

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, 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 [HERE](#).

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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? | £ 0 |
| 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: | |
|---|---|-------------------|--|
| 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? |
| 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. | £800 (equipment) | 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. |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | Percentage of total allocation: 12% |
| 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 active learning experiences outside. | Children to participate in Forest Schools sessions once a fortnight. | £2000 | Children across school in classes F1-Y2 have participated in Forest Schools sessions regularly 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. | Continue to develop the Forest School area and run regular sessions for all children. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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 |
| <p>To provide the children with high quality PE lessons each week.</p> <p>TAs to receive weekly CPD when supporting PE coach and in turn teach PE effectively when covering lessons.</p> <p>Staff to feel more confident in teaching and delivering PE.</p> | <p>Express Coaching Services</p> <p>A specialist PE coach to teach PE throughout the school 1 day per week. The coaching services will work with the school to provide planning and develop practice.</p> | £ 7,980 | <p>Children have benefited from quality sports coaching on a weekly basis for 39 school weeks. Children have participated in both games and gymnastic coaching focussing upon physical education skills.</p> <p>Children had experience of dodgeball, gymnastics, kwik</p> | <p>Teacher and TA training supports delivery of PE across the school.</p> <p>The Year 1 and Year 2 children will benefit from the expertise and skills gained from the PE coach/es for the next year and build upon them.</p> |

| <p>A personalised PE curriculum devised to support the children's needs in developing gross and fine motor skills and PE skills including coordination, agility and balance.</p> <p>To provide an after school club focussing on multi sports and working as a team (different age group per half term with about 25 children attending each half term).</p> | | | <p>cricket, multi skills and end of year data in PE shows:</p> <p>End of year outcomes for PE: Year 1 - 82% (ARE) Year 2 – 96% (ARE)</p> <p>Each class participated in a 'wheelchair sports' skills session.</p> <p>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.</p> | Sports clubs to continue in the next academic year. |
|--|--|--------------------|---|---|
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: 35% |
| 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 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)</p> | <p>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).</p> | <p>£2400</p> | <p>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.</p> <p>Football club, gymnastics club, multi skills and archery club also ran throughout the year.</p> <p>Balancabilty club was ran by one of the members of staff from school.</p> <p>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.</p> <p>The after school clubs proved to be popular, with children on waiting lists for the clubs, especially Gymnastics club.</p> | <p>Clubs will run again in 2024-2025.</p> |
| <p>To enable all children to engage children in different physical activities outside in a safe area and environment throughout the whole year.</p> | <p>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.</p> | <p>£3600</p> | <p>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.</p> | <p>Children will continue to access the all weather are on the small playground in the next academic year.</p> |

| Key indicator 5: Increased participation 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 run 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. | x1 a week football club ran by sports coach from Express Coaching services. Minibus (transporting x10 children and x2 members of staff to and from football tournament venue) | 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. | A football club to run through the summer term at lunchtime – this will be run by a sports coach. Mini tournament and games set up with local schools. PE co-ordinator to look into this early in the new academic year. |
| To provide all children the chance to participate in a whole school Summer sports day. | Children to participate in a school sports day, organised by the PE co Ordinator. | £120 (equipment) | Express coaching planned and delivered a Sports Day across the school which involved some of the skills/games already taught by the PE coach. The sports day was enjoyed by all of the children. | Liase with Express Coaching for the 2024/25 Sports Day. |

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| Signed off by | |
| Head Teacher: | <i>J. Bennett</i> |
| Date: | 15.01.2024 |

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| Subject Leader: | <i>S. Budzinski</i> |
| Date: | 15.01.2024 |
| Governor: | Keeley Hallows |
| Date: | 15.01.2024 |