

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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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 2022-2023	£0
Total amount allocated for 2023-2024	£20,400
How much (if any) do you intend to carry over from this total fund into 2022/2023?	£0

Swimming Data

Please report on your Swimming Data below.

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	
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 2023. Please see note above	88%
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	85%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	92%
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?	Yes/No

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>To develop the children's physical literacy using our school approach to PE (Real PE) to ensure a progressive approach to teaching fundamental movement skills. We also want to focus on the children's social skills during physical activity and games E.g. learning to support teammates, use of positive language and that enjoyment and team work is more important than winning or losing.</p>	<p>We are part of a Real Legacy programme. Its aim is to support the long-term vision of PE in our school.</p> <p>Real PE experienced practitioners work with us to help transform PE experiences for every child, teacher and family.</p> <p>This year we have focused on introducing Real Gym to improve the schools teaching of gymnastics.</p>	<p>£4448</p> <p>£1951</p>	<p>Using Real PE as a school wide vehicle for teaching PE all pupils have made progress with their physical literacy. There has been a shift in the children's ability to support teammates and work collaboratively. Positive language is now commonplace and always seen as the expectation. We have received several comments from event organisers when competing at local events at how brilliant the children's attitudes, behaviour and teamwork have been.</p> <p>Real PE embedded throughout the school.</p>	<p>To continue using Real PE as a vehicle for teaching PE.</p> <p>To continue to develop the use of Real Gym.</p> <p>Introduce Real Dance to improve our school teaching of dance in our curriculum.</p> <p>Introduce Real Play. We see this is an excellent opportunity to engage the children that access the schools nurture provision, with positive active play lessons.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				3%
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>To give all staff access to training use support from our Real PE Legacy programme.</p> <p>To develop the teaching of sports, such as football, rugby and netball across the school. We will provide this through the Complete PE programme</p>	<p>Our assigned Real PE lead practitioner has delivered whole school training on Real Gm and given a refresher on the principles of our Real PE curriculum. He has also worked on a 1:1 basis with many of the teachers and support staff in the school to improve their confidence and skills when delivering PE. This has been through modelled lessons with their class, team-teaching and joint planning time.</p> <p>We are implementing the Complete PE programme so that children learn the rules of real sports.</p>	£650	<p>All staff have improved confidence with teaching our PE curriculum. New staff to the school have been 'brought up to speed' with our approach to PE.</p> <p>Pupils' social abilities and confidence in sport in other arenas will be improved</p>	<p>Our Legacy journey continues next year with whole school and individual staff training already booked in.</p> <p>Real Dance training booked for the PE lead who will cascade this to the rest of staff.</p> <p>Real Play training booked for our nurture team staff.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				3%
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	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:

consolidate through practice:				
To improve the delivery of gymnastics.	Staff training on the Real Gym approach.	£650	Although the school did teach gymnastic lessons, on the whole staff identified this as the area of PE they had the least confidence in when teaching. Staff confidence has improved and they have now received training. We also have the progressive planning of Real Gym on an online tool (Jasmine) that has detailed lesson plans with video examples to help support teachers. The big apparatus in the school hall has been used far more widely than in previous years due to an increase in staff confidence.	Real Gym to continue next year. Additional training to be offered to staff that request it. Real Dance to be introduced to improve our delivery of dance teaching.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 18%
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:
Children to have the opportunity to compete against other schools in competitive sport.	We are part of a local learning network based at our local secondary school. We pay an annual fee to be part of this structure which provides local and wider reach competition in many sports including football, cross country, tag rugby, cricket etc. This gives children in Years 3-	£3547	Multiple events have been attended over the past year. Our children represented the school well in the tag-rugby, athletics, swimming and cross-country competitions. One highlight was coming first in the cross country. We also had several gold medal winners at a Quadkids athletics	To continue to offer competitive sport opportunities to children in the school.

	6 the opportunity to take part in regular competitions and reach county and regional finals if successful.		competition and in the inaugural swimming competition. The children sharing their success and medals/trophies in assemblies has helped to raise the profile of competitive sport in the school and inspired other children to want to participate in competitions.	
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Signed off by	
Head Teacher:	Rebecca Collins
Date:	24th July 2024
Subject Leader:	Nicholas Platt
Date:	21st July 2024
Governor:	
Date:	