

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](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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Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2022/23	£17,500
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17,500
Planned expenditure	£18,175

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: 2020/21		Total fund allocated:		Date Updated:	
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:
					0 % Please see note in funding allocated.
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:
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					88%
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:
Encourage children to practise, extend and embed skills at a range of intra and inter school competitions.	Engage with CSET sports partnership to provide opportunities such as: <ul style="list-style-type: none">• Training for PE lead and other staff• Increased opportunities for children to compete at intra and inter-school level.	£2,627 (split between the remaining 4 indicators)	Children and staff had opportunities to learn new Kabaddi skills through CSET run sessions. Children represented the school in a range of sports: Infant Agility, Multi-Skills Festival,		Continue with CSET partnership and take advantage of all that is offered by CSET. Continue to work closely with other local infant schools within the partnership.

			Target Festival, Striking Festival, SAQ Festival, Reception Festival 1 and 2.	
Promote and maintain high standards and safe practice in PE, school sport and physical activity	Membership of the PE Association	£85	Quality assured resources and services and professional support provided for all members	Renew membership
Develop fine and gross motor skills in order to ensure rapid progression in the moving and handling ELG in preparation for KS1. Break times to have an additional adult who runs games to develop and consolidate skills.	TA providing outdoor support role/motor skill intervention	£15,326	At entry point, 32% of the EYFS children were assessment at being 'Just Below' for their gross motor skills. Due to the skilled intervention of the TA, by the end of Summer1, this figure had been reduced to 9% of children being assessed as 'Just Below' for their gross motor skills.	Continue with provision in order to increase the number of children achieving the age related requirements for gross motor skills.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				4%
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 teachers confidence and competence to teach Gymnastics	Model gymnastics lessons provided by CSET sports partnership.	Inc. in Sports Partnership subscription	<p>Val Saben scheme of work embedded throughout KS1. Overviews are progressive and build on prior learning. Pupils develop and build on the PE core concepts, becoming more proficient as the move through the school.</p> <p>Increase in staff confidence and competence in the teaching of Gymnastics.</p> <p>Children can travel in a variety of ways, put together short sequences of movements and can demonstrate a soft landing when jumping.</p> <p>Before-school gymnastics club on a Tues/Weds continue to be fully booked.</p>	<p>Ensure that EYFS staff receive Gymnastics CPD through CSET in the next academic year.</p> <p>Val Saben gymnastics to be implemented in EYFS (to replace old LCP scheme of work).</p> <p>New staff to observe AC teaching KS1 gymnastics (in person or through Iris).</p>
Increase teachers confidence and competence to teach Dance	Model Dance lessons provided by CSET sports partnership (Deb Morris)	Inc. in Sports Partnership subscription	<p>AC received Dance CPD from Deb Morris. CPD to wider teaching staff through staff meeting.</p> <p>The new Dance scheme of work (Val Saben) has been trialled across KS1. Increased confidence and competence of staff in the teaching of Dance.</p>	<p>Children to take part in next year's inter-school dance festival.</p> <p>Val Saben scheme of work to be embedded across KS1</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				4%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about	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	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
Provide children with opportunities to experience new sports	Engage with CSET sports partnership to provide Kabaddi taster sessions for all KS1 pupils	Inc. in Sports Partnership subscription	All KS1 children received Kabaddi taster sessions provided by CSET	Continue with CSET partnership and take advantage of the 10 coaching hours provided

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4%
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:
Encourage children to practise, extend and embed skills at a range of intra and inter school competitions.	Engage with CSET sports partnership to provide opportunities for children to compete at intra and inter-school level.	Inc. in Sports Partnership subscription	Children were able to compete against other schools in a range of sports: Infant Agility, Multi-Skills Festival, Target Festival, Striking Festival, SAQ Festival, Reception Festivals. End of unit intra-school competitions re-established for Target Skills and Tennis.	Continue with CSET partnership and take advantage of inter-school competitions on offer.
Encourage children to practise, extend and embed skills at a range of intra and inter school competitions.	To provide transport to inter-school competitions that take place within the school day.	£135	30 x Y2 children to attend the CSET Games Day at Pomphrey Hill In Term 6. Opportunities for inter and intra-school competition.	Continue to fund travel to/from sporting events held within the school day.


Signed off by	
Head Teacher:	Gabby Howells
Date:	17.07.23
Subject Leader:	Alex Curry

Created by:



Supported by:



Date:	17/07/23
Governor:	A Watson, Chair of Governors 
Date:	17/07/23