

2022-2023

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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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 improvement. This document will help you to review your provision and report your spend. DfE encourage 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 evidence 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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£0
Total amount allocated for 2021/22	£20,010.86
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2022/23	£0
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£33,728.95

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? 64%

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

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? 61%

Please see note above

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? 39%

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

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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:	Total fund allocated:	Date Updated:	Percentage of total allocation:
Key indicator 1: The engagement of all 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			
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: PE taught for 2 hours per week from Year 1 to Year 6	Make sure your actions to achieve are linked to your intentions: Staff accountable for ensuring maximum movement and participation in every PE lesson	Funding allocated: N/A	Evidence of impact: what do pupils now know and what can they now do? What has changed?: PE taught for 2 hours per week from Year 1 to Year 6
Children in LKS2 and KS1 have zones on the playground. Each zone has a different activity, these include teacher-led games and engagement with equipment such as skipping ropes	Children to increase their confidence and knowledge on sports such as football.	£605.02	Children are active within school through play time and in their PE lessons Many children are enjoying break/lunch time as they are engaging in a variety of different sports and team games and have access to a range of sports equipment
Outdoor netball courts, to encourage after school games	Develops team work and competitive sports	£2910	Continue with the zoning at play time and start to implement at lunchtimes in KS1. Children enjoy team games.

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<p>Year 6 playleaders run activities on KS1 playground</p> <p>Sports equipment kept to a high standard, for children to use.</p>	<p>Develops Year 6 leadership skills Opportunity for KS1 to engage with older year groups and fun games.</p>	<p>£796.93</p>	<p>KS1 children enjoy engaging in these activities on the playground and Year 6 are starting to develop strong leadership skills through leading the different activities. Children enjoy engaging in the other activities.</p>	<p>Continue with Playleaders next year</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				
<p>Intent</p> <p>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:</p>	<p>Implementation</p> <p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Impact</p> <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Percentage of total allocation: 0%</p> <p>Sustainability and suggested next steps:</p>
<p>Children's sporting achievements are praised in assembly and on the newsletter with information provided to encourage other children to join the teams/events</p>	<p>Teachers will ask JK to mention children in assembly for their sporting achievements and share certificates</p>		<p>Self-esteem and confidence is developed in the children</p>	<p>Updates on the website about all sporting achievements inside and outside of school</p>

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

Percentage of total allocation:

60%

Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Employment of PE apprentice who is timetabled to support and co-teach in all year groups</p>	<p>A fulltime apprentice is employed by the school to carry out PE lessons with children and to support teachers in PE lessons. Also, carries out a variety of after school clubs for a range of year groups.</p>	<p>£13,358</p>	<p>LC was able to: Deliver lessons to a range of year groups and support staff with PE curriculum knowledge and understanding. Develop his own confidence and understanding of structuring high quality PE lessons.</p>	<p>Consider hiring another P.E apprentice from September 2023</p>
<p>Continue the use of PE Hub for teacher's planning</p>	<p>Lesson plans are being used by teachers across the school</p>	<p>£575</p>	<p>Lesson plans are being used but are not very effective and do not include in-depth skill development, which is a key area we must focus on as a school.</p>	<p>Implementation of Real PE to meet the needs of skills development</p>
<p>Introduction of REAL PE to support teachers knowledge and teaching of the skills required for PE</p>	<p>Has started to be embedded across the school following the training day in September. 1:1 support for subject lead</p>	<p>£5,694</p>	<p>Teachers confidence is building and PE lessons are becoming more structured. Programme is ensuring a range of skills are being covered across the school. Opportunities to challenge and support all children.</p>	<p>Assessment of Real PE to be embedded to track progression across the school</p>

Intent	Implementation	Funding allocated:	Impact	Percentage of total allocation:
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:
Teacher led and TA after school clubs	We offer a wide range of after-school clubs to all year groups		Clubs are very popular and children gain a lot of enjoyment out of them as well as being able to interact with peers from other year groups and classes	More teachers to run a club so we no longer have to rely on external agencies
Change4Life sessions offered to Year 4	Children to learn about the different food groups and how they keep themselves healthy	School Games subscription £2520	Children gained a broad range of knowledge which they can apply to their own lives	Continue to promote Chang4life in school
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 28%

All year groups/groups of children engage in a trip	Children will learn new skills during their trip that they wouldn't usually have the opportunity to do		Children will develop many skills by attending out of school trips including the development of confidence and independence	Continue to encourage participation in trips and field trips such as going on a walk
Bikeability for reception, Year 3 and Year 5/6	Children will learn pre-pedal in reception, control in Year 3/4 and road safety in Year 5	School Games subscription	Children will grow in confidence when riding their bike and will understand about road safety	Continue each year
1-2-1 TAs employed for PE purposes to give access to all disabled children to the PE curriculum	Support with inclusion within PE lessons Implementation of MOVES intervention	E6840	Children were able to feel part of the PE lessons, enabling them to develop individual skills	Assessment to be made of where children are on the intervention path

Key indicator 5: Increased participation in competitive sport

		Percentage of total allocation:	
		2%	
Intent	Implementation	Funding allocated:	Impact
<p>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:</p> <p>Competing in a range of competitions against other schools</p> <p>County level trips – often require transportation</p> <p>Internal trials for sporting events</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Weddington have achieved great success in their sporting events this year</p> <p>Many children have had the opportunity to engage in a competitive event throughout the year</p> <p>Children have the opportunity to identify their strengths and weaknesses and compete against others</p>	<p>£430</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p> <p>Development of sportsmanship, team work</p> <p>Children love the element of competition</p> <p>Great to compete in person again following covid</p> <p>Opportunity to represent the school</p> <p>Development of resilience and engagement in competition</p>
			<p>Offer the same provision</p> <p>Gain feedback from the events to ensure children are enjoying/gaining from them</p> <p>Hold more trials for other sports</p>

Signed off by

Head Teacher: *D. Vernon*

Date: *18.5.23*

Subject Leader: *[Signature]*

Date:	
Governor:	
Date:	

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