

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 further 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	£16,890
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£16,890
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£13,722

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>	92%
<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>	92%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	92%
<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>	Yes/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: £16,890		Date Updated: 31/7/23	
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: 58%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<p>Ensuring that high quality PE experiences are available for ALL year groups at ALL stages of the school year. A curriculum which ensures the coverage of all PE objectives. Lessons planned coherently across all groups.</p> <p>For all pupils to be physically active for 30 minutes a day outside of time tabled PE sessions.</p>		<p>Employment of PE specialist teacher to plan, implement and resource the curriculum across the school – with supervision from the PE Advocate.</p> <p>Playtime equipment that encourages the movement of children including:</p> <p>Climbing net</p> <p>Matt Rodrigues (HLTA and Sports Coach) continuing to train pupils and lunchtime staff in leading play at break times.</p>		<p>£9,334</p> <p>£500 for resources</p>	
				<p>Children of all ages are enjoying being active at school. Plenty are taking their positive experience in lessons into wanting to take part in extra-curricular activities both in and out of school.</p> <p>Children using equipment in a way that encourages play.</p> <p>Pupils across the key stages coming up with new ideas for child-led clubs that they share in worship time.</p>	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 2%
Intent		Implementation		Impact	

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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 focus on raising the profile of extra-curricular sport across All Saints Kirkby Overblow School.	To provide more opportunities for competitive sport, we have joined Sporting Influence competitions. Admin costs to organise Outcome of sport teams is celebrated in Achievement Assembly the week of the competition. Focus not only on result but the manner it was played in. Clubs being offered for all ages with a variety of Sports (e.g. dance, football, tennis, hockey). Purchase of school kit 'I.C.E' observations to be carried out by the Sports Advocate.	£300 £200 FREE FREE (Parent funded) £37.99 Cost covered by existing staff.	Children are experiencing competitive sport with their friends. They are building teamwork skills and resilience that can be applied in other subjects. Children take pride in their achievements – whether winning or trying their best. Children are being coached by outsourced professionals. They experience a steppingstone for joining a club out of school. Teachers are welcome to observe these clubs as CPD. Clear picture of school priorities in PE.	Achieve 75% of the children at All Saints taking part in at least one competition in the academic year. Children to create their own match reports to share in Friday Celebration Assemblies. Sourcing the equipment that will allow class teachers to replicate the sessions that are demonstrated by professionals. Action plan for academic year to be developed by the PE Advocate in consultation with SLT
To allow the Sports Advocate a morning out of class each term to audit and collect evidence of standards in PE across school.				

Key indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10%
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 focus on the school's long-term plans and link relevant CPD to all units of work.	Identified a weakness in teaching of dance – employed a dance teacher for six afternoons in the Spring Term.	£250	Staff have since led their own dance units reflecting and building upon what they observed.	Staff will eventually be able to lead sessions independently without the requirement of external agencies for support.
	School staff receive further CPD when asking Giles Anderson (PE Advocate) or Matt Rodrigues for guidance with planning.	FREE	Staff members have delivered lessons more confidently and children have left lessons feeling challenged appropriately.	
Continue to develop CPD for ALL staff and ensure a high quality of PE is delivered to ALL pupils.	Employ Sporting Influence to develop the subject knowledge of ALL teachers. 1 afternoon per week in summer term.	£1,500	Staff are gaining confidence in teaching of golf and athletics. Staff can now make use of the tri-golf set effectively.	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
10%

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 increase the amount of opportunities children have to represent the school AT school.	New lines put onto the field and playground for a football and netball court.	£700	Pupils were proud to represent the school in front of their friends, parents and teachers. Having a 'home ground' gave the children a sense of belonging.	Purchase our own line marker to save money long term. The lines had faded by the summer and need re-doing.
Continued attendance at competitive sporting events.	Attend sporting influence competitions.	Price stated previously (£400)	Pupil enjoyment of experiencing alternative sports – good amount of children taking part.	Have more fixtures take place at our school.
To experience wider opportunities for physical outdoor learning.	KS1 visits to Born of the Forest	£900	Pupils to enjoy outdoor learning and take part in physical challenges.	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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:
Continued attendance at competitive sporting events. Continued arrangements of fixtures against other schools. Exposure to local sports teams.	PE Advocate to arrange fixtures and contact local teams.	FREE	Pupils have built friendships through taking part in competitive team sport. Being a smaller village school, they have had opportunities to meet children going to the same secondary school as themselves.	Continue to seek opportunities for competitive sport. PE Advocate to look into the prospect of setting up a local school league.

Signed off by	
Head Teacher:	Sarah Honey (acting)
Date:	21/7/23
Subject Leader:	Giles Anderson
Date:	21/7/23
Governor:	Rosemary Hunt
Date:	21/7/23