Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool Revised July 2021

Commissioned by



mille

Department for Education

Created by



It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework</u> 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 <u>Quality of Education</u> 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.

Pleasevisit<u>gov.uk</u>fortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement.Thisdocumentwillhelpyoutoreviewyourprovisionandtoreportyourspend.DfEencouragesschools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

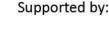
We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to <u>publish details</u> of how they spend this funding, including any under-spend, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2024.**

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. To see an example of how to complete the table please click <u>HERE</u>.









Details with regard to funding Please complete the table below.

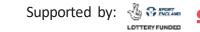
Total amount allocated for 2022/23	£ 17,000
How much (if any) do you intend to carry over from this total fund into 2023/24?	£O
Total amount allocated for 2023/24	£ 17,000
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£ 17,000

Swimming Data

Please report on your Swimming Data below.

Not applicable due to us being an INFANT AND NURSERY SCHOOL







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: 2023 - 2024	Total fund allocated:	Date Updated	d:	
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: 5%	
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 provide children with the opportunities to learn and participate in physical activity throughout the school day.	Regular brain breaks and physical sessions are included in the school day. To participate quality physical activity at playtimes and lunchtimes.		Children can be seen daily brain breaks in classrooms and are aware of the impact they have on their learning/ concentration and health benefits. The children enjoy playtimes and lunchtimes. Children can be observed playing games at playtimes and lunchtimes. The playtime rota ensures that all children have a chance to access all of the outdoor equipment. The adults on the playground are engaging children in activities.	Regular brain breaks to continue in classrooms. Games to continue being playe at playtimes and lunchtimes.
Key indicator 2: The profile of PESSPA I	being raised across the school as a t	tool for whole	school improvement	Percentage of total allocation 12%
Intent	Implementati on		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 provide children with active	Children to participate in Forest	£2000	Children across school in classes	Continue to develop the Forest
learning experiences outside.	Schools sessions once a fortnight.	12000	F1-Y2 have participated in	School area and run regular
			Forest Schools sessions regularly	sessions for all children.
			throughout the year. The children	
			continue enjoying these sessions,	,
			attending with enthusiasm. The	
			sessions enable the children to	
			stay active and develop their	-
			communication skills. Forest	
			Schools is one of the highlights of	
			school for many children.	

Key indicator 3: Increased confidence	, knowledge and skills of all staff in t	teaching PE ar	id sport	Percentage of total allocation:
				47%
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 allocate	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps
To provide the children with high quality PE lessons each week. TAs to receive weekly CPD when	Express Coaching Services A specialist PE coach to teach PE throughout the school 1 day per week. The coaching services will	£ 7,980	Children have benefited from quality sports coaching on a weekly basis for 39 school weeks. Children have participated in both	Teacher and TA training supports delivery of PE across the school.
supporting PE coach and in turn teach PE effectively when covering lessons.	5		games and gymnastic coaching focussing upon physical education skills.	The Year 1 and Year 2 childrer will benefit from the expertise and skills gained from the PE
Staff to feel more confident in teaching and delivering PE.			Children had experience of dodgeball, gymnastics, kwik	coach/es for the next year and build upon them.





A personalised PE curriculum devised to support the children's needs in developing gross and fine motor skills and PE skills including coordination,			cricket, multi skills and end of year data in PE shows:	Sports clubs to continue in the next academic year.
agility and balance.			End of year outcomes for PE: Year 1 - 82% (ARE)	
To provide an after school club focussing on multi sports and working as a team (different age group per			Year 2 – 96% (ARE) Each class participated in a	
half term with about 25 children attending each half term).			'wheelchair sports' skills session.	
			An average of 20 children at a time attended 6 different after	
			school clubs throughout the year- focus on football/ dance/ multi	
			skills/ gymnastics and archery. Children were observed enjoying	
			the clubs, co-operating, utilising skills taught in lessons. When	
			asked about the clubs, children were able to feedback how much	
			they enjoyed attending the clubs.	
Key indicator 4: Broader experience of	of a range of sports and activities o	ffered to all pupi	ls	Percentage of total allocation:
			1	35%
Intent	Implementation Impact		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 engage children in different sporting activities which will enable them to learn skills in teamwork, problem-solving, leadership, self- discipline, initiative and taking responsibility (these skills can be transferable when learning in school and to form relationships)	A range of sporting after school clubs offered to different age range of children including dance, gymnastics, football, archery, hockey and basketball (about 20 children attending each club).	£2400	A wide range of clubs ran throughout the year. Dance club ran numerous times throughout the year with an average of 20 children each time. Football club, gymnastics club, multi skills and archery club also ran throughout the year. Balancabilty club was ran by one of the members of staff from school. Children enthusiastic about attending the clubs; being observed listening well and concentrating. They generally attended each week and there was very little drop out of the clubs. The after school clubs proved to be popular, with children on waiting lists for the clubs, especially Gymnastics club.	Clubs will run again in 2024- 2025.
To enable all children to engage children in different physical activities outside in a safe area and environment throughout the whole year.	Wet pour flooring for the small playground which will be a safety area that the children can be active on. It can be used during all seasons and weather as it is under cover. Children will be encouraged to be outside and active throughout the day; promoting a healthy lifestyle.	£3600	Children were observed engaging in a variety of physical activities on the small playground. They are now able to play outside during all seasons, regardless of the weather.	Children will continue to access the all weather are on the small playground in the next academic year.

Key indicator 5: Increased participation	n in competitive sport			Percentage of total allocation:	
				1%	
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 provide Year 2 children with the opportunity to access a football club ran by a sports coach and opportunity to participate in a collaboration football tournament against other schools as part of a John T Rice Football team.	sports coach from Express Coaching services. Minibus (transporting x10 children	Included as part of the funding received for the sports coach) £100	The football club took place during the summer term after school. An average of 26 children took part each week. Children showed enthusiasm for football club. Unfortunately the collaboration football tournament did not take place due to staffing issues.	the summer term at lunchtime	
To provide all children the chance to participate in a whole school Summer sports day.		£120 (equipment)	Express coaching planned and delivered a Sports Day across the school which involved some of the skills/games already taught by the	Liase with Express Coaching for the 2024/25 Sports Day.	

Signed off by			
Head Teacher:	J. Bennett		
Date:	15.01.2024		
Created by:	Education Partnerships ST IRUST Supported by:	COACHING	

Subject Leader:	5 Budzinski
Date:	15.01.2024
Governor:	Keeley Hallows
Date:	15.01.2024





