

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](#).



Created by:



Supported by:



Details with regard to funding

Please complete the table below.

Total amount of funding for 2022/3. To be reported on by 31st July 2023.	£17,740

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	
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	78% (21/27 pupils)
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	78% (21/27 pupils)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	93% (25/27 pupils)
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: 2022/23		Total fund allocated: £17,740		Date Updated: April 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					Percentage of total allocation: 72%	
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?:	
<ul style="list-style-type: none"> To improve and sustain the quality of children’s play 		<ul style="list-style-type: none"> Establish OPAL Working Group established Meeting half termly, to review action plan and set follow up actions Draft Play Policy, approve by governors and share with staff and parents Initiate Play Assemblies Appoint & train Play Reporters Deliver Playwork Essentials Training to all staff Introduce initial fabricated and natural loose parts equipment Draft Children’s Play Charter and share with governors, staff, pupils and parents Organise and host Parents’ Play Day organised and hosted Provide all weather clothing and footwear, and storage for all children 		£4999 for OPAL contract £2801 for Play Worker Contract £5000 for resources and equipment TOTAL £12,800		Playground break time initiatives are amongst the most promising interventions for improving levels of physical activity, as shown by a number of recent authoritative systematic reviews. They are also linked to a range of improvements in academic skills, attitudes and behaviour, and to improved social skills, improved social relations between different ethnic groups, and better adjustment to school life. Play initiatives are associated with inter-related benefits across a range of health and developmental
				Sustainability and suggested next steps:		
				Continuation into next phase of embedding OPAL		

Created by:



Supported by:



	<ul style="list-style-type: none"> • Introduce staff and children to risk-benefit approach • Train children to manage loose parts play • Extend formal play offer beyond the school community • Survey pupils • Develop action plan further 		domains. These benefits need to be thought of as a whole rather than in a piecemeal fashion.	
--	--	--	--	--

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
See Key Indicator 1: OPAL Play project				

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

<ul style="list-style-type: none"> To provide a clear, progressive and challenging curriculum for PE and Sport 	<ul style="list-style-type: none"> Appoint PE Co-ordinator and put a new PE scheme in place to equip teachers to deliver effective PE lessons 	£594 GetSet4PE subscription	<p>All teachers now deliver their own PE lessons using the GetSet4 PE scheme. Teachers report feeling confident to use materials and resources.</p> <p>PE lead monitors progression and coverage.</p> <p>PE lead monitors quality of provision.</p>	<p>PE Lead to continue to develop leadership of subject and leadership skills.</p> <p>Further ongoing monitoring of quality of PE required and further pupil voice suggested.</p> <p>PE Lead to audit areas of teacher confidence.</p>
---	--	-----------------------------	---	--

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 13%
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>(In addition to N Charnwood sports offer – see below)</p> <ul style="list-style-type: none"> To provide opportunities for pupils to experience sports not possible to be provided on site at school, including outdoor adventurous activities. 	Residential visits for Y3 and Y6 will provide opportunities for pupils to engage with new adventurous outdoor activities (indoor and outdoor climbing, abseiling, bush craft, orienteering, hill walking)	£2,346 subsidy to support Y3 and Y6 residential activities	<p>100% of Y3 attended the residential and took part in OAA.</p> <p>96% of Y6 attended the residential and took part in OAA.</p> <p><i>One Y6 pupil was noted for exceptional skill in archery and was recommended to join a local archery centre/club.</i></p>	<p>Signpost local opportunities for OAA as follow up for those showing potential for further development.</p> <p>Continue to offer residential trips to Y3 and y6.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				11%
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:
<ul style="list-style-type: none"> To enter more sport competitions or tournaments across the local area, including those run by sporting organisations 	<p>Subscription to Charnwood School Sports Partnership will allow access to a wide range of sports and tournaments (Table tennis, Tri-golf, KS1 Multi-sports, Basketball, Cross Country)</p> <p>Supply will be used to release teachers to organise teams to participate in competitions</p>	<p>£1,500</p> <p>£500</p> <p>TOTAL £2,000</p>	<p>Sept 2022 – North Charnwood Schools Badminton Festival</p> <p>Sept 2022 – Y5/6 Girls Football Tournament</p> <p>Sept 2022 – Table Tennis – runners up</p> <p>Nov 22 – New Age Curling – winners</p> <p>March 23 – Y5/6 Netball Festival</p> <p>April 23 – Cross Country Championships</p> <p>One pupil represented Charnwood in cross country at county level and achieved 5th position.</p>	<p>Networking with local schools within walking distance provide future opportunities for football league matches.</p> <p>Appointment of PE Lead likely to increase the opportunities for pupils to attend Charnwood festivals and tournaments.</p>

Signed off by	
Head Teacher:	Janine Stillwell
Date:	29/07/22 Reviewed 31/07/2023
Governor:	Howard Jones
Date:	8/8/2022