

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 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 2023.**

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 2023. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2022/23	£16890
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£16890

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	Swimming was scheduled for Summer Term but unfortunately the local swimming pool was closed for refurbishment.
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 2023.	89%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	-
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	-
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: 2022/23		Total fund allocated: £16890		Date Updated: 21 st July 2023	
<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>					<p>Percentage of total allocation:</p> <p>32%</p>
Intent	Implementation		Impact		Next steps for 23/24
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>		<p>Funding allocated:</p> <p>£5340</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>
<p>Further develop our play provision / school grounds to promote physical activity for all groups:</p> <ul style="list-style-type: none"> • Timetable activities to be run at breaktimes and advertise these to the children in advance to increase participation and momentum. • Liaison between school council and sports leaders re activities and equipment. • Fit breaks to be timetabled to include golden mile. • CPD for MSAs and further training for Sports Leaders. 	<ul style="list-style-type: none"> • Employ a specialist P.E coach to organise and run lunchtime activities for children – be part of the lunchtime team. • Train new Sports Leaders (KS2) in the Autumn Term 2021 and provide support throughout the year to ensure they are able to fulfil their role. • Lunchtime activities to be advertised – notice board. • Fitness breaks to be timetabled into the school morning routine – golden mile to be included. • Purchase new play equipment as needed – school council to discuss with classes and liaise with sports ambassadors. 	<p>£4500</p> <p>Part of Purbeck Sports Partnership SLA</p> <p>£40</p> <p>£0</p> <p>£500</p>	<p>Specialist P.E coach is employed as part of the lunchtime team. Games and activities are organised for children within different key stages. This has been more fully developed during the summer term as the warmer weather has allowed access to the field.</p> <p>10 Sports ambassadors have been trained during attendance of the Leadership academy and have taken responsibility for activities at breaktimes (and during Apprentice Afternoons)</p> <p>New playtime equipment has been purchased e, g. basketball hoops and new balls, frisbees etc. This has been purchased as a direct result from liaison with the school council.</p> <p>All classes are taking part in a morning fitness break.</p>	<p>Continued development of games and activities for break times.</p> <p>In house CPD for MSA's to be run by specialist sports coach. Focus on simple games from leadership academy.</p> <p>Timetable of activities which will be run at break times. Advertise these to the children in advance to increase participation and momentum – Lunchtime activities board to be developed.</p> <p>Additional equipment to be purchased / renewed to ensure continuation.</p> <p>A bank of suggested activities for fitness breaks to be developed – staff CPD to be given</p>	

			<p>Lunchtime activities board is still to be started – this will be developed in the next academic year.</p> <p>CPD for MSAs – training was not available – this will be developed next year</p>	
<p>Continue to develop our outdoor areas to encourage physical activity:</p> <ul style="list-style-type: none"> EYFS play facilities to be developed. Gardening activities increased. Development of KS1 digging area / EYFS raised beds. Forest school sessions weekly. 	<ul style="list-style-type: none"> Design, cost and purchase new equipment for EYFS and KS1. Run a gardening club for children, after school - Maintenance of chicken coop. 	£300 (purchasing of equipment)	<p>Some new equipment for EYFs has been purchased e.g. wooden planks and crates. These are being used in both pre-school and reception classes. These are helping children to develop gross motor skills.</p> <p>Gardening club was run in Autumn and Summer term. (It was too cold/wet in Spring). Raised beds to be a project for next academic year.</p> <p>Chickens have been in school for the Autumn and Spring terms. These will continue next year. (Bird Flu isolation has been necessary)</p>	<p>Forest school sessions will be a focus for the next academic year. Setting up of after school opportunities for Forest school.</p> <p>Gardening club to develop planting beds.</p> <p>Chickens to return to school. Timetable for their care to be set up. Maintenance of chicken coop to be a focus for Forest school.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				18%

Intent	Implementation		Impact	Next steps for 23/24
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: £3050	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<p>Raise the profile of P.E and Sport by:</p> <ul style="list-style-type: none"> Celebrating effort/achievements e.g. personal bests. Providing opportunities for children to take part in inter-school competitions. 	<ul style="list-style-type: none"> Recording of children's jumping and sprint test scores at the beginning and end of the school year. Successes celebrated. Celebration assemblies each week – sometimes used to celebrate successes – 	<p>£1000</p> <p>£100</p>	<p>Results from jump and sprint testing showed improved results across the year for the majority of pupils. Almost all pupils improved in both areas during the year (see P.E testing reports).</p> <p>Children have taken part in 'Dare to</p>	<p>Reporting to parents on baseline and end of year tests to show improvement in achievement and effort.</p> <p>Continue to promote greater participation in interschool events</p>

<ul style="list-style-type: none"> Promoting participation for all. Introduce well-being trail around school to promote self-regulation. Timetable for use by all classes as part of our health and well-being strategy. 	<p>certificates and badges given.</p> <ul style="list-style-type: none"> End of year Sportsman awards – in conjunction with Purbeck Partnership. Enrolment with Purbeck sports partnership. Taking part in competitions/festivals. Well-being trail boards to be set up around the school. These will include yoga stations. 	<p>£1750 membership fee.</p> <p>£200</p>	<p>Believe' day at Carey Camp, football, indoor and outdoor athletics and cross country. The school football team came 4th in the County competition. Uptake has been good; more pupils are now wanting to represent the school in these events.</p> <p>Star of the lesson has been used for KS1 and Reception this year. Certificates need to be used more consistently – a star of the week for the whole school will be introduced next year.</p> <p>Sports awards have been given to selected children for participation and sporting achievement. These were given at a ceremony with local schools in July 2023.</p> <p>Well-being trail is used for some children (for self-regulation) but this needs further developing.</p>	<p>both through the Purbeck partnership and through Wessex MAT.</p> <p>Certificates for sporting star of the week to be introduced. These will be based on the Core Values for P.E.</p> <p>Wellbeing trail to be continued and further developed – use of exercise boards to change the fitness trail regularly.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				24%
Intent	Implementation		Impact	Next steps for 23/24
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	Make sure your actions to achieve are linked to your intentions:	Funding allocated: £4000	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:

<p>consolidate through practice:</p> <p>Increase teacher's confidence in knowledge and skills when teaching P.E and sport by:</p> <ul style="list-style-type: none"> • Providing CPD, mentoring and resources that will support the development of knowledge and skills of a range of staff. • Increase CPD opportunities for staff through use of specialist teacher and CPD from Purbeck Sports Partnership. • Enable children to be able to achieve higher levels of confidence and skill in key areas. 	<ul style="list-style-type: none"> • High quality CPD to be provided by specialist teacher/coach. • CPD for staff for a range of sports e.g. gymnastics. Swimming, Provided by Purbeck Sports Partnership. • Knowledge, skills and understanding to be clearly benchmarked for each year group and monitored throughout the year 	<p>£4000</p>	<p>Teaching staff CPD has not always been possible this year due to staff shortages elsewhere which means that the HT is unable to cover classes.</p> <p>There has been little CPD offered by Purbeck Sports Partnership this year. We have requested swimming training and life guarding qualifications for next year to help with swimming teaching for KS2 pupils.</p> <p>Children accessing P.E lessons from specialist teacher is enabling higher levels of confidence and skill in key areas. Assessments show improving key skills and understanding of game play (e.g. in defence and attack) - see P.E reporting.</p> <p>Key skills (sprint, jump) scores were recorded at the beginning of the year. These have been repeated at the end of the year and show improvements for the majority of pupils.</p>	<p>Staff CPD sessions – after school sessions and during lessons. One lesson per term for each staff member to attend P.E lessons.</p> <p>Training for special teacher for swimming – to be provided by Purbeck Partnership.</p> <p>Specialist EYFS training session for Reception teacher, pre-school and specialist teacher. To be provided by the Purbeck sports partnership.</p> <p>Continue to monitor key skills – Sept and June each year. CPD for staff to include activities to improve jump and sprint. These will be used during fitness break times.</p> <p>Monitoring of key curriculum objectives. e.g. attack and defend.</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p>
<p>27%</p>				
Intent	Implementation	Impact	Impact	Next steps for 23/24
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated: £4500</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>

<p>Promote sustained participation in after school clubs by:</p> <ul style="list-style-type: none"> • Staff sharing good practice and developing the confidence to become involved in new activities with pupils. • Providing more varied activities to be available at afterschool clubs to entice a greater number of children to take part. • Increase number of pupils attending clubs including our vulnerable groups 	<ul style="list-style-type: none"> • Provide after school sporting activities each day for pupils run by specialist coaches or confident teachers. • Set up and run a more varied selection of physical activity clubs e.g. dance, circus skills, running. 	<p>£4500</p>	<p>After school clubs programme in place with a wide range of sporting activities. Successful electronic booking system introduced; attendance monitored - majority of targeted children accessing clubs. 78% of children have attended an extra-curricular club this academic year.</p> <p>The P.E curriculum was adapted to use key themes instead of focussing on one sport per half term. e.g. Striking and fielding games (cricket, tennis and rounders) and throwing (Basketball, netball, rugby and dodgeball). This created a more holistic P.E environment resulting in better pupil engagement and an eagerness to join in after school activities.</p> <p>A parent has run football club for KS2 children. He also coaches under 11 team in local community which has helped to create local community links.</p>	<p>Curriculum development to be continued next year. Build on the success of the themed approach.</p> <p>Sports specific coaches (e.g. gym/dance) could be used for next year to provide opportunities for those who are particularly interested in a sport and to provide opportunities for all to try a new sport.</p> <p>Create links with local clubs to provide sessions / information to promote participation in community sport.</p>
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Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			3%
Intent	Implementation	Impact	Next steps for 23/24
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?
<p>Increased participation in inter-school festivals and competitions for a greater range of sports by:</p> <ul style="list-style-type: none"> Focussing on participation in festivals and competitions, particularly for younger children and those who are less confident. Providing opportunities for children to take part in inter-school competitions Promotion of local clubs that children can join to take part in competitive sports e.g. gymnastics, football rugby etc. 	<ul style="list-style-type: none"> Teams to be entered into competitions and festivals provided by Purbeck Sports Partnership. Football matches to be organised with local schools as part of football club. Work in partnership with local clubs to promote activities which will enable participation in competitive sport. 	<p>£300</p> <p>Children have taken part in inter-school competitions and festivals. (See Key indicator 2)</p> <p>Football matches were successfully run with local schools. Year 5 and 6 pupils were involved – 4th in county competition.</p> <p>Many of those who have taken part in these events have increased in confidence and are more willing to take part in further events.</p> <p>Many children within school take part in local clubs which enables them to access competitive sport: football, rugby, basketball, swimming, gymnastics, and cricket. Some individuals play at county level.</p> <p>The PGL residential and a trip to the Sailing academy in Portland provided an opportunity for the UKS2 children to try new sports and challenging activities e.g. climbing, fencing, kayaking and sailing.</p>	<p>Sustainability and suggested next steps:</p> <p>Work to increase the number of children in school participating in competitive sports – see above.</p> <p>Create further links with local clubs (e.g. cricket and dance) to provide sessions / information to promote participation in community sport.</p> <p>Providing more opportunity for younger children (KS1) to take part in inter-school competitions.</p>

Signed off by

Head Teacher:	Rachael Brown
Date:	21 st July 2023
Subject Leader:	Steve Tucker
Date:	21 st July 2023