

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 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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£4914
Total amount allocated for 2021/22	£18,040
How much (if any) do you intend to carry over from this total fund into 2022/23?	£3586
Total amount allocated for 2022/23	£17880
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17880

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 2022.</p> <p>Please see note above</p>	85%
<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>	67%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	93%
<p>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?</p>	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:	Date Updated: 20.07.23		
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: 25%	
Intent	Implementation		Impact	Sustainability and suggested next steps:	
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?:	
<ul style="list-style-type: none"> Children to access 30 minutes of moderate activity every day through active break times, extra-curricular physical education (PE) clubs and active lessons to reduce the levels of child obesity. Primary pupils access 2 hours of high quality PE lessons to promote healthy lifestyles. 	<ol style="list-style-type: none"> Staff to use Joe Wicks 5/8 minute workouts, Just Dance & Go Noodle in or between lessons to promote activity/brain breaks throughout the day. Appoint Sports Ambassadors to lead active lunchtimes – Sept 2022 Provide new training for Sports Ambassadors for lunchtime provision. Ensure class teachers have rota for Sports Ambassadors to leading active playtimes and lunchtimes. PE Coach leading provision at lunchtime everyday including girl's football and clubs for each year group. All classes to have two lessons a week timetabled – one with a coach for CPD and one teacher led. Teachers to team teach and to be observed each half term. Staff to link warm ups and cool downs to effects on the body e.g. tracking pulse / heart rate discussing how they feel after a warm up, names of muscles, importance of stretching etc. 		<ol style="list-style-type: none"> FREE FREE FREE FREE *within sports coach costs *within sports coach costs 	<p>1.FS/KS1 regularly use brain breaks in the form of gonoodle to break the transition between sessions. This gives children a chance to move and reduces fidgeting when transitioning to the next session.</p> <p>2/3 Lunchtime sports ambassadors trained during summer 2 and autumn 1. Timetable in place for leaders in Y5/6 to lead activities at lunchtime. Regular training given in autumn 1. Yard is zoned at lunchtime for mini leader activities and basketball enabling children to have opportunity for sports and competitions.</p> <p>4. Rotas' have been given to teachers in Y5/6 and Y2 so children know who is leading lunch play. This ensures that chn are out on the playground ready to start activities before the rest of the school is outside, resulting in more active lunchtimes.</p> <p>5. Sports Coach leads football sessions for KS1, Y2/3 and Y5/6 at lunchtimes as well as dodgeball and girls football. All children are</p>	<p>Continue to use these within FS/KS1. Send reminders to KS2 with suggest websites and activities that Glynn led last year.</p> <p>Provide more training in spring / summer term and train Y4 children so they are ready to lead activities in September 23. Mini leaders to be trained in September to be timetabled for the rest of the year.</p> <p>Continue to check that children know when it is their day and what activities they are going to lead.</p> <p>Monitor the take up of lunchtime clubs through summer 1 though QA to change in summer 2 if needed. Pupil voice to find out what children would like to do.</p>

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			more active at lunchtimes and are able to access at least 30 minutes of moderate activity a day in the form of lunchtime clubs or young leader games. 6. All staff have 2 hours of PE timetabled a week. One of which is led by the PE coach.	Ensure all staff are leading their second session of PE. Staff voice to assess confidence during summer term to prepare for PE in September. Ensure all classes are using both sessions of PE and not using it to catch up on other curriculum areas.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 25%
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:
<ul style="list-style-type: none"> To continue to use a 'Fun Fit' programme for identified children throughout school who are facing social, emotional and behavioural difficulties, and/or poor mental health, resulting in their improved participation in classroom-based learning activities. Engage at least 50% of pupils in active extra-curricular activities, resulting in healthier lifestyles. Identify 'least active' children within the school and get at least 15% of these children to access extra-curricular or competitive sports. 	<ol style="list-style-type: none"> Run Fun Fit programme three times a week for targeted children who need support to overcome SEBD and/or poor mental health. Range of after school clubs so that there is something for all children to access regardless of gender or ability – survey children to find out which sports they would like to have and liaise with Sports Coach. Promote clubs in class to increase uptake. Continue to promote sports in school/competitions more through the website/social media/local links with newspapers. Identify least active in each class and aim to have them active by the end of Autumn Term through Sports Ambassador training, extra-curricular sports, and/or competitions, Sports events, PE sessions especially for less active. Take part in Race for Life in Summer 2023 Next Level Sports Camps to be offered to throughout holiday periods to raise profile and engagement 'Weekly Mile' offered once a week for Y3/4 and Y5/6 in school time. 	<ol style="list-style-type: none"> *within sports coach costs. *within sports coach costs. £500 FREE FREE FREE FREE 	<ol style="list-style-type: none"> From Jan 23 children baselined using new tracker. These are then revisited at the end of the term to assess progress. KS2 staff report that children are more settled and ready to learn after returning from sessions. Assessments show that children have improved in balance, coordination and stamina. Through autumn and spring term children have had access to dance and gymnastics with a dance teacher. These children then performed at a secondary school dance festival, this included both boys and girls and children with SEND. Football for all year groups, cricket, multi sports. The uptake for football has been high with a range of children taking part including boys, girls and disadvantaged children. This included a range of abilities including children that are part of a club and children that haven't played before. Results / photos of competitions are shared on the schools social media page, website and newsletters, these get a lot of 	<p>Continue to run using assessments to plan future learning. Train another member of staff to run Fun Fit so KS1 can also run first thing in the morning to be more beneficial to their learning in the classroom and not impact what they are missing. Complete exit assessments for summer 2 to plan children who need the intervention from September.</p> <p>Children have been surveyed for clubs for September. Confirmed clubs include football with an external provider, dance and gymnastics with an external provider, basketball, hockey and tag rugby. External agencies have been contacted regarding martial arts but we haven't had any interest as of yet.</p> <p>Enter competitions for next year including the football league. Daily mile to be implemented for year groups 1-6.</p>

			<p>support from parents and the local community.</p> <p>Least active in Y5/ 6 ran throughout the autumn term. Pupil voice showed that children enjoyed these sessions. These were mainly children that wouldn't join in with the main PE session, this ensured that they were active and participating in sports. Children in Y3/4 identified in spring 2 and baseline has taken place before beginning the sessions.</p> <p>5. Race for Life took place on 21/6/23 lots of parents attended and supported the event. Due to Race for Life not running the evens this year the money was split between school and the local fund bank that children chose as part of their courageous advocacy work.</p> <p>7. Daily mile introduced late in summer 2.</p>	<p>Look at the children identified for the Active Fit group – have these children continued to be engaged in sessions after the intervention has finished? Introduce daily mile as KS2 break times / brain break from September 2023.</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:
				%
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:

<ul style="list-style-type: none"> - To increase staff confidence, knowledge and skills in teaching PE and sport – all PE lessons to be of an ambassadorial standard. - Increase staff knowledge and skills in a new dance curriculum through CPD opportunities. 	<ol style="list-style-type: none"> 1. CPD provision provided weekly by sports coach, class teachers to mirror the lesson seen for their second lesson with the support of the sports coach. 2. RT to complete Professional Vocational Qualification: Primary School PE Specialism Level 5/6 – succession planning to support /upskill others if PE Sports Grant is discontinued in 2023/24. 3. PE exemplification file to be created with QR codes so staff have easy access to help with inputting assessment data. 4. New progressive dance curriculum to be implemented. SR to lead training for each year group, examples / videos to be created so that staff have easy access if they need to assess or move year groups. 	<ol style="list-style-type: none"> 1.*within sports coach costs. 2. £1,500 – taken from 2021-22 budget. 3.FREE 4.FREE 	<ol style="list-style-type: none"> 1. All classes have received one session a week delivered by the Sports Coach. This has been beneficial for ECTs and student teachers to be able to see how to teach their session, giving them more confidence. 2. Qualification completed – changes implemented include assessment, questioning, use of other children to model, keeping lessons active. Support for other teachers with lessons. 3. PE exemplification files up to date for autumn, spring and summer 1 – this gives staff an explanation of what they are looking for for each sport and each assessment as well as QR codes to be able to watch a video. This will support staff who are less confident with their assessments. 4.Dance planning created for YR and Y1 children. Each year group has followed the Y1 planning with adaptations if needed. This is due to it being new to everybody. INSET training led by SR to support staff with dance terminology. 	<p>All classes to begin with Y1 dance planning as skills are new. Y2 planning to be used from Y2 upwards from September 23. Class teachers to teach PE lessons from September 23 using planning that has been completed and modelled for CPD during the last few years.</p> <p>Staff to use files from September 23 to assess children as they will now be responsible for inputting PE data.</p> <p>Complete Y2 planning ready for September. RT/SR</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 25%

Intent	Implementation	Impact	Impact	Sustainability and suggested next steps:
<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>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>
<ul style="list-style-type: none"> • To offer pupils a broad range of sporting activities, resulting in a greater % taking part in extra-curricular sports activities •To improve swimming results with a greater percentage of children being able to achieve 25m or above. 	<ol style="list-style-type: none"> 1. Sports Coach to deliver long term, weekly afterschool club provision, each year group to have a club for the whole year with different sports on offer each term focusing on the School Games Framework. 2. Sports to deliver football club afterschool every week to UKS2 3. Specialist Dance Teacher to deliver afterschool clubs rotating between gymnastics and dance working towards the Dance Festival 	<ol style="list-style-type: none"> 1 *within coach costs 2.*within coach costs 3 TBC 4. TBC 5. £490 	<ol style="list-style-type: none"> 1. See above * A range of after school clubs have taken place with a good uptake of girls, boys, PP and SEND children. 2. Football after school club delivered to KS2 throughout autumn and spring term. These children were able to represent the school in some football matches. We took part in the school football league. 	<p>Go through registers and track percentages. RT</p> <p>Mansfield Town FC to lead 2 X Sports sessions a week focusing the football league.</p>

<p>Additional achievements:</p>	<p>in February.</p> <p>4. Identify children who cannot yet swim 25m – arrange catch up sessions in summer term.</p> <p>5. To offer an outdoor learning/Forest School Enrichment club, delivered to different groups of children on a termly basis.</p>		<p>3. Dance club has a good uptake, being full each term. All children participated in the Dance Festival at a local secondary school with a mixture of girls, boys and SEND children.</p> <p>4.</p> <p>5. Forest training planned for. Due to staffing changes this didn't happen.</p>	<p>Continue to lead dance next academic year.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				25%
Intent	Implementation		Impact	£550
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:
<ul style="list-style-type: none"> To increase the number of opportunities for children to participate in competitive sport (including 15% of children identified as being least active) To regularly come in the top 3 at competitions. 	<ol style="list-style-type: none"> Membership of Next Level Sports / GDH membership for competitions throughout 2022-23 To enter at least 15 Inter competitions within the district. To achieve highly against requirements of the School games Framework (Gold Award) Advertise the school teams on the website/social media to promote the school and gain more parental involvement/support. To enter a team in the local Football League Sports Coach to work with school games competition teams for a minimum of 1 hour/week in the run up to competitions, in school and an invitation only after school club. New Young Ambassadors from Y5 to be trained, these will lead lunchtime clubs and intra school competitions between classes. 	<ol style="list-style-type: none"> £500 max within £500 costs. FREE FREE £50 FREE 	<ol style="list-style-type: none"> 1/2 we've taken part in over 15 competitions which has resulted in over 65% of our children taking part in inter school competitions. School Games mark gold award achieved. Results and team photos are often posted on social media which gets a lot of support. Team entered in the football league. The team finished in 5th position. Running up to events chn have had the opportunity to practise for the competitions within the school day and after school, giving the chn more confidence, resulting in us finishing most of the time in the top 3. Sports leaders trained in Y5 to run lunchtime competitions, resulting in more children being active at lunchtimes 	<p>Continue to be a part in competitions next year.</p> <p>5. GW to complete the rest of the football matches that haven't taken place.</p> <p>Young Ambassadors to lead lunchtime competitions and score. Share scores, create certificates etc.</p> <p>Children to be trained to input competitions / blog on the School Games website GW to lead.</p> <p>Invest in external providers for mini leader training next year.</p>

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

Date:	
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