

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 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 2021. To see an example of how to complete the table please click [HERE](#).



Created by:



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Details with regard to funding

Please complete the table below.

How much (if any) do you intend to carry over from this total fund into 2022/23?	£10 416.89
Total amount allocated for 2022/23	£17 152.00
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£27 568.89

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 2021.</p> <p>Please see note above</p>	N/A KS1
<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>	N/A KS1
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	N/A KS1
<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>Yes. SENSI Swimming (Mrs Cole)</p> <p>£1231</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 and for the future.

Academic Year: 2022/23		Total fund allocated:		Date Updated:	
<p>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</p>					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:
1) Children will enjoy a broad range of sports and activities in PE and will want to be involved and take part in all sport activities.	1) Audit current equipment. Reorganise PE cupboard with clear labels for all equipment. Ensure that staff are familiar with contents of PE cupboard. Order new equipment and storage.		£1500	Anticipated outcome: 1)Pupil voice survey: Do you enjoy PE lessons? Children physically active during play times and lunch times, using playground sports equipment.	1) Continue to monitor PE lessons and Pupil voice.
2) Children will be inspired to be physically active during playtimes and lunch times.	2)Train a group of Year 2 children to be Sports Leaders so that they can be in charge of sports activities and games during play/lunch times. (part of NSSP membership. See section 5). Buy storage and equipment that is specifically for play and lunch times. Train Year 2 Sports Leaders to be responsible for tidying the equipment away and reporting any damage to it.		£250	2)Children taking part in activities led by the Year 2 Leaders team.	2) NSSP to train the new Y2 leaders and continue with initiative. Continue to monitor equipment and storage.
3) Children will play safely on the pirate ship and play trail that are maintained to the appropriate health and safety standards.	3) Sportsafe check equipment and repair when necessary.		£3000	3) Pirate ship and play trail used by children at break times and lunch times. Rota created for the use of pirate ship and play trail because they are so popular.	3) Review annual maintenance cost and evaluate if the benefits outweigh the cost. Annual maintenance more cost effective than large repairs when things

4) Children will enjoy safe play in all sports and outside areas around the school.	4) Other maintenance: jet wash, grass replacement, ground marking, etc.	£2000		become unsafe.
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	
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>1) Pupils will be engaged with active play, teamwork games and physical challenges across all year groups, genders and abilities at lunch times. .</p> <p>2) Outdoor learning space for each year group is suitable for Continuous Provision including physical activity (i.e. physical challenges, gross motor skill development, teamwork).</p> <p>3) The Foundation stage outdoor area enables all-round physical development, including strength, co-ordination, agility, spatial awareness, stability and balance.</p> <p>4) The children have an opportunity to participate in Outdoor Adventurous Activities (OAA) within school.</p>	<p>1)Check Premier Sports adult's punctuality and monitor attendance. Feedback to Ross Catchpole what activities work well and change activities based on feedback. Activities change regularly to give a wide range of experiences. Feedback from children and staff taken into account</p> <p>2) and 3) Check with year group teachers if they have all the equipment they need for high quality outdoor provision of physical activities. Monitor how outdoor areas are being used (if PESSPA highlighted enough) and get examples of physical activities and challenges that the children carry out.</p> <p>4) Research if NSSP/Premier Sports or GetSet4PE offer any. Any other possibilities? Can this be covered by the school staff? (Who/ Finance/ Training/Resources)</p>	<p>£4000</p> <p>2) and 3) £1370</p>	<p>Anticipated outcomes:</p> <p>1) Pupils enjoy sessions and are excited and keen to get involved. Children have formed good relationships with Premier Sports adults. Children with challenging behaviour are directed to take part in order to have more structured and therefore successful lunchtimes. Children that are conventionally less physically active will have the confidence to join in with the games.</p> <p>2) Children use and enjoy their outdoor areas and keep physically active. They are choosing to go out more often during independent learning times and engage in a variety of physical challenges in a cooperative way.</p> <p>3) Year R children using their</p>	<p>1) KM and AB to monitor impact and effectiveness and meet regularly with Ross Catchpole to update and quality control.</p> <p>2) AB to monitor how outdoor areas are being used and get examples of activities that children do when using outdoor area to check if PESSPA is highlighted enough.</p> <p>3) Reception children using outdoor area independently, accessing equipment that allows them to practise gross and fine motor skills and enhance their learning in a cross curricular way. Teachers to monitor condition of equipment.</p> <p>4) At the moment finances do not allow for this to fully go ahead.</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:	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>Children will benefit from the following curriculum enrichment opportunities:</p> <p>1) Orienteering, map reading, compass use yearly experience for whole school.</p> <p>2) Two weekly multisport club sessions run by Premier Sports so that the children get extracurricular opportunities to explore sports not taught in school (e.g. archery)</p> <p>3) Outdoor adventurous activities. Can we add this to our curriculum as OAA day?</p>	<p>1) Adrian Hall to deliver outdoor session to each class. activities include map and compass reading activities, following instructions to find 'treasure' around the playground. Working as a team. Differentiated to suit all year groups.</p> <p>2) Y1 and Y2 on separate days to allow more children to access and more skill progression.</p> <p>3) AB to check, availability and price.</p>	<p>£330</p> <p>£1740</p>	<p>1) In previous years children enjoyed taking part and were fully engaged in all activities.</p> <p>2) Lots of interest in clubs each year so we often need waiting lists.</p> <p>3) Anticipated outcome: Children will enjoy the adventurous nature of activity. They will be physically active outdoors and learn new skills.</p>	<p>If possible, book orienteering for next year again.</p> <p>If possible, continue Premier Sports membership in order to continue the offer of Multi sports afterschool clubs.</p> <p>Some outdoor adventurous activities are provided internally only, due to finance.</p> <p>Year groups provide a cross curricular outdoor day as part of their Topic (e.g. Autumn day in Year 1)</p>

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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
1) Pupils experience sporting events, in and out of school time and gain experience of elements of competition via NSSP subscription. 2) Children will have an opportunity to experience competing in a range of sporting activities and performing in front of their parents annually on Sports Day.	1) Book events that are suitable for YR to Y2 age groups: Multi skills festivals for all year groups, Dance show for Y2, Leadership Day, Y2 Day of calm (breathing and tai chi style exercise) for all year groups. 2) Sports day in Summer 2nd half term. Children practise in PE lessons in order to prepare (ball skills, bat and ball skills, athletics). Each team (4 in total grouped across year groups to ensure fairness) collects points for the winner with most points to be announced at the end.	£1650 £200	1) Day of calm: All children took part and enjoyed activities. Teachers reported: excellent breathing techniques, tai chi type exercise improving body control and balance, listening to instructions. Leadership day: A group of children became our Y2 leaders and a ready to use their new skills in leading and supervising sporting games and activities for groups of children during breaks. (To start when equipment and storage arrives) 2) Anticipated outcome: All children engage and try their best. They cope well in case their team does not win the competition.	If possible, keep subscription for next year. Rebook Day of Calm and train new Y2 Leaders team. Sports day is a part of Colman Infant School Summer term tradition. Total cost: £18,366.00

Signed off by	
Head Teacher:	Mrs J Sandford
Date:	
Subject Leader:	Mrs A Bagnall

Date:	
Governor:	
Date:	