

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](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	£0
Total amount allocated for 2022/23	£18,980
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19,220
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2022.	£19,220

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 2023. Please see note above	90%
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	86%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90%
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: 2020/21		Total fund allocated:	Date Updated:	
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 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>To promote active lunch and break times for all pupils.</p> <p>To continue to carryout daily wake and shakes (across school)</p> <p>To increase pupil participation in after school clubs</p> <p>Continue monitoring pupil use of 'trim trail'</p> <p>Continue Mini Leaders</p> <p>Pupils taking part in intra and inter school competition/festivals</p>	<p>Extra equipment was purchased to ensure active zones were able to be used to the full potential and all zones had enough equipment for all.</p> <p>Review of After School clubs and pupils daily physical activity (e.g. participation registers, 2hrs PE, mini leaders/active playtimes</p> <p>- Audit pupil participation (registers and pupil voice)and identify gaps (gender, key stage, year groups) and any barriers to taking part (child care, accessibility, confidence, interest)</p> <p>- 'Trim Trail' included in 'active playtime' roll out</p> <p>- Continuation of Golden Time physical activity options</p>	£ 400	<p>Due to having clear zones with in the infant and junior playground the children are provided with more opportunities to be active and are given support from a mini-leader. The zones encourage children to be active at play and to join in with others.</p> <p>We have also attended and carried out intra and inter competitions – football</p> <p>We have attended a number of festivals– celebration of dance etc.</p>	Zones to continue and a rota of a variety of sports to be devised to ensure lunchtimes remain active and engaging.

Key indicator 2: The profile of PESSPA 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 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>To ensure access for all pupils to high quality first teaching of PE by training highly skilled PE teaching staff.</p> <p>To develop staff knowledge of 'Knowledge of Health & Fitness' strand in PE and how to support pupils learning in this area</p>	<p>High quality first teaching of PE is achieved by having all lessons taught by a subject specific PE Lead. (See Key indicator 3)</p> <p>SL to check progression of content for this strand across school</p>	<p>£16,250</p> <p>Include in cost for PE Lead and any training provided by SSP as part of our affiliation.</p> <p>£1,750 SSP affiliation</p>	<p>Pupils are now clearer on what is expected of them in a PE lesson and what to expect in a PE lesson. They are clearer on what knowledge, skills and understanding they are obtaining from carrying out each lesson. They have consistency of practice, expectations and rules/routines.</p> <p>- CPD records and evaluations, Performance Management, lesson appraisals and subject development points evaluate impact of CPD.</p> <p>- Quality of lessons improved (appraisals, pupil assessments)</p> <p>- Pupil outcomes improved (data</p>	

<p>To introduce sharper assessment practices in PE to quickly identify next step skills to be taught.</p>	<p>The assessment in Physical education at St George's should illustrate a student's current levels of achievement and overall progressions over a year's period.</p> <ol style="list-style-type: none"> 1. <u>Baseline testing:</u> is carried out at the start and end of the year. This assessment will measure a student's physical literacy and fitness levels. This assessment will underline if progression has been made by the students over the year. 2. <u>Termly Assessment:</u> These have been designed to help assess student's current ability and overall progression in specific sports over a two-year cycle. The termly assessments follow Chris Quigley 3 milestone progressions for KS1 & KS2 and cognitive domains (Basic, advancing, deep). Additionally, the heads (thinking), hands (doing) and hearts (behavioural) model of assessment has allowed for them to be more accessible by both the teacher and students to follow. 3. Our composites and components form the most instantaneous assessment tool as this is used as a working 		<p>and assessment outcomes.</p> <p>Our rigorous and variety of assessment practices enable us to identify at the beginning of each year a child's current ability in each specific sport taught – games, dance, gymnastics, swimming, athletics and OAA. From this we can then identify their next steps and focus on skills which can be transferable across the 5 different sports. Using the head, hand and heart approach enable both teacher and pupil to see how they are progressing in each sport which in turn gives them some autonomy in try to achieve their next steps.</p>	
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	document. We are able to identify patterns where skills are more commonly less secure. These skills are then implemented into the planning and revisited.			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
To ensure access for all pupils to high quality first teaching of PE by training highly skilled PE teaching staff.	High quality first teaching of PE is achieved by having all lessons taught by a subject specific PE Lead.	£16,250	Pupils are now clearer on what is expected of them in a PE lesson and what to expect in a PE lesson. They are clearer on what knowledge, skills and understanding they are obtaining from carrying out each lesson. They have consistency of practice, expectations and rules/routines. (See KI 2)	Lessons to continue to be carried out by a subject specific PE lead.
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>To provide a broad opportunity for pupil participation in alternative activities</p> <p>To identify talent pathways</p>	<p>Pupil Voice: Questionnaires and Sports parliament reviewing after school clubs/opinions/evaluations</p> <ul style="list-style-type: none"> - see points in key indicator 1 - Mini Leaders trained and supporting pupils to access other activities e.g. trim trail, golden time, active playtime - Activity/Taster days/events e.g. healthy fortnight workshops and athlete visit - Links to community clubs 	<p>£430 healthy fortnight and athletes, workshops and provisions</p>	<p>Pupils are more aware of a wider variety of sports.</p> <p>Children with a clear interest and/or potential in a sport have been given information about the sport and made aware of clubs available in the community.</p> <p>Links have been established with clubs and competitions across local schools have been arranged (outside of catholic cluster schools also.)</p>	

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:
To increase opportunities to take part in competitive sport and healthy positive competition.	<p>We have been running afterschool clubs all year free of charge for parents which focus on children having fun, learning new skills and developing skill. We have entered two football leagues. We have had a boys team and a girls team who have played competitively throughout the year.</p> <p>Where possible we have accessed and attended events provided by DCCT through our affiliation and the SRS Trust Olympic events. We have also carried out our Sports Day and Healthy Fortnight timetabling different events, workshops and assemblies. All children had access to at least three workshops and all children participated in at least three competitive races during sports days.</p>	<p>£430 healthy fortnight athletes, workshops and provisions</p> <p>£400 sports day equipment – field marking x 2</p>	<p>All sporting events entered were enjoyed by the pupils and our sports day and healthy fortnight was carried out successfully. All children took part and were engaged in all aspects of healthy fortnight – pupil surveys informed us that the children fully enjoyed the experiences provided and some were inspired to take up sports outside of school after being signposted with recommendations</p>	To continue to find new ways to make our healthy fortnight inspiring and engaging. To continue to plan a sports day that is fun, fair and competitive for all.

Signed off by	
Head Teacher:	R Snowdon-Poole
Date:	31/7/23
Subject Leader:	Natasha Johnson
Date:	31/7/23
Governor:	K Daniels
Date:	31/7/23