

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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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 2021/22	£0
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17,570

Swimming Data

Please report on your Swimming Data below.

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	
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 2020. Please see note above	80%
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	80%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	26%
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?	No

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: 2022/2023	Total fund allocated: £17,570	Date Updated: July 2023		
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				
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:
Maintain commitment to active 30 using existing resources:	Introduce the daily mile. Use the Daily Mile resources sent out after joining online	Free	Daily Mile has been introduced and classes are completing it each day. This has resulted in increased levels of fitness and an improvement in the amount of time and distance that children are able to run.	Embed the daily mile in the life of school. Look into whole school tracking of the miles completed – fitbit style competition – linking Maths and English to report on the results. UKS2 Sports Reporters and Ambassadors.
	Train and implement Disco Lunchtime Leaders. TB from LHS to share resources and help train children. Role out this during lunchtimes.	£35.40 for TB from LHS.	Disco Lunchtime Leaders have been trained and are leading the sessions once a week at lunchtimes. Children from KS1 are engaged in 10 extra structured active minutes.	Introduce dancing sessions to KS2. Look at this taking place more than once a week.
	Each class to have a 'lunchtime active play box' full of equipment some of which reflects sporting season and encourage children to play.	£100 per class for box and new equipment.	Lunchtimes more structured and children engaged in small group games and other activities.	OPAL has taken over from this idea – see below.

	Instead of this we have enrolled in OPAL for lunchtimes and breaktimes – we will use the money to buy equipment suitable for this instead		As OPAL in rolled out in September 2023, children will be engaged in active play at lunchtimes. They will settle quicker after lunch for their learning and less learning time will be lost.	
	Train new Year 6 Playtime Leaders.	Release time for staff to train children.	KS1 children engaged at lunchtimes with the current equipment and games available to them.	Each year in Term 6, Year 5 Playtime Leaders trained and ready to start the following September. Cycle of training then set for each new year.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Achieve Active Mark accreditation	Apply for Active Mark accreditation.	Free	Newington will gain the Active Mark which means we meet the requirements for PESSPA.	TL/KJ to look into requirements for this for next year.
Forest Schools – To improve children’s readiness to learn in relation to fine motor skills, vocabulary development and managing relationships.	For all years to visit forest school over the year and follow a programme of activities.	£775 - Training £5,206 for Forest School teacher for the year (2 hours per week)	Children have developed skills in order to ensure they are ready to access learning. They have improved their fine motor skills, vocabulary and social skills.	Forest School to be part of the yearly offer for all year groups.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
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:
PE Hub will continue to be used to support the planning and delivery of PE.	PE Hub to be revisited with staff and introduced to new staff.	PE Hub - £455	Teachers continue to use PE Hub effectively, this ensures there is clear skills progression across the year groups and therefore better outcomes. Staff are able to offer a broad range of high quality sports clubs as a result.	Time to be allocated next academic year for this to happen.
KJ and TL to model lessons for CTs/HLTAs/Tas teaching PE. OR KJ/TL to work with staff on PE teaching through instructional coaching.	CTs/HLTAs/Tas express interest in developing confidence and knowledge in teaching PE. KJ/TL model lessons.	Cover for KJ/TL if teaching or KJ supporting with Instructional Coaching.	Staff will feel more confident when teaching PE. Children will receive high quality PE lessons and will enjoy more and achieve more.	Time to be allocated next academic year for this to happen.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			
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?:
Children to be surveyed to find out what new experiences they would like PE wise. KJ/TL to make contact with coaches who may be able to deliver some of these – as a club, as an experience day etc.	At least 3 new experiences for children this academic year linked to children's survey responses including: Sporting visits and workshops. Athlete visits.	£300 £50	Children have experienced new activities that they have not before. They have been inspired to continue with these.
			Sustainability and suggested next steps: Continue to survey children and make contact with coaches who can offer new experiences – work on building up a rolling program.

Key indicator 5: Increased participation in competitive sport				
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:
Interschool and potentially federation competitions and fixtures to be organised.	Join SSSP and attend termly meetings. Sign up for relevant competitions and coach the children in that sport. Introduce competitions across the federation.	SSSP £300	Children have visited other venues and experienced taking part in competitions as part of a team.	Continue to join and take part in SSSP events. Look at events held by other providers as well as SSSP.
Join Swale Schools Football Association	Join and enter any relevant tournaments and play fixtures.	£200	Children have taken part in tournaments and fixtures against other schools.	Continue to join yearly and take part in all the events organised.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	K Jones T Lloyd
Date:	
Governor:	
Date:	