

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 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 2019/2020, 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 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 2020/21 | £0 |
| Total amount allocated for 2022/23 | £17,210 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £0 |
| Total amount allocated for 2023/24 | £16,510 |
| Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024. | £16,510 |

Swimming Data

Please report on your Swimming Data below.

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| 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 | N/A |
| 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 2021. Please see note above | N/A |
| 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 | N/A |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | N/A |
| 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? | N/A |

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: 2023/24 | | Total fund allocated: £16,510 | | Date Updated: June 2024 | |
|--|--|---|------|---|--|
| 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: £2590 16% |
| Intent | | Implementation | | Impact | Sustainability |
| All children to have two hours of PE allocated a week. <ul style="list-style-type: none"> - Coaching and mentoring of the class-based sports lesson from sports coach and PE Leader. - Hamwic curriculum working groups to support with the continued development of the PE curriculum | | <ul style="list-style-type: none"> - Timetabled into the curriculum. - Sequenced curriculum coverage - Monitor delivery of PE lessons for quality and coverage and to ensure new sports coach is delivering strong curriculum content - Knowledge and skills of lessons will clearly build week on week. - PE leader/REAL PE Leader to deliver CPD twilights and coaching sessions with staff who are delivering the sport lesson linked to the PE overview. | £900 | <ul style="list-style-type: none"> - Increased participation in PE due to emphasis on mental and physical health and wellbeing - Improved progression of skills across the curriculum and school - Wider range of sports offered and taught - Increased enjoyment | <ul style="list-style-type: none"> - High sustainability – next steps to evaluate programs and improve ease of delivery for staff, direct subject links and pupil engagement. |

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| <p>To engage groups of children in physical activity at lunch time play to encourage skill development and sportsmanship with skilled adults.</p> <ul style="list-style-type: none"> - TA CPD to develop focused activities at play and lunch time led by AHT who will model this. - To use the schools Lead practitioner to support in development of new staff and how they support children's play. | <ul style="list-style-type: none"> - To use REAL PE resource packs to support with play and development of children language at play times. - Sports coach and Real Legacy trainer to work with staff on creating resource pack for active sessions for break and lunch. - To purchase further equipment for playtimes to enhance the provision during this session. - To maintain, update and improve equipment to enhance the provision for all children across the school to take part in group games and individual activities at lunch time. - Children have a better understanding of how physical activity can support mental health. - Children supporting children when playing at lunch time and break time. | <p>£1225</p> | <ul style="list-style-type: none"> - ELSA interventions have supported mental health work for key identified pupils across the school. - Staff feel supported - Improved range of sports offer for different school terms to support changing weather conditions has increased participation, enjoyment and engagement – it has maintained interest - Improved quality of play and interventions at lunch, including to those to encourage group games and building relationships leading to increased enjoyment and wellbeing | <ul style="list-style-type: none"> - Further training development for lunchtime staff and sports leaders to ensure that all children have daily access to structured and unstructured physical activity modelled by AHT |
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| <p>To engage all children in physical activity each day for 10 minutes.</p> | <ul style="list-style-type: none"> - Skipping challenges children record total and have personal challenges to try and beat scores – this is tracked across the year and celebrated. - Other physical competitions across the year hoola hoop competitions. - Children have the opportunity to partake in the ‘Daily Mile or mindfulness yoga’ | <p>£465</p> | <ul style="list-style-type: none"> - Improved resilience, perseverance and determination to achieve personal best - Pupils feel supported and recognised for achievements and progress in physical (gross motor skills) used at lunch times - Increase in physical activity opportunities supporting physical fitness, impact seen in improved stamina | <ul style="list-style-type: none"> - To ensure the ‘Daily Mile/mindfulness yoga/focused physical activity’ is being completed by all classes in the school - Consider weather implications –safer alternatives during rainy days |
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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: | |
|---|---|------------------|--|---|
| | | | £7800 47% | |
| Intent | Implementation | | Impact | Sustainability |
| To maintain, update and improve equipment within the school | <ul style="list-style-type: none"> - Audit resources and ensure high quality PE and sports equipment across the school. - Pupils will have access to high quality, sport specific, age-appropriate equipment every lesson. - To repaint lines on the fields to make sure sporting events can be achieved to a high standard - Order more PE kit to ensure that all children are setting high examples of what to wear during lessons. | £300 | <ul style="list-style-type: none"> - Pupils have access to high quality sports due to quality checks - Increased participation due to age-appropriate equipment - Increased motivation and excitement to participate in races - Inclusivity shared by pupils – access to PE kits at school when necessary to ensure engagement | <ul style="list-style-type: none"> - To complete regular equipment audits so the quality of equipment remains of a good standard |
| To continue to improve the quality of gross motor skills equipment in EYFS to support children’s developing gross and fine motor skills linked to encouraging active play | <ul style="list-style-type: none"> - Continue to refine the wider range of gross motor skills equipment to support children in having stronger cores which will support their fine motor skills and ongoing development. | £200 | <ul style="list-style-type: none"> - Increased access to resources to further develop gross motor skills. Improved strength in shoulders and arms. % increase in children achieving physical development. | To improve wider development of EYFS pupils with gross and fine motor development. Linking to handwriting, concentration levels |
| To implement mini duke programme to support life skill development for pupils. The world’s leading life skills Award with 3 levels Year R – Micro duke Year 1 – Silver mini duke Y2 – Gold mini duke | — Children will develop a range of life skills to support them in everyday tasks, becoming more independent and having confidence to tackle challenges and problems. — Encourage community | £2500 | This will be implemented in the academic year 2024-25 instead due to evaluations highlighting the need to prioritise forest schools. | This will be implemented in the academic year 2024-25 instead due to evaluations highlighting the need to prioritise forest schools. |

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| <p>To develop physical life skills, emotional wellbeing and self-confidence.</p> | <ul style="list-style-type: none"> - Children will partake in a 'forest school' learning experience. | <p>£5200</p> | <ul style="list-style-type: none"> - Improved enjoyment and self confidence levels - 100% of EHCP and SEND pupils have developed tolerance to new experience and grown healthy trusting relationships with peers - All pupils have greater understanding and confidence with risk management with life skills - Improved gross motor skills through lifting, pulling, climbing which has supported improved handwriting and writing outcomes - Increased participation in sporting events and competitions | <ul style="list-style-type: none"> - Continue to book next year due to impact |
| <p>Assemblies used to develop children's understanding about the importance of mental and physical health and aspirations</p> <ul style="list-style-type: none"> • Children understand about their personal safety toolkit to keep themselves safe | <ul style="list-style-type: none"> - Children will be able to identify what support them having a positive mental health - Children will have a better understanding of how to support their own mental health and what to do to support their 'mental health battery' - Children will have an awareness that mental health is as important as physical health | <p>£1000</p> | <ul style="list-style-type: none"> - Increased awareness about mental health, safety and links to aspirations | |

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| Year 2 scooter training to be completed by external providers | <ul style="list-style-type: none"> - Children to be able to use scooters safely when coming to and from school and when they are used in the community | £1100 | <ul style="list-style-type: none"> - Training completed with all children - Greater confidence and improved safety when riding scooters - Improved gross motor skills | |
|---|---|-------|--|--|

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | Percentage of total allocation: | |
|---|---|-------|--|---|
| | | | £2300 13% | |
| Intent | Implementation | | Impact | Sustainability |
| <p>Real Legacy will support the school in receiving - Targeted CPD for new to role sports coach and all staff linked to Real Legacy Package focused areas of the PE curriculum</p> <ul style="list-style-type: none"> Real Gym Training 2 day's in house training linked to lessons and developing our curriculum to be completed with 1x sports coach and 1 subject Leader. Real Play packages for engagement in play at home. Positive play working on resilience and teamwork with families. | <ul style="list-style-type: none"> Specialist training to be provided for staff in school Teachers to work alongside experienced sports coaches to develop their skills, knowledge and confidence of a particular area (<i>gymnastics</i>) Sports Leaders will be developed across the school to raise the profile of positive play and sport- not just in PE lessons Specialised CPD for subject leader to be able to evidence impact of programme and ensure standards across the school are raised by cascading knowledge and understanding. | £1500 | <ul style="list-style-type: none"> Staff feel supported and developed through training sessions Increased sustainability and succession planning to ensure consistency Good practice shared continually and feedback is sought through monitoring driving the effective development of PE 1:1 coaching has taken place to support continued CPD and strong delivery of sports lessons. Sports leaders trained and successfully leading sports activities across break and lunch time. | <ul style="list-style-type: none"> Monitoring and evaluation of the quality of provision by subject leader Targeted staff CPD has developed and this is transferred into their own teaching |
| <p>Saints Foundation Primary Stars working alongside teacher's weekly providing high quality CPD and learning opportunities.</p> <p>Saints Foundation Primary Stars to complete weekly intervention with identified pupils.</p> | <ul style="list-style-type: none"> Weekly coaching sessions completed with targeted members of staff across the school to raise teaching standards linked to PE Weekly targeted intervention groups linked to Maths, PSHE and English using sport as a vessel to engage pupils and raise standards linked to other curriculum areas | £800 | <ul style="list-style-type: none"> All pupils are actively engaged in a range of different activities across break and lunch time. Monitoring and evaluation of the quality of provision by subject leader Improved QFT of PE | |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | Percentage of total allocation: | |
|--|--|-------|---|---|
| | | | £2600 15% | |
| Intent | Implementation | | Impact | Sustainability |
| <p>Linked to curriculum overviews PE coverage has been developed and children are exposed to a wider range of sport.</p> <ul style="list-style-type: none"> Wider offer of After school clubs showing a clear link to the wider offer for pupils Start sporty club – daily offer | <ul style="list-style-type: none"> Create and promote an after school programme that enthused and engages children and promotes a healthy and active lifestyle Develop use of external coaches to deliver sport specific sessions to certain groups of children Continue to raise the standard of PE lessons through clear monitoring and evaluation cycles of PE | £2600 | <ul style="list-style-type: none"> Ofsted outstanding personal development. Positive external feedback (including from Ofsted) regarding overwhelming after school club offer. 79% of school accessing an after-school club. 74% PP and 70% SEND attend an after-school club. Increased enjoyment and excitement due to participation in before and after school clubs Improved attendance and attention for learning for all pupils attending start sporty Increased opportunity to experience and access a wider range of sports | <ul style="list-style-type: none"> Sustainable – programme to be further developed in the future. Role of sports coaches financially secure and valued part of school staff structure |

| Key indicator 5: Increased participation in competitive sport | | | Percentage of total allocation: | |
|---|--|-------|--|---|
| | | | £2020 11% | |
| Intent | Implementation | | Impact | Sustainability |
| <p>Increased participation in competitive sport</p> <ul style="list-style-type: none"> • Increased participation • Development of attitudes towards competition • Development of personal attributes <p>Increased attendance and effort</p> <ul style="list-style-type: none"> - Less low level behaviour as children active and enthused - Development of active lifestyles out of school - Achieve the silver award within the Autumn term moving onto the gold award within spring and summer. | <ul style="list-style-type: none"> - Raise the profile in school of sporting competitions - Enter competitions provided by SGO - Class tournaments and in school festivals for less engaged and confident pupils - Increased staff interest and engagement in school competitive sport - Celebration of successes in achievement assembly to promote positive attitudes of pupils who represent the school. - Inter/intra school competitions organised to go alongside after school programme | £1000 | <ul style="list-style-type: none"> - Run Weston Run event increased aspiration, understanding of competition and interschool relationships and a sense of belonging to a wider team/community - Enjoyment and improved health from participation in Football Fridays | <ul style="list-style-type: none"> - Very sustainable – continue into next academic year |
| <p>To continue to raise the profile of sports day to enhance the opportunity for competition for ALL</p> | <ul style="list-style-type: none"> - To continue to raise the importance of sportsmanship and encouragement in these events - To increase attendance of families and the support they give to their children with flyers and letters | £220 | <ul style="list-style-type: none"> - Sports day event increased fun, physical health awareness, understanding of competition and interschool relationships and a sense of belonging to a wider team/community | <ul style="list-style-type: none"> - Continue through to the next academic year. |

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| Signed off by | |
| Head Teacher: | |
| Date: | |
| Subject Leader: | |
| Date: | |
| Governor: | |
| Date: | |