

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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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](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£3,000
Total amount allocated for 2022/23	£17,800
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2022/23	£20,800
Total amount of funding for 2022/23. To be spent and reported on by 31 st July 2023.	£20,800

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>	57%
<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>	57%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	57%
<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>	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: £17,800		Date Updated: 21/07/2023	
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: 26%
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"> To offer cycling for all pupils to develop their cycling skills across the school. To enable more staff to lead cycling so more pupils have access to cycling in addition to PE Enrichment. To ensure all staff leading cycling are qualified. To promote cycling across the school as an activity that can be undertaken outside of school. To engage all pupils in physical activity and build their upper body strength as proposed by the Early Years National Curriculum. 		<ul style="list-style-type: none"> Implement the Bikeability and Ride4Life Programme for all pupils. Offer the Bikeability course to staff. Purchase an outdoor climbing frame for the primary playground to be accessed during play and PE lessons. 		£2,000 £2,000 £1,500	
				Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
				Continued development of cycling competence and confidence, including skills across Key Stages. 32 pupils benefitted from a range of ‘road ready’ riding and initial balance skills.	
				Staff knowledge and understanding of how to promote cycling development improved through sessions delivered by Bikeability trained staff.	
				Pupils used equipment to explore and increased their strength and dexterity as a result.	
				Sustainability and suggested next steps:	
				Continue to offer Ride4Life programme to targeted groups.	
				Training booked for September Staff Development Day.	
				Ensure equipment is maintained to be in good working order.	
					Percentage of total allocation:

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				6%
Intent	Implementation		Impact	£1,200
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 train more staff in Sherborne Development Movement. To promote and support resilience and wellbeing for the pupils at Ifield. To create more movement experiences that are fundamental to the development of all pupils. 	<ul style="list-style-type: none"> Offer Sherborne training to staff interested in promoting movement development across the school. 	£2,500	Unable to book CPD, as no feasible training dates or locations.	Book two key PE staff to complete Sherborne Developmental Movement course.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				12%
Intent	Implementation		Impact	£2,608
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 lead after school Sports Clubs. To increase staff confidence in order to lead Rebound Therapy. 	<ul style="list-style-type: none"> Therapy training to provide the exercise and movement opportunities for pupils. Use of specialist rooms, such as Rainbow Room. 	£380	Use of MediPed and treadmill equipment for targeted pupils. Progress evidenced within a case study highlighting a pupil who was able to progress from 2 minutes sustained exercise up to 15 minutes from Term 3 to Term 6.	Continue to ensure key staff are trained to use equipment, such as the MediPed.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0.1%
Intent	Implementation		Impact	£300
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 develop accessible sports for pupils with all needs to access and compete in both inter and intra competitions. The sport is a great leveller for pupils finding other sports more challenging and can therefore compete with confidence. To further develop Boccia across the school and increase accessibility utilising the spaces within the school building. 	<ul style="list-style-type: none"> Provide staff with Boccia training in order to develop the sport across the school. Host a Boccia competition at Ifield. Take part in Boccia competitions across the county. Take Part in the Kent Schools' Disability Games. 	£300	Pupils have engaged and enjoyed various offsite competitions including Kent Schools' Disability Games, KsENT Olympics and Highland Games at Tymberwood Academy.	Continue to attend various offsite competitions.