

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 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 2021/22	£0
Total amount allocated for 2021/22	£19000
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17670
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17670

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>	N/A
<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>	N/A
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	N/A
<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>	N/A

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: £17670		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					Percentage of total allocation: 60%
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:
Provide children with at least 1 hour of physical activity per week.	<ul style="list-style-type: none"> - Children to receive at least 1 hour of indoor or outdoor PE per week. - KS1 children to receive a lesson through their class teacher and through specialist coach- Fit4Fun at points throughout the year. To be timetabled. - Supermovers to be used within class. - Fit4Fun to deliver after school club for children to attend. 		£8060.33	<ul style="list-style-type: none"> Children are receiving at least 1 hour of indoor or outdoor PE each week. - KS1 children received a lesson through their class teacher and one from a Fit4Fun coach. - Fit4Fun delivered a Dodgeball after school club for children to attend (privately run). This club was well attended. 	<ul style="list-style-type: none"> - Continue use of sports coaches to cover a second PE lesson when the situation allows. Fit4Fun to be employed one day a week for the full 2023-24 academic year. Focus on high quality gymnastics. - An additional club (privately run) to be set up at the infants, possibly football.
To support the children’s physical and mental well-being, improved levels of concentration as well as physical fitness.	<ul style="list-style-type: none"> Children to continue with the Daily Mile at least 2 times a week. Have a Parents Daily Mile day to remind parents of the importance of physical activity. 		N/A	Parents Daily Mile well received by parents and children alike.	<ul style="list-style-type: none"> Continue to promote the Daily Mile to staff to ensure all children are participating at least 2 or 3 times per week. Termly Parents Daily Mile to be considered. Consider other ways to incorporate active learning into the children’s day (Active 60 initiative)
Range of equipment to be used at Playtimes and outdoor provision.	<ul style="list-style-type: none"> Range of equipment to be purchased to ensure children have different games they can play. - Development of gross motor skills in FS. - Encourage playing of new games. 		£2538.60	<ul style="list-style-type: none"> Playground zones working well. Equipment being organised and used appropriately. Children engaging in a range of activities and developing new skills and social interactions. 	<ul style="list-style-type: none"> Continue to use Year 2 play leaders to organise and set up equipment to reduce the amount of items being lost and damaged. Replenish items when needed.

Created by:



Supported by:



	<ul style="list-style-type: none"> - Improve social skills such as cooperation and turn taking. - play leaders in Year 2 to be in charge of equipment and be in charge of setting up - set up playground zones to focus on particular areas of development 		<p>Zone 1 - Basketball, Noughts and Crosses, Chalk, Frisbee and Rubber Quoits, Scoop Racket and Toss Catch</p> <p>Zone 2 - Ankle Swing Ball and Skipping ropes, Catch cups and beanbags, Stilts, Cones</p> <p>Zone 3 - Fitness trail, Climbing wall, Hopscotch</p> <p>Zone 4 - King Square, Dance and Movement, Farmer, farmer, Cones</p>	
--	---	--	---	--

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation: 0%
---	---------------------------------------

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:
To embed physical activity across the school through providing cover for PE Lead to enable time for action planning and organising sporting activity and competitions for the whole school.	PE Lead to develop a sense of needs around school to enable best use of sports premium and biggest impact for all children within school.	£N/A (school budget)	PE Lead able to consider and facilitate a range of sporting activities for KS1, including bowling competition and sports day. Outside agencies such as YCB involved in programme for the year. Time to organise additional equipment for playtimes and extra curricular activities.	To ensure PE Lead is given time for planning and organisation of sporting activity and competitions in KS1.

Key indicator 3: increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation: 0%
--	---------------------------------------

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:

Quality professional coaching and staff CPD to increase the confidence of staff teaching in PE	<p>-Fit4Fun to be in school weekly from September. To work with FS2 and KS1 on delivering PE lessons with staff CPD alongside.</p> <p>-Coaches spoke to PE lead initially to see what the school need more support with. Gymnastics to be a starting point for each year group.</p>	See allocation in KPI1	<p>- Each year group has had 3 blocks of coaching throughout the year. Children have been engaged with sessions.</p> <p>- Teachers have been able to use what they have observed into their own lessons. Children have had more than 1 hour of taught PE per week. Increased confidence with delivering areas not as confident with.</p> <p>- As the year progressed, coaches spoke to teachers to ask what they wanted more support with and teachers were able to choose the sports.</p>	- Continue use of sports coaches to cover a second PE lesson when the situation allows. Fit4Fun to be employed one day a week for the full 2023-24 academic year. Focus on high quality gymnastics.
--	---	------------------------	--	---

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
2%

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:
To increase the enrichment of PE throughout the school.	Balance Bike Day to develop control, balance and confidence – one day balance bike instruction for FS2, including equipment hire.	£365.50	<p>Staff comments about the day: The children loved the session and it helped them to develop their core strength and balance. These physical skills are crucial for development in other areas of the curriculum and will support children throughout their lives. The coach was an ex professional cyclist and taught them how to use the bikes safely. We feel that this would be beneficial earlier in the year next year so that the children can learn the skills and apply them in the outdoor provision areas.</p> <p>The children said: "I loved it!"</p>	Balance Bike Day to be booked for FS2 earlier in the year to enable children to use equipment in the outdoor areas more effectively. Possible KS1 Cycling Fun Day for all abilities to develop coordination, balance and control.

			"The seats were uncomfortable" but the children said they all had a great time. "The bikes had no stabilisers and we had to learn to balance, there were poles that we had to go round to practise turning and cones that we went round and round. To stop we needed to use the brakes, but some of us used our feet."	
Use of outside agencies to provide a broader range of sports and activities	Hessle Cricket Club All Stars taster sessions for Years 1 and 2 in the Summer Term.	£0	All Year 1 and 2 children took part in a cricket taster sessions with representatives from Yorkshire Cricket Board.	Engage with a wider range of local sports clubs to explore mutual benefits. Engage with Hessle CC earlier in the year to organise taster days and potential summer clubs.
Key indicator 5: Increased participation in competitive 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:
Provide opportunities for all children to compete in intra and inter school competitions including opportunities for children with SEND, the least active and the least confident to attend competitions and other external sporting events.	2023 Sports Day- competition and teamwork. - Children to participate in a carousel of activities that are focussed on hand eye coordination, balance, agility, coordination. - 4 track races for the children to participate in and compete against their own age group. - Fit4Fun staff to supervise field activities. - Parents spectate. Use the Panathlon programme to include more children from KS1 in inter-school sport.	£0 £580 (transport costs. Inc. Juniors)	- All children from FS2, Year 1 and 2 participated in at least four races. - All children in Year 1 and 2 participated in a carousel of activities that focussed on field activities and other skills such as archery. - Sports Leaders from KS2 helped with the organising and running of Sports Day. - Parents enjoyed being able to spectate both the track and field activities. Panathlon Primary Ten Pin Bowling competition. Able to send a KS1 team as well as a KS2 team this year. All children participating enjoyed the day and came back with a trophy! Great introduction	Continue to develop intra-school competitions within the infants. Incorporate small game situations into PE lessons. Sports leaders from Junior school to lead some competitions throughout the year. Explore other avenues as well as the Panathlon programme to include more children from KS1 in inter-school sport.

			to inter-school competitive sport.	
--	--	--	------------------------------------	--

Signed off by	
Head Teacher:	Laura Jackson
Date:	23/07/23
Subject Leader:	Lucy Palmer
Date:	12/07/23
Governor:	Rosemarie Tyler
Date:	30/07/23