

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

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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](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 2022/23, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2024.**

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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LOTTERY FUNDED

	£ 0
Total amount allocated for 2023/24	£ 17810
How much (if any) do you intend to carry over from this total fund into 2024/25?	£ 0
Total amount allocated for 2023/24	£ 17,810
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2034.	£ 17,810

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 2020.</p> <p>Please see note above</p>	97%
<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>	90%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<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>	<p>Catch up swimming lessons for children in Year 5 who haven't completed their 25 m.</p> <p>10 children - 6 x lessons each</p>

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

Academic Year: 2023/24		Total fund allocated:		Date Updated: 26.09.23	
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: 55%
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?:	
All children complete 20 minutes DPA (Daily Physical Activity) between morning lessons	Sports Premium lead to timetable and action. JKB to source activities/resources to support this		£4,875	Increased fitness for all children.	
Increase participation of pupils in purposeful physical activity through the development of high quality lunchtime and active play equipment for all children	JKB to purchase equipment and support children to use and store appropriately. Carry out audit, needs analysis and teacher/pupil voice questionnaire.		£1,462.5 for PE lead.	Increased engagement of pupils in physical activity at lunchtimes	
Health and Wellbeing Group of student leadership to lead semi structured lunchtimes	Nominated adult to support health and well being leads to design a programme of activities and ensure they are resourced. Link to Inspiring Change Makers.		£0	Increased engagement and activity at lunchtimes	

Coaching for after school clubs	Delivery of a broad and balanced quality extra-curricular offer	£1,500	Opportunities for children to learn new sports such as TAG rugby, netball, Boys football, girls football.. Refined skills Increased fitness	Increased uptake in local opportunities
All children participate in high quality weekly PE lessons	Teachers to timetable and action. Support and development provided by nominated person to support by providing long term planning and access to suitable lesson plans as required. Equipment to be audited and purchases made where there are gaps.	£975	High quality PE equipment to support teachers to teach the full PE curriculum.	Teachers empowered and enabled to deliver high quality PE
Swimming catch up		£200	Children who were unable to swim 25 m in Year 5 given extra swimming lessons.	
Fun fit program	Sports lead to implement fun fit program for identified children with specific needs.	£975		
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
				9%
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>Ensure that pupils and staff continue to demonstrate high levels of engagement, enthusiasm and participation in physical activity.</p> <p>Ensure resources for PE curriculum are monitored and kept upto date.</p>	<p>Maintain the hourage of 1 and ¾ hours physical activity per year group as part of the children’s curriculum entitlement through PE lessons and DPA.</p> <p>Resources ensure the teaching of the curriculum is of a high standard.</p> <p>Children will come to school in PE kits on days when they have PE.</p> <p>CPD on PE - sharing good practice and developing confidence in teachers.</p>	<p>Included in costing above</p> <p>£1500</p>	<p>Monitoring of planning and use the PE Hub resources to ensure that teaching of PE is good or better across the school. All children demonstrate a high level of engagement and participation within PE.</p> <p>Arrival of children in PE kits reduces changing times and increases amount of physical activity during lessons.</p>	<p>The Ethos of PE teaching is embedded across the school.</p>
<p>Develop a high quality, robust assessment and monitoring system for PE to ensure T&L is good or better.</p>	<p>PE lead to monitor, assess, set targets and provide training when needed.</p>	<p>£150</p>	<p>Termly assessment demonstrates progress towards national curriculum expectations.</p>	<p>Staff demonstrate increased understanding, knowledge and skills, enabling them to make judgements for each child against the criteria</p>
<p>PE, school sport and physical activity is embedded throughout the 4 cornerstones and c360 to raise awareness of the importance of and link between physical and mental health</p>	<p>Sport/physical activity is built into displays, Seesaw. Chromebooks are used to evidences sport and physical activity.</p> <p>Inspiring Change Makers in sport are celebrated.</p>		<p>Pupils can talk confidently about sport and physical activity and how this links to C360. Pupils can discuss the character virtues used to support them when accessing sport and can link to inspiring changemakers.</p>	<p>Children increasingly take ownership of their own physical and mental health.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0%
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:
All teachers will teach their own PE lessons, ensuring a range of sports is taught and ensuring excellence as standard in every PE lesson.	Nominated person to provide up to date long term and lesson planning. Coaching by SILs, peers and nominated person to support improvement. Assessment programme enables children to feel confident in pupils' abilities and next steps.	n/a covered in Key 2 above	All PE lessons are good or better. 89-90% pupils achieve ARE in PE 30-40% of pupils achieve GD in PE	Teachers improve subject knowledge and pedagogy.
PE is led by a nominated person who supports the development of PE throughout the school.	PE on a page is developed.	n/a covered in Key 2 above	All staff understand the III of PE and how it links to C360. Pupils evidence their journey of PE on Seesaw using Before, Now Next	Teachers and pupils are able to articulate importance of PE.

Celebration assemblies- raise the profile of PE by celebrating sporting achievements. Celebration of cross school festivals and matches- assembly, newsletters.	Display boards have children's photo of matches, children write reports for matches to go on newsletters.	n/a covered in Key 2 above	Celebration of sport is embedded and part of the structure of the assembly. Awareness of school sporting achievements motivate others to get involved.	Sporting achievements are celebrated publicly, school values these activities, and others are motivated and inspired to try for themselves.
Professional development in subject leadership for PE subject leader. Devon PE conference – PE lead is kept up to date and shares from this.	PE lead booked into the conference	£40	PE lead is kept up to date staff feel informed	PE lead to always attend. Develop capacity by training new PE subject lead if appropriate.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 11%
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:
Character Education approach will incorporate aspects of sports and new skills to develop performance virtues	Orienteering on site and off site (all year groups) Bikeability Level 2- outstanding Year 5 & Year 6 children. Bikeability level 1 Year 3 & outstanding Year 4 children. Georgeham Residential Year 5 Enrichment Orienteering activities	£1462.50	Children will achieve Inspiring Adventurer Challenge	

Children in KS2 are given opportunities to attend residential that includes a range of outdoor pursuits	Organisation at MAT level disseminated to heads and admin. Cost covered by parents	£450	Pupils excited and enthused through new opportunities which could lead to future endeavours in outdoor pursuits.	
Use teachers' strengths and interests to provide clubs. Provide intra school competitions	Re-introduce teacher led clubs. Encourage teachers to introduce a new club. teacher led clubs will include boys football, girls football cricket, netball, multi- skills (all mixed).		Increased number of children participate in a wider range of sports. Encouragement from teachers increased level of self-esteem, increased awareness of healthy lifestyles.	
20 week swimming programme within Year 4	Children participate within a swimming programme to support them in achieving the goal of being able to swim 25 m.	Voluntary contribution, charity funding and curriculum budget	School fulfills statutory requirement.	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				22%
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:	Sustainability and suggested next steps:
All children will have access to a range of festivals and fixtures.	<p>Sports lead will enter festivals and events run by GTS School.</p> <p>including- Cross country Indoor Athletics Girls Rugby Girls Football Dance Festival Multi-skills</p> <p>Sports lead will set up other events/fixtures over the course of the year with local primary schools.</p>	<p>To take children to during school matches</p> <p>£1475 - staff</p> <p>£1500 transport</p>	<p>More opportunities for competitive sports to be tried by the children.</p> <p>More children involved</p>	<p>Building relationships with other schools and North Devon school games.</p> <p>Children are inspired to get involved at team level.</p>
All children will have the opportunity to take part in competitive sports fixtures both against other schools and across and within schools and classes.		£870	<p>Give pride and sense of belonging to a community.</p> <p>Increase self esteem</p> <p>Develop resilience</p>	

Within planning ensure there are opportunities for competitive mini games for all children to take part in	PE lead to highlight and adapt planning so there are more opportunities for competitive sport		Competitive elements are threaded through units of work, children are more exposed to competition within lessons	Planning remains in place and monitored regularly
Sports Day- Ensure that sports day is competitive and well run.			Healthy competition within a safe and inclusive environment	Annual event run by PE lead and supported by teachers.

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