

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**

Details with regard to funding

Please complete the table below.

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](#).

Swimming Data

Please report on your Swimming Data below.

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Supported by:

Total amount carried over from 2021/22	N/A
Total amount allocated for 2022/23	£ 18,260.00
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£ 18,260.00

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

Created by:  Association for Physical Education  Active Partnerships  YOUTH SPORT TRUST

Supported by:

 LOTTERY FUNDED  UK COACHING  UK active

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 2020. Please see note above	N/A
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?	No

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date September 2022.	Areas for further improvement and baseline evidence of need:
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- Pupils in KS1 receive 2+ hours and Reception receive 1+ of taught PE per week in school.
- Our Active Schools Coordinator (CGS Outreach Mr Tom Wilkinson) has led lunchtime games and afterschool clubs. This included an 'Inclusive Sports Club' for our EYFS students who took part in games like Boccia, New Age Kurling and sitting down Volleyball.
- Playground equipment was purchased and has increased physical activity during play and lunch times. Skills such as team work, cooperation and respect have been developed.
- Children have been part of assemblies led by, Sam Ruddock and Peterborough United Football Club, inspiring children about PE and Sports.
- EYFS and our SEND children have had access to balance bikes to improve their core development and concentration.
- PE subject lead and CGS Outreach ASCo attended PE conferences and catch ups.
- Competitive sports day completed. Our children experienced competition.
- School continues to advertise Sport Holiday Camps on school website and signposts to wider school community via letter(s) through Parent Mail, providing our pupils with a range of sport related activities.
- Through SGO and CGS Outreach school had virtual access to a range of festivals and events for pupils of all ages so that they are introduced to new sports.
- The trim trail has been used to improve gross motor skills of our children.
- Links made with Grantham Tennis club and all Year 3 pupils had 5 hours of tennis coaching each.
- All pupils within school (Reception-Year 3) accessed an hour of cricket from a local club.
- A bike workshop came to school to fix pupils bikes for free, encouraging the use of bicycles for the school run.

- To continue and increase participation in weekly competitions and or festivals with other schools.
- Introduce a wider range of after school clubs to provide children wider opportunities to partake in physical activity and sports. Include targeted clubs for groups such as PP children.
- Continue to implement the daily active mile to develop the lifelong habit of daily physical activity, help improve the fitness of our pupils and to increase their stamina and resilience.
- To consolidate the development of the PE curriculum with the use the Get Set 4 PE scheme to support teachers, staff skills audit, fitness profiling data and pupil voice.
- To develop the teaching of swimming for both our year 3 and 4 pupils.
- Implement our 'Wellbeing Day', in line with mental health week, in which pupils will learn about how to keep and support ourselves to be both physically and mentally healthy.
- Continue to make links with local clubs.
- Purchase new equipment for upper KS2 as the school continues to expand. Make sure equipment purchased helps deliver Get set for PE lessons effectively.
- Attend more events provided by CGS Outreach, target the least active through Change for life events and interschool festivals.
- Highlight a range of role models within sports (protected characteristics).
- Apply for School Games Mark (Bronze).
- To develop Sports leaders in school to help deliver active break and lunchtimes.

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.

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	
<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"> • Children will feel a sense of pride in representing our school within the local community. Their engagement in school life will be more positive as a result of their participation in sport/extracurricular activities. • Regular opportunities for children to engage in sport and physical activity. • Use sporting role models to engage and inspire children. • Children will have a general interest in being active. 	<p>As a school we contribute funding to sustain the CGS Outreach partnership which provides the following opportunities:</p> <ul style="list-style-type: none"> • Comprehensive CPD programme • Event days on a Friday provided by CGS Outreach • PE Conference • Outdoor activity days • YST Membership • Support from Mathew Strange linked to SGO • High quality PE lessons – inspiring children’s activity • A range of inclusive extra curricula opportunities <p>Increase in participation in clubs and events will increase in our Key Stage 2 cohort.</p> <p>Feedback will be given through assemblies.</p> <p>The school twitter and class dojo will be used to communicate school sport and physical activities.</p>	<p>Included in Buy-In through CGS Outreach</p>		

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 ensure more children experience high quality PE, be inspired and attend extra-curricular activities. To continue to use ASCo to support teachers in teaching a high-quality curriculum. To embed Get set across school and the progression of skills document so staff feel competent teaching PE in school and understand what progression looks like from one year to the next. 	<ul style="list-style-type: none"> Staff to take advantage of the CPD offered through our buy-in to CGS Outreach to increase their quality and depth of their PE delivery. ASCo to continue to support staff development through parallel teaching in order to increase the quality and depth of their PE delivery and ensuring gifted and talented pupils are challenged in lessons New sports to be continued to be delivered to children as staff are upskilled. Classes rotated to ensure all teachers benefit from ASCo support. Subject Leader to attend relevant sport conferences and network meetings to gain relevant information. Subject Leader to meet with ASCo at least once a term to discuss progress made and plans for the next term. 			

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		Impact	Sustainability and suggested next steps.
Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:	Funding allocated:	What do pupils now know and what can they do? What has changed?	
<ul style="list-style-type: none"> • New sports to be introduced via curriculum delivery. • A range of activities and competitions attended. • Links made with external sports clubs and activities offered in school (cricket, rugby, dancing, yoga, gymnastics and tennis). • Increased pupil participation in activities during lunch and play. 	<ul style="list-style-type: none"> • ASCo to continue to arrange wider variety of sports available at lunchtimes and afterschool for children to participate. • Monitor curriculum for progression of composite and procedural skills. (lesson observation and planning monitoring) • To plan extra-curricular clubs to be in line with competition events to prepare children for events where necessary. • To have termly inter class games in KS1 and KS2. • New sports introduced via curriculum delivery, festival attendance and outside agencies. <p>To target and signpost specific children to activities that fit their needs.</p>	Included in Buyin from CGS Outreach		<ul style="list-style-type: none"> •

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:		
<ul style="list-style-type: none"> Children to experience competitions and festivals with/against other local schools both inhouse and outside of school. Engage with the local School Games Organiser (SGO) to access their free offer and utilise the enhanced Outreach Events programme so that our children experience a range of sporting values when representing their school. 	<ul style="list-style-type: none"> Increase opportunities for children to compete in community sports events. To include B teams to certain events delivered through the Outreach programme. Maintain membership of Outreach programme. Attendance of weekly inter-school competitions. Intra-class competitions (termly). Sign-post children to local clubs. 	<p>Included in CGS Outreach Buy-In</p> <p>Transportation costs to competition: (dependent on the amount of events and locations attended).</p>		

Signed off by	
Head Teacher:	Kate Hodson
Date:	29.09.22
Subject Leader:	David Saunders
Date:	
Governor:	Laura Cook
Date:	