

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 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](#).

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Swimming Data

Please report on your Swimming Data below – 2021-22 cohort.

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	2021-22 Y6 cohort – 89 children 2022-23 Y6 cohort -
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 2022. Please see note above	2021-22 cohort (July 22) = 75% <i>*decreased from previous year due to COVID pool/school closures*</i> 2022-23 cohort (July 2023) -
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	2021-22 cohort (July 22) = 75% <i>*decreased from previous year due to COVID pool/school closures*</i> 2022-23 cohort (July 2023) -
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	2021-22 cohort (July 22) – 40% (60% did not reach LJ7 NCC but did perform basic safe self-rescue in water based situations) <i>*decreased from previous year due to COVID pool/school closures*</i> 2022-23 cohort (July 2023) -
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?	Yes/No 2021-22 Yes/No – 2022-23 (top up for Y5/6)

Key achievements to date:	Areas for further improvement:
• Our commitment to providing children with high quality competition access, physical activities, mental and physical wellbeing activities and involving pupils in leadership opportunities was recognised with being awarded with the Sainsbury's School Games National Gold Award from 2015-19 and achieving PLATINUM status for 2021-22 • Outdoor facilities: indoor hall, a hardtop playground, MUGA and grass field where outdoor P.E. and sport takes place. • Inter-house competitions encouraging fair play and competitive team sport (Level 1) • Successful teams and individuals in a range of sporting teams and events (football, netball, hockey, athletics, swimming, cross country to name a few – level 2) • Successful teams and individuals who have progressed to Level 3 district, county and regional events • Links with the SGO and local primary schools through NDPSSA for sporting events and competitions • Sports day where all children take part as individuals and as part of their 'house' team where families were invited to watch • Development of social skills, positive relationships, leadership, teamwork and communication skills, alongside facing new challenges • 3 sports coaches and class teachers working together to teach and deliver PE across the whole school • End of year Sporting assembly to celebrate the achievements of teams, individuals and recognise key values linked to the School Games Values • Introduction of 'walk and talks' across school for well being • Staff trained and assessed on the 2 day NCC swimming course to teach a group on poolside • Progression of skills and vocabulary developed for PE shared with and used by staff • PE equipment that is replenished to ensure children can access skills in lessons • Links with clubs outside of school	• To ensure PE progression of skills and vocabulary document is used fully to develop and build on pupils' skills • To ensure PE uniform is fit for purpose – children look professional when competing and also for school PE lessons • Swimming top up sessions booked for 2022-23 for Y5/6 pupils who did not reach expectations at the end of Y4 • Look into use of our new YMCA building and links with Newark Rugby Club Local Schools Programme • Pupil voice – Q from 2021-22 shows children would like to have opportunities to choose their sport or apply skills learnt into their own 'games'. Ensure this is planned into the PE curriculum • Update equipment and look into buying new equipment eg: yoga mats

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: £21,380 TBC (£16,000 plus £10 per KS2 pupil) [£21,381 detailed on document]		Date Updated: September 2022	
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: %
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:
Every child to take part in 1.5-2hours of PE lessons weekly Well being walk and talks weekly – focusing on physical and mental well being, improved levels of concentration and fitness Outdoor learning opportunities planned into the timetable- including orienteering, RSPB challenges and forest school tasks (targeting specific children and whole classes) Provide opportunities for pupils to be sports/playground leaders and for this to support with increasing the numbers of pupils accessing activities during lunch and break time – working with staff and midday	Sports coaches xl session per year group a week. Teachers xl session with their class a week. Walk and talks and playtime/lunchtime activities promoted and equipment sourced. Class teachers to plan opportunities for the RSPB wildlife challenges into the curriculum. Children identified to take part in forest school unit of work with trained staff member. Children apply skills of PE in a range of activities. Children identified and used within sessions to support and lead other children. Opportunities for sports/playground leader training as a club. Midday staff plan activities for lunch time	£1000 TAs/sports coaches to attend some staff training £750 (staff paid for after school club)	Intended impact: all children are active for 1.5-2hours of PE weekly Teachers and sports coaches develop confidence teaching the skills of PE. Intended impact: children develop some skills of PE in other situations and feed this into their lifestyles Intended impact: upper KS2 children have the opportunity (via a club and supporting in lessons where appropriate) to develop and apply skills to lead and support others in PE activities		

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supervisors				
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:
Top up swimming sessions booked for Y5/6 summer term 2023 to increase percentage of children meeting end of KS2 expectations (due to covid impact)	Y5/6 children identified from end of Y4 swimming assessment documents. All children to take part in 6 weeks x 45minute swimming sessions with 4 NCC swimming instructors. Focus on end of KS2 objectives – swimming 25m+ confidently, range of strokes and safe self rescue	13 weeks x 45minute sessions £3731	Intended impact: less children leaving KS2 without mastering the 3 end of KS2 swimming objectives	
Competitive sport and sporting after school clubs will take place promoting the value of sport including raising the profile of girls in sport following our successes in school last year and of teams outside of school eg: football (pupils, staff and parents are aware of sporting activities and achievements across the school – assemblies, notice board and social media)	Assemblies raise the profile of sport, girls in sport and sporting success. NDPSSA and SGO sporting calendar of events – signed up for (and fees paid) After school clubs updated half termly and promoted (often over subscribed)	£2800 sports coaches for after school clubs	Intended impact: children enjoy and take part in sport across school. Raising the profile of sport in school and clubs (especially at Fernwood site where uptake is less than at Balderton site)	
Focus on well-being of staff and children and the importance in being active to	Well being walk and talks Alternative sports eg: yogo and mindfulness	£1500 (group/1:1 wellbeing linked to PE)	Intended impact: children and staff are aware of ways they can focus on their well being and can transfer skills into	

promote positive lifestyle choices	Outdoor learning opportunities linked to RSPB also		various lifestyle choices	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
PE progression grid of skills used by staff (sports coaches and teachers) to plan and deliver PE lessons, as well as using our SMILE curriculum to include physical activity within other areas of the curriculum Staff CPD and PE lead monitoring – Observing and monitoring of sports coaches and teachers to develop skills and practise Staff identified to attend 2 day swimming course to be able to teach a group on poolside making group sizes smaller	CPD and staff training to ensure staff are confident using the PE progression of skills for planning and delivering lessons, as well as linking opportunities to SMILE and physical activity in other areas of the curriculum. PE coordinator to train other member to share the lead across the two sites Monitoring of staff and pupil voice questionnaire. 2 members of staff to take part in 2 day swimming course (means that 7x members of staff in total across sites from Y3/4 trained and assessed by NCC instructors)	£1200 staff training £1400 cover for staff to observe sports coaches £2000 (courses and cover in school)	<u>Intended impact:</u> children's PE skills are developed each year and skills are applied into a range of sports/situations <u>Intended impact:</u> children's pupil voice is used to develop teaching of PE skills <u>Intended impact:</u> smaller group sizes = more focussed swimming sessions for children = more children meeting end of KS2 expectations for swimming	

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	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:

consolidate through practice:				
PE progression of skills used so children can transfer skills across a range of sports. Daily mile, outdoor learning activities and online tools used to support this. <i>Pupil voice (July22) showed children wanted to choose a sport to apply skills or create own games to apply skills learnt.</i>	Staff training and PE progression of skills used to use/apply skills and vocabulary in a range of sports Staff to share useful websites and resources (eg: for yoga) with staff	NA	<u>Intended impact:</u> children's PE skills are developed each year and skills are applied into a range of sports/situations. children's pupil voice is used to develop teaching of PE skills	
Equipment – replenished and restocked to allow children to practise skills and apply in game situations (including purchase of new equipment eg: yoga mats linked to well being)	Purchase new equipment (eg: yoga mats) and replenish other equipment	£7000	<u>Intended impact:</u> children can practise, develop and apply PE skills using the correct equipment	

