

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 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 2022. 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 allocated for 2021/22	£19, 530.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19500.00
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£19500.00

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	58
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	60%
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	57%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90%
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: £19,500		Date Updated: 01.09.22	
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: £8180 = 41%
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?:
<p>To provide increased opportunities for physically active after school clubs.</p> <p>Why? To engage increased numbers of pupils in out of hours physical activity & help increased % of pupils achieve the CMO's recommended 60 minutes of physical activity a day.</p>		<p>Programme of after-school sports clubs led by a specialist coach on offer 4 nights a week.</p> <p>Children are allocated an 11 week 'block' at a club.</p> <p>There are 3 blocks over the course of the year.</p> <p>At least two 'new sports' introduced over the course of the year to the after-school sports 'menu'</p>		<p>£3500</p> <p>(3 sessions x 36 weeks @ £40 a session)</p>	<p>Success Criteria:</p> <p>At least 50% of pupils from each key stage attend an out of hours sports-based club for at least a term during the academic year.</p> <p>All out of hours sports clubs places filled to capacity.</p> <p>Evidence: Extra-curricular registers. Questionnaire</p>
<p>Provision of additional swimming sessions for all year groups from Y4 upwards swimming for at least one full term (12 weeks) each year. (Note: core lessons delivered in Y3 so this is over and above core lesson delivery)</p> <p>Why? To raise attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2 of every child should leaving primary school able to swim plus help increased % of</p>		<p>Broker & timetable provision of additional swimming sessions for all KS2 classes.</p>		<p>£4680</p>	<p>Success Criteria:</p> <p>All pupils attain National Standard for swimming and water rescue by end of KS2.</p> <p>Evidence: Swimming Registers & assessment records.</p>

pupils achieve the CMO's recommended 60 minutes of physical activity a day.				
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: £3900 = 19%
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:
International Athlete 'Motivate workshops' – To include a PE lesson led by a GB athlete for each class. Why? To raise aspirations, inspire and motivate children to see sport as a key part of building the brain and improving academic results and well-being.	Recruit appropriate athlete and plan sporting events.	£1500	International Athlete has led a series of workshops to not only educate but inspire staff & children to be physically active. Learners are able to verbalise the benefits of sport, including those other than physical. Learners who aspire to be sportsmen / women have positive role-models to look up to (Increased understanding of learners about future careers and opportunities in sport). Evidence: Photos, pupil interviews	Athlete visit built into school passport of experiences (annual event).
To plan and deliver a school 'Challenge Day / Week' with an OAA focus. (Y3-5 – To be timed to align with Y6 residential) Why? Challenge is the core of the growth mindset; without it, students don't get the	Plan and deliver 'Challenge Day / Week' during which Y3-5 pupils are able to challenge themselves to partake in a new activity with an OAA focus. e.g. Climbing, aeroball, fencing, etc.	£2400 (The Outdoor Education Company – Licensed OAA provider)	Pupil feedback from the visit: 95%+ of the pupils report they have learnt a new skill / tried a new sport. 50%+ of pupils report that they have gained in confidence: e.g. overcome a fear, risen to a challenge, achieved	Challenge Week built into school passport of experiences (annual event).

opportunities to take risks, learn to fail and figure out how to pick themselves up again. This “sense of progress” as Dweck calls it, is central to developing growth mindsets			something they did not think was possible, etc. Evidence: Pupil voice, photographs.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation: £1182 = 6%
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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 provide the Academy Sports Champion with high-quality CPD in relation to developing their knowledge, skills and understanding at leading the 3 core elements of active schools: Physical Education, School Sport & Physical activity. Why? To ensure Sports Champion has the necessary knowledge skills and understanding to lead whole school improvement in this area.	Participation in Middle Leadership Development Programme for Academy Sports Champions (Bespoke CPD)	£1182	Success Criteria: Academy Sports Champion will be able to advocate, articulate and lead physical education to achieve whole school improvement. Evidence: School review records, Attendance of training days, CPD notes.	Academy Sports Champion to have an 'Active Schools Buddy' (TA or less experienced teacher) to shadow and support them in order that their role is sustainable in the long-term.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation: £4480 = 22%
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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:

<p>All Y6 pupils to receive a subsidised outdoor adventurous pursuits residential experience at PGL</p> <p>Why? These OAA activities are specifically chosen to present pupils with mental and physical challenges which encourage them to work in a team, building on trust and developing skills to solve problems, either individually or as a group.</p>	<p>Book residential visit and agree activity programme.</p> <p>Hold parent information event to promote high levels of participation.</p>	<p>60 x £50 subsidy £3000</p>	<p>Success Criteria: 90%+ attendance rate.</p> <p>Pupil feedback from the visit: 95%+ of the pupils report they have learnt a new skill / tried a new sport.</p> <p>75%+ of pupils report that they have gained in confidence: e.g. overcome a fear, risen to a challenge, achieved something they did not think was possible, etc.</p> <p>Evidence: Participation records, pupil survey, photos.</p>	<p>Annual OAA residential built into passport experiences for all pupils to outline core experience commitment of the Academy to pupils during their time at the Academy.</p>
<p>Bikeability training for Year 5 students.</p> <p>Why? Learners gain practical skills and understanding of how to cycle on today's roads safely whilst learning how physical activity and cycling positively affects physical health and wellbeing; and developing positive lifelong physical activity habits.</p> <p>Increased numbers of children cycling to school (active, sustainable transport).</p>	<p>Deliver Bikeability training to Year 5 students.</p>	<p>£240 (2 x £120)</p>	<p>Success Criteria: 80%+ of participating children attain Level 1.</p> <p>Increased numbers of children cycling to school (sustainable transport).</p> <p>Evidence: Participation records.</p>	<p>This will become an annual occurrence & will feature in the school travel plan.</p>
<p>Balance Bikeability training for EYFS students.</p> <p>Why? Learners develop balance and coordination which is important for injury prevention, self-regulation, and developing a foundation for future development of fine motor skills. Balance bikes also help develop core muscle strength and endurance.</p>	<p>Deliver Balance Bike ability to EYFS students.</p>	<p>£240 (2 x £120)</p>	<p>Pupils engaging with balance Bike Ability show improved gross motor skills (balance) from start of course.</p> <p>Evidence: Participation records.</p>	<p>Balance Bikes purchased will be able to be used by future learners.</p> <p>This will become an annual occurrence.</p>

<p>Purchase of 2 x mini stores for active play equipment.</p> <p>Why? Learners have increased opportunities to be physically active at playtimes due to the provision of readily-accessible age-appropriate active play equipment (skipping ropes, balls, etc).</p>	<p>Purchase 2 x equipment mini-stores in order that active play equipment is readily accessible at playtimes.</p>	<p>£1000 (2x Playground equipment mini stores)</p>	<p>Increased numbers of pupils are engaged in physical activity at playtime.</p> <p>Play Leaders have a store for the resources they require to fulfil their roles effectively.</p> <p>Evidence: Purchase orders</p>	<p>Stores come with 5-year warranty.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: £2400 = 12%
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:
<p>Boston Schools Sports Partnership membership renewal.</p> <p>Why? Via BSSP all children from y1+ have the opportunity to take part in an activity / Development day over the course of the academic year (Improving skills by working alongside specialist coaches; trying new sports); access to inter-school competitions and events; plus specialist CPD for staff.</p>	<p>Boston Schools Sports Partnership membership renewal.</p> <p>(This funding supports; sport competitions, Play Leaders courses, Year 6 top-up swimming, staff training and Sainsbury's Sport Trust membership. Events are planned throughout the year through the Partnership and our links with our cluster schools).</p>	<p>£2400</p>	<p>Success Criteria:</p> <p>All children from y1+ have the opportunity to take part in an activity / Development day over the course of the academic year (Improving skills by working alongside specialist coaches; trying new sports).</p> <p>Every child to have the chance to take part in at least one inter-school sports competition before leaving primary school.</p> <p>School represented at a minimum of 60% of age-appropriate inter-schools events.</p> <p>Success celebrated / participation recognised in achievement assembly (raising profile of sport).</p> <p>Survey of participants shows 80%+ of students participating in these enjoyed experiencing competitive sport.</p> <p>Evidence: Membership agreement, events calendar & participation records.</p>	<p>Annual renewal & attendance at Partnership meetings to actively contribute to future Sport Partnership 'core offer'.</p> <p>Development Days / Training opps. involve staff: This allows our staff to learn from the specialists and this allows us to then continue teaching the activity within our own setting. This means knowledge is sustainable and can be used throughout year groups, as staff pass on their knowledge to others.</p>

Signed off by	
Head Teacher:	J Bland
Date:	04.09.22
Subject Leader:	L Coote
Date:	04.09.22
Governor:	Z Chapman
Date:	17.11.22