

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 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 2020/21	£0
Total amount allocated for 2021/22	£18270
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2022/23	£18930
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£18930

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>	38%
<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>	38%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	43%
<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>	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: 2020/21	Total fund allocated:	Date Updated:		
<p>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</p>				
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: £9200	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Ensure all pupils receive consistently high-quality curriculum PE lessons which allows each pupil to develop a good physical literacy.	All classes receive 2 hours of PE per week- lessons are well structured, differentiated and progressive and link to head, heart, hands.	£0	<p>All year groups are timetabled 2 hours of PE per week.</p> <p>We follow our own schemes of work but also have links to PE passports. All staff have access to PE passport IPAD.</p> <p>Children are monitored and progress throughout the lesson. Children are rewarded for effort and behaviour throughout lessons and those demonstrating skills progression are asked to show examples for other children within lessons.</p> <p>Department meetings held to share best practice and to ensure consistency of routines.</p> <p>Evidence: Curriculum timetables,</p>	<p>Staff have the subject knowledge to make it enjoyable, differentiated, and progressive.</p> <p>Good practice is shared in department meeting</p> <p>Schemes of work are well written and shared with all staff.</p>

			short, medium and long term planning, photos, assessment (PLC), behaviour, enjoyment, house points and post cards.	
Allow for every child in the school to access a variety of active break/lunchtime playground activities.	<ul style="list-style-type: none"> -Use of whole playground (no longer shared with secondary) -Equipment -Storage for equipment -External sports coach (Superstar sports) and create a rota for children's access to ensure all children can participate across the year 	£7500	<p>Children have full use of the playground including 2 more MUGA's.</p> <p>Rotations of coaches in houses/Year groups.</p> <p>Coach used in MUGA to deliver organised games in MUGA. Fair play and rules learnt.</p> <p>Shed in playground to store equipment- Equipment out in rotation.</p> <p>Cricket MUGA</p> <p>Football MUGA</p> <p>Penalty shoot out MUGA</p> <p>Children enjoy a range of multi-skills activities and have increased their skills as well as increased activity time.</p>	<p>Lunchtime supervisors to ensure equipment is put away and looked after.</p> <p>Lunchtime supervisors have been able to see activities lead by coaches.</p> <p>Integrate sports ambassadors</p>
Use of equipment to encourage all children to physically active during lunch and break times.	<p>Lunch time equipment top up</p> <p>Outdoor Table Tennis</p>	£1700	<p>Shed with various equipment for the use of lunch and play times.</p> <p>Encouraged collaboration and physical activity alongside reducing behaviour used at lunch with the use of the different MUGA's and equipment</p> <p>Children have more equipment</p>	Use Sports ambassadors to continue provision.

			to engage with and enjoy at break times – children are developing skills in other areas such as: eye/hand co-ordination and bat and ball skills with equipment. Play and lunchtimes are active.	
Implement girls only club to increase girls participation.	Secondary this girl can- planned break time activities and hosted assembly with KS2 Girls.	£0	60 girls engaged in breaktime activity with secondary this girl can committee (photo's). Planning meeting and emails. Increased girls participation in PA at break time.	More activities with The This Girl Can Committee.
Encourage Physical Activity	Walk to Paris for all year groups- through PE lessons and break/lunch times (linked to EMAT Olympic festival).	£0	Children opted to do this in their own time and requested to do this even when the strategy is finished. Improved fitness and increased physical activity.	Continue to implement next year. Allow for classes to access this during the day not just break times and PE lessons.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
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: £370	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p>Share and celebrate achievements in PE, school sport and physical activity</p>	<p>Establish a system whereby children can be rewarded on a 1-2-1 basis or publicly- House points and DNA post cards. Use social media to highlight school sport Link DNA values to school games values and heart assessment (Primary hall display)</p>	<p>£0</p>	<p>What has been celebrated? Achievements in PE lessons, clubs Intra school competitions and inter school competitions. All sporting achievements are celebrated through certificates, medals, trophies and recognition on the social media forums, assemblies and newsletters. House points are also used to reward learners' achievements which go towards the house cup at the end of the year alongside postcards which are sent home with children for parents to recognise success.</p> <p>Evidence: newsletters, social media, photos, assemblies and house points.</p>	<p>Regularly update social media platforms and newsletters.</p>
<p>To ensure PESSPA is recognised as a high priority by staff, children and parents through the engagement in sporting events.</p>	<p>EMAT Festival</p> <ul style="list-style-type: none"> - Walk to Paris - Ability Games - Olympics festival 	<p>£0</p>	<p>All children were involved in the lead up to the EMAT festival through the "Walk to Paris". Some children took part in the ability games and other took part in the Olympic day.</p>	

<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<p>Your school focus should be clear what you want the pupils to know</p>	<p>Make sure your actions to achieve are linked to your</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what</p>	<p>Sustainability and suggested next steps:</p>

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
Staff be able to deliver balance ability unit to EYFS and Lower KS1.	Bike ability training/update for new staff.	£0	Embedded in curriculum Use of SOW and plans. BSS met with staff delivering this to talk through plans and safety. Staff confident in delivering balance ability.	Course booked for October 23
Teachers to deliver high-quality PE. Add planning, capacity, and resources to primary PE.	Staff to identify areas of training Appropriate internal or external training and/or resources to be identified and sourced. Implement PE passport (Trust wide). Regular department meetings	£370	Use of PE Passport for all with access to IPAD. Trust meetings SOW Department meetings to share good practice and keep routines consistent. Staff confident in the delivery of Primary PE.	PE passports (trust wide)-meeting set up early September to further embed PE passport using NIA Head Heart Hands assessment. Continue works with performing arts. Evidence: Long term map , schemes of work and recourses.
Improve knowledge and confidence- Dance	Performing arts to deliver Year 6 unit of work in term 6. PE staff to attend where possible.	£0	SOW Curriculum documents Staff confident in delivering dance.	Continue to work with Performing Arts team to continue to deliver high quality dance lessons and prepare student for dance in Year 7.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				



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: £9000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Encourage all students to regularly physical activity	Sensory Circuits- Targeted children	£0	Fine and gross motor skills developed. Sensory circuits club offered every morning to selected students and also delivered after lunch time. Children ready for learning. More staff now trained on delivery. Evidence- PO, photos, attendance register.	Train more staff in the delivery of sensory circuits use already staff to deliver this. Liaise with SEND department.
Offer a diverse need led extra-curricular school sport programme and broader experience of Physical activity	Promote an inclusive extra-curricular timetable.	£9000	-Waiting list for all clubs shows popularity and interest in after school clubs. -All clubs full. Extra curricular timetable Term 1/2 Hotshots Tennis Multi sports Football Gymnastics Term 3/4 (Year groups changed) Hotshots Tennis Multi sports	Evaluate attendance at each club and adjust offer accordingly Use child voice to influence and engage specific cohorts of young people Move to online platform to sign up for clubs.

			<p>Dance</p> <p>Term 5/6</p> <ul style="list-style-type: none"> - Scootability/bikeability - Netball - Hotshots- Basketball - Tennis <p>Evidence: Club list and register</p>	
<p>Children to be introduced to new activities</p>	<p>Three day residential trip for Year 6 students.</p> <p>One day trip for children who are not attending residential trip.</p>	<p>£0</p>	<p>Children accessed a wide range of different activities outside the curriculum.</p> <p>Improved confidence, built self-esteem and independence as well as built communication and team work skills outside of the school environment.</p> <p>Residential trip to Kingswood and trip to Irchester Country Park.</p> <p>Activities included-</p> <ul style="list-style-type: none"> Mountain walk Climbing Orienteering Various adventurous activities. 	<p>Plan for next years residential and plan trip for other years to extend outdoor adventurous activities and orienteering units.</p>

Key indicator 5: Increased participation in competitive sport

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: £305	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 pupils to access Inter School Competitions	<p>N sport Standard membership</p> <p>Enter N sport competitions/festivals</p> <p>Liaise with neighbour school.</p> <p>Pay to Play- Basketball tournament</p>	<p>£275</p> <p>£30</p>	<p>Evidence: Photos, participants entry form, newsletter, parent permission slips.</p> <p>Competitions entered...</p> <p>Football- Performance</p> <p>Tag Rugby- Broadening participation</p> <p>Athletics- Performance</p> <p>Archery- Inclusive</p> <p>Basketball Performance</p> <p>Orienteering- Broadening participation</p> <p>Target festival- Broadening participation</p> <p>Quad kids- Performance</p> <p>Cricket- Broadening participation</p> <p>Increased confidence and skills being used in a competitive manner.</p>	<p>Host and participate in friendlies with local schools</p> <p>Enter Northamptonshire sport events 23/24.</p> <p>Host and enter EMAT events.</p> <p>Liaise with trust schools to provide more competitions.</p> <p>Consider how the practice sessions can continue in the lead up to the competition and/or be shared with more children.</p>

Deliver and inclusive sports day to suit all ages with competitive elements throughout the day.	Sports day KS1 /KS2	£0	House trophy winners Photos. Accumulation of skills learnt across the year to put into a competitive environment. Community spirit feeling with belonging to a house and competing for their house as well as parents attending and secondary leaders leading the events.	Continue to work with Castle academy to be able to use facilities for sports day. Indoor sports hall athletics can be an alternative.
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Signed off by	
Head Teacher:	Martin Serráo 
Date:	21/07/2023
Subject Leader:	Brioney Stubbs
Date:	20/07/23
Governor:	Jenny Nimmo 
Date:	25 th July 2023