



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.

Academic Year 22/23

Total amount carried over from 2021/22	£0
Total amount allocated for 2022/23	£19,289
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2023/24	£19,301
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£19,301

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>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 2021.</p> <p>Please see note above</p>	72%
<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>	72%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	72%
<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>	Yes – this is targeted for Yr 5 pupils who have not met the NC

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requirements. All Yr 4 children will have 3 terms of swimming. Covid catch-up adjustments have been made.

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: 2020/21		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: 63 %
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:
Continued commitment to improving playtime experiences with pupil voice influencing the purchase of resources and types of activity	Equipment to be purchased in consultation with Jelly Beans and Sports Ambassadors.		Vouchers used	Improved fitness and wellbeing of pupils. Improved readiness to learn in class following exercise.	Whilst we have seen an increase in participation pupils are not actively taking care of equipment and contact between children continues to be an issue we have therefor researched alternative models.
To increase the amount of physical activity each child participates in by re-introducing the daily mile and 'active movement' lessons.	Develop and embed the daily mile. To further embed the opportunity for 'active movement' in and between classroom lessons as part of the 60-minute active initiative.		Staff meeting time to train teachers (no cost) PE leadership time to plan training for staff and pupils 1 day (£200)	Improved flexibility, agility, concentration in class lessons and contribute to the engagement of all pupils in regular physical activity.	Due to supervision constraints we have been unable to implement this target. We have reviewed alternative models.

<p>Purchase high quality relevant PE equipment to support the Get Set 4 PE scheme.</p> <ul style="list-style-type: none"> -Enabling staff to deliver a higher quality lesson -Inspire staff and pupils' interest in sport and healthy life style -Contributing to '60-minute active' initiative for pupils -Providing a broader range of sports and activities -Supporting inclusion through more diverse resources 	<p>PE lead to work alongside staff and Sports Ambassadors to agree on resources to purchase</p> <p>Regular audits of resources and equipment (to replenish if required)</p> <p>Liaison with SENDco and on PD needs and appropriate resources</p>	<p>Vouchers</p>	<p>Teachers able to teach PE with more confidence in appropriate resources.</p> <p>Pupils inspired to be fully involved and achieving high standards in PE.</p> <p>Opportunities to participate in inter-school sports and with other schools are improved due to improved resources, inspired pupils and higher quality teaching</p>	<p>Monitoring shows that teachers have greater confidence to deliver PE. Pupils report that they enjoy the variety of opportunities.</p>
<p>Opportunity for all children in Year 6 to be able to swim the required length for their safety</p>	<p>Following assessment of children's swimming skills, targeted children from year 5 and all of year 4 will be taken swimming to catch up on lost lessons due to the pandemic.</p>	<p>£6000</p>	<p>Percentage of Year 6 children to achieve expected standard increases and meets the national percentage.</p>	<p>13 children were invited to take part in the top up swimming. These were deemed 'vulnerable'. 11 children took part in the weekly sessions. 8/11 met the required standard. 1 was now able to enter the water and will continue to go swimming and 2 were able to swim 10 metres.</p>
<p>Improve playtime experiences through play leaders(Jellybeans)</p>	<p>Jellybeans to received FA shooting Stars training carried out by Tom Brazier (SGO)</p>	<p>Mandeville SSP investment</p>	<p>Improved fitness and wellbeing of pupils. Improved readiness to learn in class following exercise. Improved peer relationships across year groups.</p>	<p>Tom Brazier came and delivered a session with our jellybean students. This gave the children a bank of ideas and games to play with the KS1 children. However, due to continuing playtime issues we have decided to move toward OPAL accreditation.</p>
				<p>Percentage of total allocation:</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				4 %
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:
Greater number of disadvantaged, SEND and less active pupils accessing wider opportunities to be active during breaktimes and lunchtimes and during classroom movement.	<p>Opportunities to participate in different sports and activities at break time and lunchtime led by Jellybeans and MDS to ensure the engagement will be suited to all.</p> <p>Less active pupils to contribute to decision of equipment and games available at lunchtime in consolidation with the Jellybeans.</p>	See KS1 for funding	All groups are more involved in decision making and are more inspired to participate.	100% of 'vulnerable' pupils actively engaged in some form of additional activity.
Further develop links with local sports networks to ensure PE lead, staff and pupils are working with experienced and high-quality partners.	<p>PE lead to use Stoke Mandeville partnership to liaise with other schools to increase competition opportunities.</p> <p>PE lead to ensure that communication from partnership is disseminated out to staff</p> <p>Youth Sports Trust Membership (YST)</p>	<p>Stoke Mandeville SSP (£1500)</p> <p>Coach cost to attend all events throughout the year (£1400)</p> <p>Cover to attend PE Co-ordinator meetings 1 x per term (£600)</p> <p>PE federation (designated budget)</p>	<p>Increased opportunities for all children to participate in a range of sporting events with and against other schools. Increasing enjoyment, activity levels and sportsmen ship.</p> <p>Increased teacher confidence.</p>	<p>All year groups offered opportunities to attend either a multi-skills event or another sporting events against local primary schools, these are usually hosted by our local secondary schools.</p> <p>Children love the opportunity to engage in competitive competitions in a friendly environment.</p>

		YST Membership £210		
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Percentage of total allocation:
85%

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:
New PE lead to further develop her expertise in leading and developing others in PE.	<p>Opportunities for monitoring teaching of PE.</p> <p>PE lead to attend local or national training for PE leaders.</p> <p>PE lead to attend local PE networking meetings in Stoke Mandeville SSP</p> <p>Audit of staff expertise experience/skills.</p> <p>Identify needs and appropriate CPD</p>	<p>Leadership time cover- 1 day per term (£600)</p> <p>Leadership course (See Key indicator 2 for funding)</p>	<p>PE lead develops rapidly as a leader and the quality of teaching of PE will improve.</p> <p>PE lead benefits from networking with experienced PE leaders.</p> <p>Staff's confidence in teaching PE will increase which will have a positive impact on pupils enjoyment in PE.</p> <p>PE lead will be able to monitor and support staff.</p>	<p>PE lead attended multiple training sessions which helped to build links with local schools, build PE leads confidence and meant that PE lead could support staff.</p> <p>PE lead supported staff with adapting planning, improving resources and also providing more sporting opportunities for pupils.</p> <p>Pupil voice showed that pupils have a real enjoyment for PE and really enjoy their lessons.</p>

Increased participation and confidence from teaching staff and from TAs and other adults involved in PE lessons.	Increased confidence and upskill staff through continued subscription to GetSet4PE and through PE lead training sessions. Consultation with School Games Organiser to offer training for Tas.	Get Set 4 PE subscription (no cost as a 3 years subscription was paid for in 2020)	All adults can confidently contribute to the PE sports curriculum and extra curriculum opportunities.	Monitoring shows that children enjoy the activities on offer. They particularly like the yoga. We now need to explore opportunities for OAA.
Further develop formative assessment: Knowledge organisers to be utilised at the end of each unit to track achievements and progress in PE.	Staff training to discuss how to effectively use assessment for PE. Get Set 4 PE resources to be used to support assessment (Knowledge organisers) PE lead to work alongside staff (following staff audit) to support assessment in PE.	Leadership time to plan for training, monitoring and evaluation (1 day per term see Key indicator 3)	Assessment evidences pupils progressing at least in line with national expectations. Data shows limited gaps in gender difference with pupils working at ARE and GDS. Staff are confident to assess in PE and pupils are inspired to achieve PE goals.	Using materials available staff feel confident using the knowledge organisers to assist in making summative judgements.
4x staff to be confident in swimming and be able to actively support swimming lessons.	Swimming courses to be complete by 4 members of staff.	£185 per delegate	PP and SEND children can be supported during swimming lessons by familiar adults meaning they are more likely to participate.	Staff trained. See above for PP and SEND evidence.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
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:

Continue to subscribe to Stoke Mandeville SSP so that our children can compete with other schools and participate in a range of sporting events.	PE lead to ensure children are given every opportunity to access a range of sports through liaising with Stoke Mandeville SSP and local PE leads.	See KI2 for funding.	Increased opportunities for children to participate in sports which will increase activity and enjoyment.	See above
Lunchtime activities to provide a range of opportunities for all children to participate in sport and be active during these times.	Jellybeans and Sports ambassadors to be involved in the planning, design and implementation of this. School Games Organiser to lead training for Jellybeans. Training for midday supervisors to ensure they are able to manage and lead additional activities.	Cost of training mid-day supervisors and Jellybeans (no cost) See KS1 for cost of equipment.	More children will have the opportunity to be physically active during lunchtimes and will learn skills which they can use at home to increase this activity further and begin a love for physical activity and a healthy lifestyle.	See above
Year 6 children to be given the opportunity to experience specialist yoga sessions	Specialist Yoga teacher to run 2 45 minute sessions with year 6	2 x sessions £60 each	Children to be exposed to the benefits of yoga and skills which they could use as mindfulness	Yoga sessions delivered.
To give SEND children wider opportunities within PE at school.	Teacher to attend inclusivity course to be able to learn how to implement adjustments required for a child with a protective characteristic. Children with physical disabilities to attend Wheelpower event at Stoke Mandeville Stadium.	£200 for course cover. £150 for coach to Wheelpower event. Course (no cost)	Confidence of teachers to increase with how best to adjust lessons to meet needs of children in their class. Children with SEND to have an inclusive experience of PE lessons and sport in school. Wider opportunities within	PE lead has attended training and has been able to support teachers to make adjustments in order for all children to fully included within PE lessons. Opportunities for wheel power have been provided for named individuals.

		£200 for cover for Wheelpower Event for teacher to be able to attend.	lessons to increase sports engagement of SEND pupils.	
To increase opportunities for Outdoor orienteering.	External company to work alongside PE and Geography leads to set up a course within school grounds. This is due to the loss of Green Park	£860	Children to be able to https://enricheducationuk.com/outdoor-learning-and-orienteering/?gclid=EAlaIQobChMlosnYuZOk_QIVx-DtCh2gkgf7EAAAYASAAEgLN4PD_BwE	Teachers have visited Brushwood to look at the opportunities provided.
For children to have the opportunity to experience a wider range of sports.	Team Rubicon to come into school to run a 2 day workshop for years 2-6	£720		Children loved the sessions!!!

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
Lunchtime activities to offer a variety of sports throughout the year (lead by Jellybeans and mid-day supervisors)	<p>Jellybeans and sports ambassadors to discuss equipment and activities which they feel they would like to introduce during these times.</p> <p>Mid-day supervisors to receive training on how to organise, manage and run different activities at lunchtime.</p>	<p>See KI1 for funding of equipment</p> <p>See KI4 for funding of training</p>	More children will have the opportunity to be physically active during lunchtimes and will learn skills which they can use at home to increase this activity further and begin a love for physical activity and a healthy lifestyle.	See above
Continue to subscribe to Stoke Mandeville SSP so that our pupils have greater opportunities to attend all sports festivals and competitions.	<p>PE lead to ensure children are given every opportunity to participate in a range of sports through liaising with Stoke Mandeville partnership and local PE leads.</p> <p>Continue to subscribe to Stoke Mandeville liaison group so that our children can compete with other schools.</p>	<p>See KI2 for funding for SM SSP</p> <p>Cost of purchasing bibs for children to wear at competitions. £210</p> <p>Cost of jackets for children to wear at competitions. £200</p>	Last year 65 percent of the school was involved in inter-school competition. This year we would like to see 73 percent involved in competitive sport.	88% of children in the school last year took part in either a multi skills event or other sporting event.

		AGM affiliation fee to attend athletics events £45		
Build links with feeder secondary schools and clubs to provide additional opportunities	Increased pupil participation in competitive activities CPD opportunities for PE leader to work alongside other PE colleagues.	PE lead management time and cover 2 days (£400)	More children attend an offsite provision. OSHL is celebrated within assemblies and on the FF	
To deliver a successful sports day based on feedback from last year.	All children to participate in sports day. ML to have a day to plan sports day by analysing feedback from last year.	2 days release for ML £400	All children to have the opportunity to participate in a competitive sporting event.	Sports day delivered. Parents report that they prefer being able to see their child! House Captains have discussed further considerations for the next academic year.

Signed off by	
Head Teacher:	C Macdonald
Date:	11/10/2022

Created by:



Supported by:



Subject Leader:	Molly Lyons
Date:	10/10/2022
Governor:	
Date:	