

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool



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 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

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 2023. 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 2019/20	£0
Total amount allocated for 2022/23	£18,630
How much (if any) do you intend to carry over from this total fund into 2021/22?	£5,000
Total amount allocated for 2022/23	£23,630
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£23,630
Total spend 2022/23	£23,269.89

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 2022. Please see note above	17%
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	17%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	50%

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:	Date Updated: 12/10/2022		
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: 47%
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:
Increase activity levels of students at breakfast club, break, lunchtimes and after school.	Update of playtime equipment in order to ensure all students can take part in PE activities during break and lunchtimes. A range of after school activities offered. Improvements to outdoor provision (addition of climbing frame style equipment). Trim trail and ball wall	£620.96 £9000	Higher levels of activity outside of PE lessons in order to improve skills of students as well as physical and mental health.	Student survey to find out the activities they would like to take part in outside PE lessons and organised school sport.
Increase the activity levels of students outside lesson times by running student led activities i.e. energy club.	8- 10 sports leaders to be trained up by KW in the Primary Playmakers Award. Current sports leaders in place to support activities during lunch.	£99 per year	Once they have completed the 6 hour course they can start running physical activity sessions with other students to increase the skills and physical health of these students. It will also	Students to run their own inter house competitions for LKS2 and KS1 in order to give them more opportunities for participation.

			improve the confidence, communication and leadership skills of the leaders. Students tasked with engaging other children on the playground at break and lunch times.	
Encourage more girls to engage with physical activity, particularly at breaks and lunchtimes when levels are low.	Girls Active Leadership Squad (GALS) to be established in order to raise awareness of the barriers in place for girls in sport and come up with strategies to improve this. GALs hoodies	£1200 £60 – guest speaker £235.23	Improve confidence and motivation of girls to take part in physical activity during their own time. This will increase physical and mental health of the girls.	Regular and established girls only clubs and activities to ensure longevity.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 7%
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:
Youth Sport Trust membership to allow access to resources which will provide PE lead the opportunity to apply these to the schools needs in order to improve PESSPA.	- Explore website and resources and adapt these to improve PESSPA within school. - Look into CPD opportunities to improve areas of weakness in PESSPA across our school.	£210	- Staff are better informed into how to improve PESSPA across school. Therefore, students are closer to achieving their 60 active minutes across school day.	- Continue to purchase the membership yearly. - Continue to explore the resources and adapt and apply them to suit our school's needs.

More lessons to be delivered across the whole curriculum in an active way through use of Teach Active.	More Maths/ English lessons to be taught using 'Teach Active' planning. Liaise with English and Maths subject leaders to explore how these lessons can be implemented into the timetable/curriculum.	£1170	Students have more opportunities to be active across the school day, therefore improving both physical and mental well being. Also improving engagement and attainment levels with English/ Maths, particularly with students working below expected.	Formalising these lessons and increasing the frequency that staff deliver lessons in this way.
Increase student's pride in representing the school in inter school events.	Student kit to be used when students are taking part in competitions and festivals. Spare PE kits so that students forgetting kit is not a barrier to accessing PE lessons. No new kit purchased this year.	£0	Students feel a sense of belonging and pride when representing their school. This becomes something to aspire to achieve as students move up the school.	More formal PE kit for PE lessons in order to raise profile and increase that sense of belonging.
Students to be given increased exposure to professional athletes	RB to organize booking a professional athlete attending school to give an assembly.	£247.50	Students given access to a professional sports person – able to ask questions and meet an aspirational figure.	Consider writing opportunity based on athlete visit to encourage reflection on the day.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				17%
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:

Use of KW (PE, SS and Well-being coordinator) to improve the quality of education in PE and also quality of performance in sport.	Regular meetings with KW in order to inform about strengths and weaknesses of our school's PESSPA offer. KW to work with specific members of staff in their PE time. Begin with ECTs then staff that, through both self and staff reflection, feel they may need more support.	£3917	Staff confidence improved so students receive higher quality lessons therefore more progress made across schemes of work. This will, in turn, improve performance levels at PAT Games and School Games events.	Analise extra-curricular offer in order to allow more students to access sport and physical activity across school day. Staff members could run these activities through activity specific CPD.
Increased ability of students to safely ride a bike	Sessions to be delivered by Early Years teachers led by Kate Wood. Bikes already purchased	£0	More students able to be active on their bikes outside of school. Should also increase the amount of active travel to school.	Bikeability to be introduced to ensure all students can ride a bike by the end of KS1.
All staff to wear PAT appropriate kit in order to improve self-confidence and elevate standards across PE as a subject.	All staff provided with PE top with school logo	£168.20	Increased confidence of all staff. PE lessons given greater sense of importance.	All staff to continue to wear uniform. New members of staff to be provided with kit.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 17%
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 curriculum developed by PAT PE, School Sport and Well Being coordinator using Get Set for PE to ensure pupils are offered a rich and varied curriculum across school. This will focus on activities missed in 20/21 curriculum due to COVID.	From EYFS to Y6 curriculum in varied and students cover Dance, gymnastics, team building etc. all which were missed last year.	£0 – subscription paid last year (3 year subscription) Equipment update: £354.46	Students to receive well planned, progressive, high quality PE across a wide range of activities. Staff need to be aware of gaps in knowledge and therefore may need to deliver scheme from previous year – in particular dance and gymnastics (indoor sports).	Introduction of alternative extra-curricular activities that may not be covered in curriculum time. i.e. archery, swimming, basketball
Increase the amount of physical activity that students are accessing at break and lunchtime.	Weekly table tennis sessions to be delivered to Year 5/6 and 6 in the summer term. Maintenance of table tennis table and equipment for school to be used during break/ lunch times.	No cost £22	Students have developed table tennis skills and more generally bat and ball skills and hand-eye coordination.	Students apply these skills independently when playing table tennis at break times and lunch times.
Provide greater opportunities for Girls to get involved in sport and increase their skill level. This will also give girls an opportunity to see sport available to them in their local area.	Girls only sporting events GALs project	£0	Girls will have an increased confidence in sport and also a greater sense of confidence regarding girls being active.	Girls continue to engage in sports at high school or at clubs outside of school.
Increased exposure to sport going on in students' local area.	Links made with local sports clubs/teams. Pontefract Squash Club – Year 3 sessions Tennis sessions – Year 3/4 Tony O'Brien rugby sessions and links to Ponte Rugby Union	£460 Transport: £1200 No cost	Children will have a greater awareness of the sports on offer in their local town therefore more likely to join. Increased confidence with racquet sports.	Children have the opportunity to pursue new sports at a local center.

Give students the opportunity to try a sport that they have never tried before.	Martial arts after school club Climbing club	£900 £50 Transport: £1100	Children given the opportunity to try out a new skill and sport not on the PE curriculum.	Students may wish to take up martial arts outside of school at clubs and organisations. Students can access climbing at local facility – Aspire at the Park
Offer more opportunities for students to be active outside of school hours through extra-curricular clubs.	After school clubs: Cricket Dance Football	£0 Not paid through PE budget	Improvement of students' physical and mental health. Increase level of attainment during curriculum PE due to further opportunity to sport specific skills and knowledge.	Student voice to select future after school clubs in order to increase uptake.

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:
Weekly engagement in both inter and intra school sport offering opportunities across age groups, gender, SEND etc.	Regular participation in both the PAT Games and School Games. (both competitive events and festivals) Also more intra school competitions i.e. Y3/4 interhouse football alongside the regular cross country competition.	£2610	ALL KS2 students should have the opportunity to take part in competitive sport across the school year.	Look at how we can engage KS1 in competitive sport.

PAT games championship – raise profile	Medals and trophies	£45	High levels of engagement and understanding of importance of taking part in the right spirit.	Track percentage of pupil involvement.
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Signed off by	
Head Teacher:	J. Parkin
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Subject Leader:	R. Beevers
Date:	13. 7. 23
Governor:	A. Dea
Date:	13. 7. 23