

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](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 2022/23	£0
Total amount allocated for 2023/24	£19,299
How much (if any) do you intend to carry over from this total fund into 2024/25?	£0
Total amount allocated for 2023/24	£19,299
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£19,299

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 2021. Please see note above	81%
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	42%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	81%
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: 2023/24		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:
				53%
Objectives	Actions		Intended impact	
What you want the pupils to know and be able to do. 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?	Sustainability and suggested next steps:
Move from an 'expressive' dance approach to a technical approach where pupils are taught the techniques of modern jazz, rehearse them so that they are automated and then apply to dance routines. In addition to two PE lessons per week, all pupils in KS1 & 2 are taught dance every week throughout the year in small groups (50% class). The modern jazz curriculum identifies the component parts of the techniques to be taught so that they can be taught 'one step at a time' and then combined for performance.	Employ an experienced and qualified dance teacher to develop the curriculum with the subject leader and headteacher. Write the curriculum identify component parts of the techniques so that they can be taught 'one step at a time' and then combined. Provide a timetable space for all children to participate in small group dance lessons. Music facilities – speaker for dance studio and PA system for performances in the hall. Employ qualified dance teacher to deliver modern jazz curriculum. Transition teaching for Rec to Y6 to new curriculum. Put modelling of techniques on the school website to support practise at home for those interested e.g. musical theatre dance.	Annual cost of dance teaching: £9100 PA systems: £1300	To develop core areas of fitness: strength, power, flexibility, stamina and co-ordination to support healthy development and future participation in a wide range of sport (these characteristics of performance are transferable to most sports) Pupils progress through the curriculum and accumulate the procedural knowledge that enables them to execute an increasing number of techniques as set out in the sequence of learning. Pupils are able to combine their increasing range of techniques into short performances that are technically accurate. To provide greater opportunity for future participation in the dance (deprivation, local capacity and parental capacity is a barrier for many children to access this quality of coaching and teaching) Pupils have greater confidence to pursue dance at secondary school beyond their academic curriculum.	The school to enter into symbiotic partnership and host a local dance school providing increased access for pupils. Dance delivered using a carousel format to enable small group targeted support in the core subjects. Both priorities are supported including dovetailing with SEND and pupil premium support. Next steps: Modelling of techniques on the school website to support practise at home for those interested. Training for class teachers and TAs to enable them to learn the techniques and support the teaching of the curriculum in the future.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				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:
Children will focus on personally improving their own performance. Emphasis will be placed on teamwork and cooperation within sports and physical activities rather than just competition (ipsative assessment- improving your own PB). Children will feel positive and a sense of belonging which links to our school mission statement- in a community of kindness where we all belong: be positive, be resilient, be creative. Showcase events will be delivered for netball, football and dance. Professional dancers demonstrating their talents to all pupils and leading workshops (street dance, musical theatre, tap) Teams representing the school in inter school competition.	4 part PE lessons enable children to reflect on their own performances/progress and identify what they need to improve on next time. Athlete to visit school to promote school values in sport. Children to take part in sponsored event as part of a whole school activity and performances to me measured against their own personal best. Range of after school clubs provided enabling children to find activities to appeal to them and help feel a sense of belonging.	£2500 for dance events led by professional teachers £1200 contribution for specialist teacher costs	Children will be able to identify on what they have done well and what they need to do next to improve within lessons rather than comparing performances to others. Children will feel a sense of belonging and positivity through clubs which appeal to them or their skills by providing a wide range of clubs to appeal to all.	Performing arts curriculum a fundamental aspect of the school vision set by governors. Showcase events for all year groups timetable across the year keep the profile high and raise kudos for participation.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				5%
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:
Training for class teachers to enable them to learn the techniques and teach the curriculum in the future through twilights and staff meetings. 6 sessions available- 2 netball, 2 dance and 2 football. Plans to written with skills for sports written in small steps which enable teachers and TAs to easily follow and deliver.	Staff meetings set aside to share potential delivery of skills and activities to help develop CPD. Football, Netball and cricket plans written for school breaking down skills into small steps and suggesting ways to alter and develop skill delivery.	£1000 – subject leadership time	Teachers of dance teach steps and techniques which are progressive and built on year on year. Plans enable teachers to assess children's current skill and teach and build on skills in and systematic and progressive way. The development of football, netball and cricket skills are improving across the school. Staff feel confident delivering PE lessons and have resources/ staff members they can go to ask for support in PE delivery.	Training to staff provides sustainability through raising subject knowledge. Curriculum plans provide a high level of subject knowledge that supports teachers' sequencing of learning.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				16%
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:
Additional achievements: Large range of after school clubs, particularly linked to sport focus in Games/lessons as well as providing opportunities to participate in more unusual sports/activities. All children to be receiving x 2 PE lessons (Games) as well as dance lessons. In school competitions focussing on the skills taught in games sessions eg Netball tournament in Term 1 (year 5 and 6), Football tournament in term 2 (years 3 and 4) Dance shows allow children to work towards a final performance.	More clubs provided than ever before with about 500 places available for pupils. Clubs cater to a range of interests to engage a range of pupils and provide opportunities to try new things eg fencing and musical theatre club. Developing PE culture in school so all children are participating in games and dance as part of PE. Chance for children to apply skills learnt in lessons (and for more children) by providing in school competitions. Children in dance club have performed to teachers at end of term, children performed to peers in class, in class assemblies, KS1 dance club to perform in Bath at the Dance festival. Guests from local clubs eg Karate and fencing have come to deliver taster sessions and displays.	£3000 contribution for specialist teacher costs	More children have been able to take part in clubs and often more than one club. Children have built on skills week on week and found new interests. Children, who previously may not have been selected for a team, got to participate in in school competitions and put their skills learnt into practise. Children had a purpose to learn dances knowing there was a performance aspect at the end.	Income from after school activities contributes towards sustaining these activities.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6%
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:
In school competitions focussing on the skills taught in games sessions eg Netball tournament in Term 1 (year 5 and 6), Football tournament in term 2 (years 3 and 4) Teams representing the school in inter school competition.	School to provide mini tournaments aimed at differing year groups to practise skills learnt in lessons and enable as many children as possible to take part in a competitive element. Laura Deas, Olympic athlete, came to host sponsored event and assembly on April 17 th 2023. Promote love of sport and skills required to be successful in any sports.	£1200 contribution for specialist teacher costs	More children have been able to take part in clubs and often more than one club. Children have built on skills week on week and found new interests. Children were very motivated to get sponsorship and take part. Children had fun and day focussed on the taking part aspect and doing your personal best. Children left having enjoyed themselves and feeling a sense of belonging having worked as a team on a whole school event.	Intra school competitions can be delivered by non-specialist teachers once format and timetabling established.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	