skills while being active. They will be	Buy new sport equipment to offer a greater range of physical activities in school. Employ a PESSPA provider to offer more pupils opportunities to take part in extra-curricular activities Cricket club run by Rob Cook Coaching Organise a bell boating journey day and take part in a regatta. One	Table tennis equipment £860 Playleader equipment £94.93 PE equipment £1424.67 One afternoon a week 2 hours at £20 per hour.	New play and games equipment has allowed pupils to experience new opportunities. They have adapted skills. Play leaders have improved their confidence. They have made younger pupils more confident in their skills. “they make you feel good when you do well” Yr 2 pupil. Table tennis has been a big success with all classes accessing and improving their skills. This has allowed children to learn a skill that they can use to make friends and socialise with others in later life. “Calum makes everything fun” KS 1 pupil.	

<p>confident enough to take part in inter school orienteering competitions</p> <p>Pupils will experience events at the Chantry which will widen their experience of different activities.</p>	<p>member of staff to do Helmsman award and first aid award 2023-24.</p> <p>Enrich education will map the school grounds and provide orienteering training for staff (2023-24) and the necessary equipment.</p> <p>Take part in the four sessions offered to EYFS, KS1, Lower KS2 and Upper KS2 and transition sports event.</p>	<p>£40 x 7 = £280</p> <p>Under Key indicator 1</p> <p>Coach for two days £400</p> <p>Supply Cost - £180</p> <p>Dance Festival £60</p>	<p>He has % of children joining in on a regular basis.</p> <p>The pupils enjoy having a coach who is “like a professional and is supportive” KS1 pupil.</p> <p>The pupils had great fun, learning new skills and feeling challenged, even the most able. “I learnt new games to play to practise skills.” Yr 6 talented cricketer.</p> <p>They showed resilience on a hot day, but didn’t give up. They are prepared to take part in a further competition. Some were initially nervous, but understood that safety had been assessed.</p> <p>Pupils love going to the Chantry; enjoy being taught by the sports leaders. This prepares them for transition.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
Intent	Implementation		Impact	£1000 6%
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>Pupils will recognise the importance of the skills they have learnt in a game situation. Pupils' skills improve as they play competitively, even over a short space of time. They will learn to win and lose.</p> <p>Pupils to develop leadership skills while competing; pupils can enjoy healthy competition while learning about fair play, sportsmanship and competition in a friendly environment.</p> <p>Pupils learn to challenge themselves to compete against themselves, and others, when competing sporting challenges.</p> <p>Pupils compete at a higher level (Inter school) and learn resilience, sportsmanship and graciousness.</p>	<p>Within PE lessons pupils take part in Level 1 (intra school) competition to finish a scheme of work.</p> <p>Sports Ambassadors work with pupils to provide fair competitions at lunchtime for all pupils to access.</p> <p>Pupils experience Level 2 competition (inter school) by taking part in the sports competitions organised by the Chantry Sports Partnership and led by The Chantry young leaders and School Games competitions.</p>	<p>£55 Sports Day</p> <p>Key indicator 4 paid out.</p> <p>Coach travel £500 (Cross Country and Tag Rugby)</p>	<p>All pupils were excited about their upcoming sports day. They were looking forward to showing off the skills they had learnt in class.</p> <p>Children in year 5 and 6 were excited about competing for the new Athletics cup at Sports Day.</p> <p>" I lose everything, but we get lollies at the end" Yr 3 pupil.</p> <p>Pupils recognised the importance of good sportsmanship knowing to congratulate children if they do something well because it encourages them to want to do better.</p> <p>Year 5 and 6 pupils commented that going to big competition gave them the challenge they wanted. They liked being competitive and testing themselves. "I challenged myself to the two lap course, which was hard. I learnt from this" Yr 6 pupil.</p> <p>1 pupil in year 5 went on to represent Worcestershire West at the County Cross Country event. She said that she had to challenge herself to go as she knew no-one. She was nervous, but excited and was pleased how she got on. She has now joined an athletics club and is looking forward to the cross country competition next year! So she can challenge herself again. She showed resilience, sportsmanship and graciousness.</p>	

Signed off by	
Head Teacher:	Lucy Cox
Date:	
Subject Leader:	Mark Farmer
Date:	
Governor:	
Date:	