

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting
Tool Revised July 2022

Commissioned by



Department for Education

Created by





It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework</u> 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 <u>Quality of Education</u> 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.

 $Please visit \underline{gov.uk} for the revised Df Eguidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. Df Een courages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium. \\$

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to <u>publish details</u> of how they spend this funding, including any under-spend from 2021/2022, 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 <u>HERE</u>.

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Details with regard to funding Please complete the table below.

| Total amount carried over from 2021/2022 | £ O |
|---|----------|
| Total amount allocated for 2021/22 | £ 16,450 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £ O |
| Total amount allocated for 2022/23 | £ 16,750 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £ 16,750 |

Swimming Data

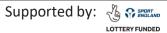
Please report on your Swimming Data below.

| 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/A |
| 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 2022. Please see note above | |
| 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 | N/A |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | N/A |
| 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? | N/A |













Action Plan and Budget Tracking

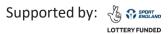
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

| Academic Year: 2022/23 | Total fund allocated:£16,750 | Date Updated: September 2022 | | |
|---|--|------------------------------|---|---|
| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that | | | Percentage of total allocation: | |
| primary school pupils undertake at le | east 30 minutes of physical activity a c | lay in school | | 72% |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to knowand be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieveare linked to your intentions: | Funding allocated: | Evidence of impact: what dopupils now know and what can they now do? What has changed?: | Sustainability and suggestednext steps: |
| Engage all children in physical activity at all break times. | Implement the OPAL Primary Schools Programme to allow more opportunities for children to engage in physical activities during break times. | £4000 | basketball, football, mud kitchen, | Continue to resource to allow more opportunities for physical play. Extend the opportunities for use during morning break. |
| Develop healthy life long habits of daily physical activity and understanding and enjoyment of being outside in nature. We want children to understand the benefits of spending time outside in nature for their own physical and mental wellbeing. | Provision of weekly Forest School sessions for all children. High quality onsite provision, including resourcing. Adequate outdoor clothing to enable access all year group and teach positive habits. Supported by qualified staff. | £8122 | | Continue to run forest school for all year groups. Plan for further training to support sustainability. |













| Key indicator 2: The profile of PESSPA | being raised across the school as a to | ool for whole sch | ool improvement | Percentage of total allocation: |
|--|---|-----------------------|--|---|
| | | | | 2% |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to knowand be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieveare linked to your intentions: | Funding allocated: | Evidence of impact: what dopupils now know and what can they now do? What has changed? | Sustainability and suggestednext steps: |
| PESSPA and how it impacts on whole | Ellie Collar to screen all Reception children and provide CPD for staff in physical literacy. | £310 | Staff training took place. Children in reception have been screened and exercises are carried out according to the guidance. | Continue to screen the next intake of reception children. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | Percentage of total allocation: | |
|---|----------------------------|------------|---------------------------------|------------------------------|
| | | | | 18% |
| Intent | Impleme | ntation | Impact | |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: | | can they now do? What has | |
| what they need to learn and to | | | changed?: | |
| consolidate through practice: | | | | |











| To inspire teachers and give them the confidence to teach high quality P.E lessons to all children. | Design a curriculum map with a broad range of activities across EYFS, KS1 and KS2 using lesson plans and schemes of work from Get set 4 PE. | | Get set 4 PE has been implemented with positive reports from teachers. Teachers like how the scheme focusses on skill development and knowledge. Teachers feel confident teaching using the scheme. Positive feedback during OFSTED inspection | Use feedback and evaluations to make adaptations to the long term plan for the next academic year. |
|--|---|-------------------|--|--|
| Ensure teaching staff have the skills, knowledge and confidence to teach all elements of the school's PE curriculum | CPD to be delivered by Northamptonshire Sports as part of subscription package. | ±0 | curriculum due to the ease of the scheme. No training was delivered. | Get feedback from teachers as to which units worked well. Restructure the long term plan to allow for progression of skills within fewer sports. |
| Provide equipment to allow teachers to teach the curriculum. | Resource relevant equipment. | £2500 | Resources have been bought to allow teachers to effectively teach the new curriculum. | Audit resources and replenish ready for the next academic year. |
| Key indicator 4: Broader experience o | f a range of sports and activities offe | red to all pupils | | Percentage of total allocation: |
| | | | | 4% |
| Intent | Implementation | | Impact | |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: | | can they now do? What has | |
| what they need to learn and to | | | changed? | |
| consolidate through practice: | | | | |













| Give children the experience of a | Continue to subscribe to Northamptonshire Sports | H 4 1 5 | Children in years 3-4 have had the opportunity to take part in a range | · · · |
|--------------------------------------|--|---------|--|---------------------------------|
| range of sports other than those | Northamptonsinie Sports | | of sports including: | KSI Ciliarcii. |
| included in the school's curriculum. | | | Squash, golf, gymnastics, | Transport was still challenging |
| | | | orienteering, cross country, | as costs have risen |
| children to engage in sporting | Supply costs to allow staff to take | £283 | athletics, dancing. | significantly. Explore other |
| | children to sporting events and | | During the year they have been | alternatives. |
| | DACT Transport | | involved in 13 events, totalling 135 | |
| | | | participants. | |
| | | | | |
| | | | | |













| Key indicator 5: Increased participati | on in competitive sport | | | Percentage of total allocation: |
|---|---|------------|---|--|
| | | | | 4% |
| Intent | Implementation | 1 | Impact | |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: | | can they now do? What has | |
| what they need to learn and to | | | changed?: | |
| consolidate through practice: | | | | |
| Participate in local competitions. | Take part in competitions run by Northamptonshire Sports. | £500 | All children in Years 1-4 given opportunity to attend external competitions. | |
| Provide transport to allow more children to take part in competitive sporting activities. | DACT transport | £200 | Attended: athletics/cross country/gymnastics/orienteering/dancing. | |
| | | | Football coaching has been very successful this year, particularly with the girls team. | Take part in local football tournaments. |

| Signed off by | |
|-----------------|--|
| Head Teacher: | |
| Date: | |
| Subject Leader: | |
| Date: | |
| Governor: | |
| Date: | |











