

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education



Created by



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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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	82%
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	73%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	91%
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?	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: £16,660	Date Updated: July 2023	
		Total Spend: £16,660.47		
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: £7,395.58 - 44%
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:
Increased opportunities for children to work in groups in social situations: develop teamwork.	Each class received Forest School/ Allotment for two half-term sessions each academic year.	1hr per week - £1875.58	- Improved teamwork skills. - Pupils are able to problem solve effectively.	Pupils have reported that they have enjoyed these sessions and regularly ask to attend. Incidences of issues with children at break and lunch have reduced as a result of having the opportunity to develop personal skills. Next year: explore how the sessions can be used effectively to link to the science and DT curriculum areas further, to give further real life purpose.

A higher proportion of pupils are active at break and lunchtimes.	• Play Leaders to lead sessions and encourage less active children to participate. • Mini Leaders re-instated to lead sessions when play leaders are not around. • Competitions planned between year groups and classes, using BSSP resources and Pupil Voice/ Sports Crew ideas. • SMILERS wellbeing program (including Pupil Voice)	£5345 – play leaders.	• Higher proportion of children are active at break times. • Increased uptake when sporting competitions are taking place – especially for targeted pupils. • More pupils take part in intra-school competitions.	This year, a high proportion of pupils have taken part in intra-school competitions (in KS2, all pupils have taken part in at least one event). The SMILERS wellbeing programme has linked well to these initiatives and have built upon the interests of the children in school. Next year: pupils have requested additional opportunities to compete in football and basketball in school and against others. Explore hoe this can be facilitated.
Safe and secure equipment for pupils to use.	• DCC audit of equipment. • Identification of equipment which has perished and needs replacing or updating.	£175	• Equipment is fit for purpose and can be used safely by children.	Equipment is safe to use. Identified equipment which needs to be removed from site. Safer for the pupils. Next year: continue to ensure this is carried out.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				£772.39 - 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:

Children are motivated through recognition and awards.	- Medals and trophies purchased for in-school competitions. - Badges as recognition for competing and representing the school. - Mini leader and Sports crew badges to identify pupils who are leading sport.	£470 £302.39 (mini leaders and recognition badges)	- Children are motivated. - Improved teamwork skills. - Improved mental health due to increased physical activity.	We have seen the highest engagement in school sport and competition this year (attended 12 competitions, and got through to 4 district and 2 county finals. 1 further county final also attended in basketball). Children are engaged and enthused to attend these competitions. Also gained gold sports mark. Next year: explore how to further enhance our inclusion pathway using the SEND support tools.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£2,160 - 13%
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:
Develop the quality of teaching by developing staff knowledge and skills across a range of sports and competitive activities.	- Autumn Term – Paceball - Spring Term 2 – Basketball (including afterschool club) - Summer Term 1 – Cricket (including lunch club) - Summer Term 2 – Net and Wall (including afterschool club)	£550 £435 £675 £500	- Quality of observed lessons increases. - Reported staff confidence improves. - Outcomes at sporting competitions improve (top three positions) - Increased uptake of sport clubs outside of curriculum lessons	Pupil engagement in lessons has improved (As observed). Pupil skill and application in competition has developed too, as seen in increased teams through to district finals. Next year: staff have identified areas of development for CPD, and requested using coaching to identify new sports and

				skills to develop their skills further. Pupils have requested additional after school clubs based on these sessions (they enjoyed the paceball and cricket clubs).
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £3,572.50 – 21.4%
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 have the opportunity to try out new games and skills not taught in PE sessions.	• Play Leaders to lead sessions and encourage less active children to participate. • Mini Leaders re-instated to lead sessions when play leaders are not around. • Competitions planned between year groups and classes, using BSSP resources and Pupil Voice/ Sports Crew ideas.	£5345 – play leaders (accounted for in previous KI).	• Higher proportion of children are active at break times. • Increased uptake when sporting competitions are taking place – especially for targeted pupils. • More pupils take part in intra-school competitions.	See previous.
Children are supported to try new experiences.	• Mini Leader training. • KS1 Dance festival; swimming Gala coach costs	Coach cost: £230; £200	• Higher proportion of children are active at break times. • Increased uptake when sporting competitions are taking place – especially for targeted pupils. • More pupils take part in	More pupils were able to attend competitions generally. Next year: forward plan where further coaches may be needed to ensure that a wider range of pupils can attend.

UKS2 pupils are able to participate in a wide range of sporting activities, which age-appropriate, high-quality equipment.	- Hire Alfreton Sports Hall for one PE session each week during swimming sessions. - Hire of gymnastics and sporting equipment not available at school.	£31.50 per session (TBC – 20 sessions @ £31.50 = £504	intra-school competitions. - Increased uptake when sporting competitions are taking place – especially for targeted pupils. - More pupils take part in intra-school competitions.	These sessions supported the opportunities for the pupils during the poorer weather, due to not having a hall space. Due to strike days etc. and bookings, these sessions were often cancelled or needed to be moved into smaller areas of the centre. Next year – explore how we can use the school site more to allow this allocation of funds to be passed on to other areas of need.
Opportunity to develop knowledge of dance within and across cultures.	African Ark dance workshop – one session per class.	£157.50	- Children are motivated. - Improved teamwork skills.	Increased knowledge of dance and other cultures. Next year – explore ways to develop further cultural links to enhance pupils' personal development.
Opportunities for wider range of activities to keep children active during break times.	Top up of purchase of train and table tennis, including paddles and table tennis balls. Time paid for to construct table tennis table.	£1,809	Increased number of less active pupils in school time, especially during break and lunch times.	Playtime incidences have reduced this year. Wider range of children have taken part in activities and intra-school competition (See previous evaluation). Next year - pupils have requested bikes/ scooters for KS2. Explore feasibility for this in new academic year.

Opportunities for wider range of activities to keep children active outside of usual school hours.	Additional staffing cost for member of staff to run after school club (multi sports and games).	21 x hours @ 21 hours (1 hour per week) - £294 until Spring 1 1.5 hours per week from Spring 2 – Summer 2 @ £378	Increased number of less active pupils have the opportunity to attend sporting events in and out of school time.	See previous evaluation re: competition engagement and coaching.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£2,760 - 16.5%
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:
A wider opportunity for the children to take part in competitive sport against other schools.	- Affiliation to Bolsover School Sports Partnership. - Attendance to Inter-school competitions as part of the calendar. - Identify specific in-school taster sessions.	£2,310	- Less active pupils take part in more competitive sessions. - Wider percentage of children are signing up to sports events.	See previous evaluation re: competition and engagement.
Release time for staff to take children to sporting events.	- Wider opportunities for pupils who cannot attend sessions after school. - Opportunities to widen participation across the school.	£450 (6 x £75 half day sessions).	Increased number of less active pupils have the opportunity to attend sporting events in school time.	See previous evaluation re: competition and engagement.

Signed off by	
Head Teacher:	<i>J. Whitby</i>
Date:	Agreed at FGB Meeting on 11/07/23
Subject Leader:	<i>M. Weston</i>
Date:	Agreed at FGB Meeting on 11/07/23
Governor:	<i>P. Stocks</i>
Date:	Agreed at FGB Meeting on 11/07/23