

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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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 2021/22	Nil
Total amount allocated for 2021/22	£23,200
How much (if any) do you intend to carry over from this total fund into 2022/23?	Nil
Total amount allocated for 2022/23	£22,920
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£22,920

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 2023.</p> <p>Please see note above</p>	41%
<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>	51%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	41%

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.

Academic Year: 2022/23		Total fund allocated: 23,200		Date Updated: June 2023	
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: %
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 attentions:		Funding allocated :	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
<p>To enhance the physical development of children in EYFS.</p> <p>To further develop fundamental movement skills for KS1 children.</p> <p>Develop new sports leaders to run activities in both KS1 & KS2 playgrounds during lunchtime.</p> <p>Ensure a range of after school sporting clubs are available for all year groups.</p>		<p>Ensure there is age and stage appropriate equipment used for outdoor play and PE lessons.</p> <p>Plan for multi skills in PE lessons throughout the year.</p> <p>Sports leaders to support multi skills during lunchtime.</p> <p>Children to apply for sports leader posts.</p> <p>Potential Sports Leaders identified and training to take place .</p> <p>Devise an annual programme of sports clubs ensuring that they cater for children’s different</p>		£6000	<p>Children access a range of equipment consistently throughout the year. This has enabled practise and progression of skill.</p> <p>Multi skill lessons have been delivered weekly throughout the year building on the fundamental movement skills. Children are more competent in their agility, balance and coordination.</p> <p>A total of 20 sports leaders have been working in both playgrounds to support the delivery of physical activity. Sports leaders have been running and engaging in these activities with a range of different children</p>
					<p>To ensure physical activity opportunities throughout the EYFS week take place.</p> <p>Replenish equipment to ensure multi skills can take place weekly/daily.</p> <p>Ensure multi skills are a focus on the EYFS PE curriculum</p> <p>Identify and train 20 new sports leaders in the autumn and spring terms.</p> <p>Devise a varied after schools sport programme for all year groups for the new academic year.</p>

	needs.		across the school. A total of 11 after school clubs have allowed children across the school to practise and enhance their skills and game play already taught in lessons. Children attending those are improving their skill, strategy and health.	
Key indicator 2: The profile of PE/SPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: %
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 attentions:	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>To provide new and increased opportunities in inter and intra competitive sport.</p>	<p>Increase the number of intra competitions throughout the academic year to ensure all children have more opportunities to compete. Access all TTLT, Newham and other intra competitions.</p>	<p>£2000</p>	<p>We have entered a total of 26 competitions and festivals. Out of 22 competitions we have won. 10 of them and have delivered 5 intra competitions for all children across the school. More children have represented the school and more children have improved their personal best.</p>	<p>Continue to deliver intra competitions for all year groups.</p> <p>Access both the TTLT and borough wide inter competition calendar.</p>
<p>To provide minibus training to PE staff to enable further access to inter competitions.</p>	<p>Reserve places on the MIDAS training.</p>	<p>£200</p>	<p>An additional member of the PE team has now had their minibus training which has allowed more children to access different competitions.</p>	<p>Ensure Platinum Kitemark is maintained. Plan accordingly for the academic year.</p>
<p>Maintain Platinum kitemark.</p>	<p>Highlight and share a case study/evaluation of our outstanding practice with the YST.</p>		<p>Platinum Kitemark has been maintained showing our full commitment to PE and school sport.</p>	<p>Share competition successes with the school in assemblies and in the newsletter.</p>
<p>Display awards and trophies prominently.</p>	<p>Show our achievements to all visitors and the school community.</p>		<p>All new trophies and shields are proudly on display in the reception area for all visitors to see.</p>	

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

what they need to learn and to consolidate through practice:			changed?:	
To provide gymnastics introduction training for staff who have not attended the Level 1 course.	Reserve a place on the Level 1 introductory gymnastics course.	£200	All members of the PE team have now had level 1 training in British gymnastics and have used their skills when team teaching gymnastics.	Provide the level 2 gym course to those PE staff who have not undertaken the training.
To provide gymnastics intermediate training for staff who have not attended the Level 2 course.	Reserve a place on the Level 2 introductory gymnastics course.	£600	A further two members of the PE team have had level 2 training in British gymnastics and have delivered more advanced gymnastics lessons to children in years 5 and 6.	Attend TTLT subject leader training and continue to share good practice with the PE team.
SL to attend leadership training sessions in order to develop practice within PE and establish links with other schools and expertise available.	Share courses and training opportunities with staff to promote increased subject knowledge.	£3220	All new learning, cpd and good practice has been shared with the PE team.	Highlight any CPD opportunities for all members of the PE team.
Provide CPD opportunities to all PE staff.	Signpost relevant courses.		Learning walks show that children enjoy and fully participate in all PE lessons. Staff are confident and have fantastic subject knowledge. Questioning is strong and differentiation allows for all children to access the learning.	Plan learning walks and or lesson observations to monitor PE across the team in a range of physical activities.
To ensure good/outstanding teaching in PE.	To plan learning walks, observations and assessment weeks into the curriculum.	School Sports Coaches £25,000 (school)	afPE membership has allowed access to online training, health and safety advice and participation in webinars.	Continue with afPE membership to keep up to date with new initiatives, health and safety guidelines and courses etc.
To become affiliated to the association for PE.	Pay afPE for membership to keep abreast of initiatives, health and safety and news.	£200		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
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>Pupils are excited and engaged when in school, and make the most of opportunities offered.</p> <p>Continue to use a bike specialist to provide opportunities to cycle during the school day, and to participate in the Bikeability Level 1 and 2 training.</p>	<p>Ensure that lessons allow opportunities for all pupils to be able to work independently.</p> <p>Organise sports trips and festivals.</p> <p>Develop pupils' confidence, independence and teamwork through opportunities for outdoor and adventurous activities.</p> <p>Timetable cycling sessions for different year groups. Plan and organise the training for the level 1 and 2 courses.</p>	<p>£7000</p> <p>Fairplay House £14,000 (school)</p> <p>Lake District £24,000 (school)</p> <p>Cheshunt £4000 (school)</p> <p>£2000</p>	<p>All lessons are planned and enable progress. Children work independently to improve their skills and then work in pairs and in small groups as and when appropriate. Time is given for exploratory learning which enables children to learn from any errors they have made.</p> <p>We have entered a total of 26 competitions and festivals. Out of 22 competitions we have won. 10 of them. In addition, a group of our MAST children were invited to attend a workshop at West Ham Football club to learn about jobs within the industry to inspire them for their future roles.</p> <p>Children in year 4 have been to Stubbers Outdoor Education centre, Children in year 5 to The Young Mariners Base and children in year 6 to Fair Play House for their annual residential. Resilience and cooperation has been a focus. Children have built on their self belief and confidence.</p>	<p>Continue to provide outdoor education learning opportunities.</p> <p>Identify sports trips and festivals that pupils can take part in throughout the year.</p> <p>Timetable level 1 and 2 cycling proficiency days and sessions throughout the year.</p>

			A total of 138 have achieved level 1 cycling proficiency and a total of 14 have achieved level 2 cycling proficiency.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
All pupils to participate in Level 1 (intra) competitions throughout the year. Increase participation in Level 2 competitions.	To build in intra competitions for each half term. To include gymnastics, athletics and games. To enter both the TTLT and Newham inter competitions. Include KS1, KS2 and SEND.	£1500	100% of children across the school have participated in a range of intra competitions. Children have improved their personal best. We have entered a total of ? competitions and won ? of these. We have also entered a range of girls active and sporting festivals throughout the year to allow a wider range of children to represent the school and to experience what a competition feels like.	Continue to provide both intra and inter competitions for children across the school. Access both the TTLT and borough competition schedule.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Catherine Slater
Date:	10th July 2023
Governor:	
Date:	