

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

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](#) (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.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).

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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

| Key achievements to date until July 2023: | Areas for further improvement and baseline evidence of need: |
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| <ul style="list-style-type: none"> - Implementation of the New Scheme of Work - Develop the use of Assessment for all staff in PE - CPD for staff (assessment and developing confidence) - Development of Provision/Outdoor Area - Specialised Sports Coaching and Teacher led after school provision - Dance Show and Intra And Inter Competitions - Mental Health and Well Being Sessions | <ul style="list-style-type: none"> - Games Mark Award - Raising aspirations - Introducing new sporting ideas/ activities to engage pupils in physical activity - Promoting sport and healthy lifestyles - Creating links with Trust schools and local clubs |

Did you carry forward an under spend from 2021-22 academic year into the current academic year? No

If YES you **must** complete the following section

If NO, the following section is **not** applicable to you

If any funding from the academic year 2021/22 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2023.

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| Academic Year: September 2021 to March 2022 | Total fund carried over: £0 | Date Updated: 05.10.22 | | |
| What Key indicator(s) are you going to focus on? Engagement of all pupils in regular physical activity Profile of PE and sport is raised across the school as a tool for whole-school improvement Increased confidence, knowledge and skills of all staff in teaching PE and sport Broader experience of a range of sports and activities offered to all pupils Increased participation in competitive sport | | | | Total Carry Over Funding: £0.00 |
| Intent | Implementation | | Impact | |
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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.

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| Academic Year: 2022/23 | | Total fund allocated: £16,990.00 | | Date Updated: 03.10.22 Spending to date: £10,283.50 | |
| 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: |
| | | | | | 50% (approximately) |
| 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: |
| Build an outdoor active learning zone. All pupils in EYFS and identified children within school should have access to this area. | Create an area outside dedicated to active outdoor learning. To develop their self-esteem, self-confidence and health and mental well-being through physical activities. | None (use resources from site) | Increase participation in fitness; provide opportunities to help mental health and well-being. Raise the fitness levels of the pupils | | |
| Ensure pupils are getting quality daily exercise daily – response to covid school closures and to continue with ensuring the health and well-being of the pupils at school. | Weekly Health and Well bring sessions for Reception pupils to support with health and mental well- being Autumn 2 Spring/Summer term | None | More pupils are able to be active at the same time due to this new initiative. . Pupils are able to practice new yoga skills taught the previous year By Mrs Elks. She had delivered and modelled weekly well-being sessions which teachers can now replicate. | | Yoga club after school Staff to use Mental Well Being strategies in their own teaching |

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| <p>Encourage majority of the children to participate in after school clubs</p> | <p>Target PP/SEND/least active children for specific after school clubs Clubs offered. All year groups offered year group clubs each term led by Sports coach as well as teachers.</p> <p>Arrange for a dance teacher to run an after school club – Autumn/Spring 2022</p> <p>Arrange for a sports coach to run an after school club. Autumn Term</p> | <p>£3150.00</p> <p>£1260.00</p> | <p>The maximum number of pupils have attended clubs as has been safe resulting in increased activity for all children that participated. (Reception Year 1 and Year 2)</p> | <p>Continue to offer this provision clubs for Spring .</p> |
|--|---|---------------------------------|--|--|

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | 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: |
| To work towards the next school games mark to continue the commitment to the development of competition across the school and into the community. | Achieve Active Games Mark award. Update PE Display board regularly (now in the hall) to increase recognition of PE. Link display to games mark award. | no cost no cost | The mark is to give guidance to ensure the school is still meeting as many targets from the school games mark. | Continue to work towards Active mark as this was not possible last year due to Covid 19. |
| To raise the profile and share the importance of being active. | Celebration assembly every week to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies. PE assemblies-competitions, up-coming events. Introduce competitions between year groups - how many steps etc. Invite in athletes to promote Fitness and Healthy lifestyle. Organise sports day. PE lead to work closely alongside MAT network and designated sports lead to help achieve sports mark award, | no cost no cost no cost (sponsored event) no cost no cost | None to report back as of yet. Meetings discussions | |

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| Meet regularly each term with the PE Sports Premium governor to discuss the development of the subject at school - discuss | Discuss the development areas of the subjects and key successes during the current term. | no cost | Meeting discussions – support from governance. Others become more aware of the needs of the school and key development areas. | |
| Become a member of AfPE Membership. To maintain up to date knowledge about the safe practice of PE especially with the current climate of COVID | Sign up to AfPE <ul style="list-style-type: none"> • Inform staff of regular updates relating to PE • School Membership 101 - 300 Pupils - Association for Physical Education - Association For Physical Education P.E. (afpe.org.uk) | £95 | Improved PE knowledge as a subject leader to share with others. | oPen membership no longer available. Membership organisation disbanded. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|--|--|---|--|---|
| | | | | 33% |
| 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 improve quality of teaching and learning to ensure PE lessons are consistently good and outstanding across the curriculum.</p> <p>To improve teacher's confidence in PE</p> <p>To ensure the new PE Scheme- Get Set for PE is implemented into each year group and used appropriately and consistently.</p> <p>To ensure assessment tools are used effectively to allow for accelerated progress.</p> <p>PE Deep Dives</p> | <p>Implement the PE schemes of work through the key stages.</p> <p>Provide progression of skills for staff to use to help implement planning during lessons.</p> <p>Send out questionnaire about staff re: confidence.</p> <p>Need to develop assessment across the MAT</p> <p>Dale Preston/Jessica Guest -CPD for Gymnastics and Dance.</p> <p>Audit resources and new resources purchased termly.</p> <p>All PE leads to meet and take part in PE deep dives in all 4 MAT schools.</p> | <p>No cost</p> <p>No Cost</p> <p>£700 (3 years) (paid 21/22)</p> <p>No cost</p> <p>No cost</p> <p>No cost</p> | <p>Pupils and staff provided with specialised PE provision and training.</p> <p>PE MAT Meetings</p> <p>Staff have become more confident when teaching PE.</p> <p>Profile of PE has increased</p> <p>The confidence of the PE leaders across all 4 schools will improve. This will enable them to lead their own subjects successfully and develop other colleagues at their schools.</p> | <p>Staff to receive further CPD from other areas of the PE curriculum.</p> <p>Repeat Deep Dives to show progress and further targets for the individual schools</p> |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: 33% |
|--|---|---------------------------------------|---|--|
| 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 enable the children to try out and practice sporting activities which they may not otherwise have access to. | Pupils to have opportunities to take part in different sports and activities – After school clubs | Cost accounted for in key indicator 1 | Pupils have opportunity to take part in a broader range of sporting activities | Increase sports club provision in Summer Term. |
| Select alternative sports to engage more pupils. | Children to engage in different sports e.g. boxing during curriculum time. | Cost accounted for in key indicator 2 | Opportunities to take part in new sports | Increase fitness levels of the pupils Increase the number of pupils taking part |
| | Chance to Shine Cricket Coaching Cricket training – 6 week program for a specific year group. Teacher and support staff. To provide after school provision. | No cost | Opportunities to take part in new sports | Allow to take part in Inter/Intra Cricket competitions across the city and wider. Moved to Autumn 23 |
| Focus particularly on PP pupils who do not take up additional PE and Sport opportunities and have been identified through fitness discussions with the class teachers/parents. | Complete a pupil survey to find out which sports pupils would like. | No cost | Increased number of pupils participating in clubs compared to previous year. | Analyse data from after school clubs to show termly increase. |
| Sport Week Summer Term (Whole school). Children to take part in a variety of sports throughout the week | Children participating in physical activities more. | | Pupils have opportunity to take part in a broader range of sporting activities. Opportunities to take part in new sports. | |
| To increase opportunities for targeted children e.g. weight / confidence / high ability etc. | Sports Day Summer Term | No cost No cost | Increase their fitness and confidence with new and old sports. | |

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| Identify activities beyond pupils experiences | <p>Arrange friendly competition using sport partnerships or collaborative schools – Y2/3 transition festival with AJS/ Y1/2 multi skills tournament with JIS. (Discuss and confirm dates with JIS during MAT meetings)</p> <p>To take part in Victoria Hall 2022/23</p> | Accounted for during intention 1 | <p>Increased number of pupils participating in competitive sport compared to previous year.</p> <p>Feedback from participants/parents</p> | <p>Take part in further competitions (opportunities in the previous years have reduced due to Covid)</p> <p>Apply for next year's dance show</p> |
| Children throughout school to be given the opportunity to have swimming lessons for 6 weeks. | <p>Children in Year 2 and Reception to have weekly swimming lessons delivered by specialised swimming teachers.</p> <p>All children to attend a 6 week block of lessons at AJS during the Autumn Term.</p> | £5873.50 | <p>Children to become more confident in the water. Some children to be able to swim without the support of buoyancy aids.</p> <p>Feedback from pupils/parents and staff.</p> | Continue to look into opportunities for children to have regular swimming lessons at other establishments for the next academic year. |

| Key indicator 5: Increased participation in competitive sport | | | | 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>Participate in extra inter/intra competitions within school network and local community.</p> <p>Children to be offered opportunities to participate in sports outside of their allocated lesson.</p> <p>Children to understand the importance of a healthy lifestyle.</p> | <p>Year 2/3 football transition event during the Summer Term</p> <p>Enter competitions offered by the city</p> <p>Enter alternative sports programmes offered by the city.</p> <p>Termly New Guild Meeting</p> <p>Organise and run sports events against Jackfield Infants</p> <p>Dance club- performance at Victoria Hall</p> | <p>No cost</p> <p>No cost</p> <p>No cost</p> <p>No cost</p> <p>No cost</p> <p>Cost accounted for in intention 1.</p> | <p>No opportunities this year so far due to restrictions.</p> <p>PE lead to continue to liaise with others in the city and follow guidance from New Guild Trust PE network.</p> <p>Dates to be set- was discussed in PE MAT meeting Aut 2.</p> <p>Rehearsals to commence in Autumn/ Spring term in preparation for Dance 2023</p> | <p>Increase participation in competitions when restrictions allow.</p> |

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| Signed off by | |
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| Date: | 03.10.22 |
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| Date: | 03.10.22 |