



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by

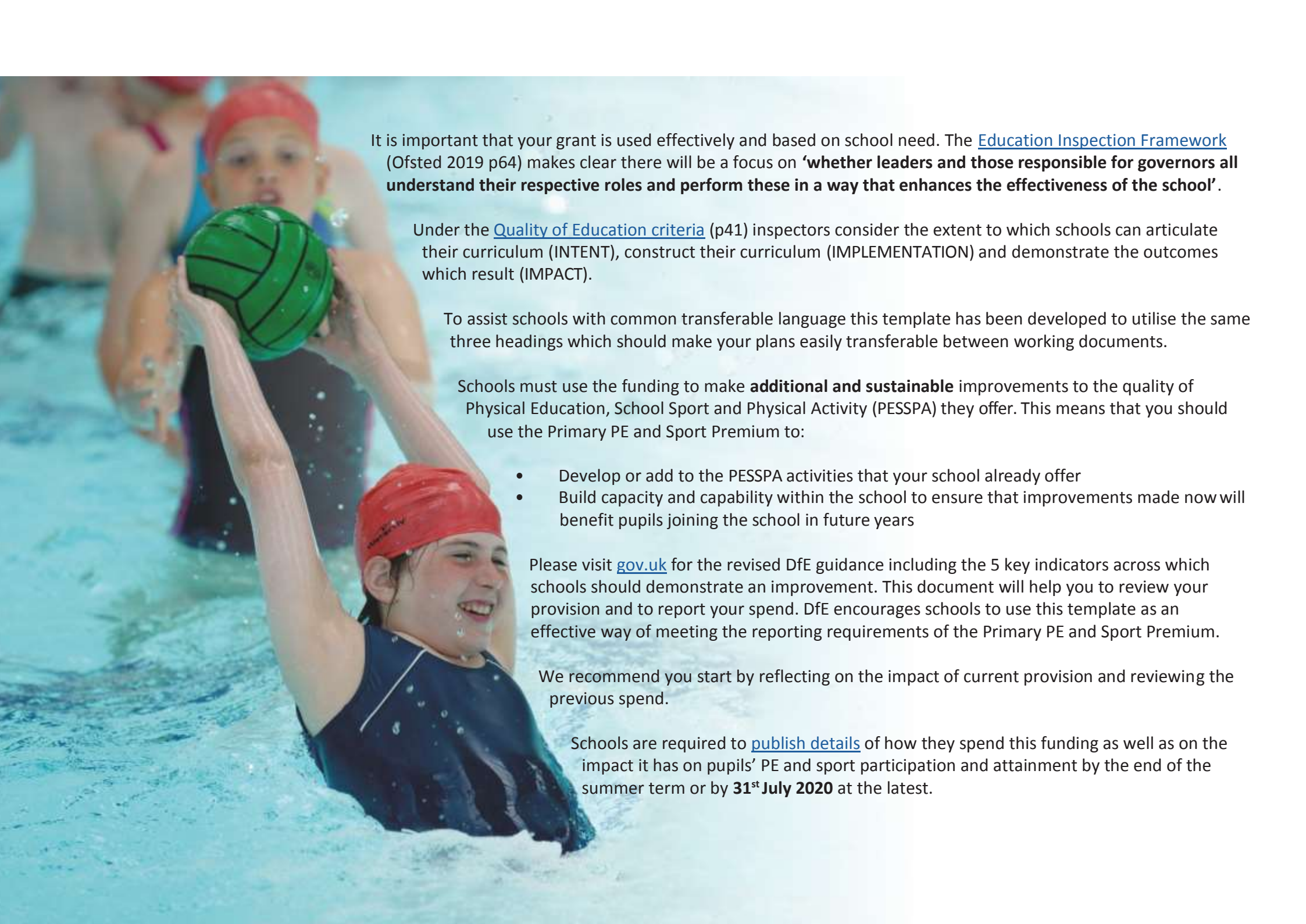


Department
for Education

Created by



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SPORT
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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2020** at the latest.

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 2020. To see an example of how to complete the table please click [HERE](#).

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

Key achievements to date until July 2022-23:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Catch up swimming has been provided for the Year 6 pupils. • All pupils across KS2 have experience a variety of outdoor activities including rock climbing and canoeing. • Pupils have been able to access a club with specialised staff, to further develop their skills (football). • Pupils across that school have had access to sports not currently provided on the curriculum, archery and curling. 	<ul style="list-style-type: none"> • Swimming is still an area of improvement and SP will continue to be used to provide catch up swimming for Year 6 • More regular access to competitions to allow the children to develop their personal and sporting skills and develop their skills as a well-rounded athlete. • The profile of health and fitness needs to be raised across the school and with key stakeholders (parents and carers) Possible workshops to be provided.

Meeting national curriculum requirements for swimming and water safety.	2022 - 2023
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.	38%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	38%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	6%
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

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: 2022-2023	Total fund allocated: £17,760 Total fund spent: £17,750 Fund forecast: 99.9%	Date Updated: 05.09.2022 Date updated: 30.07.2023		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 98.6% forecast 100% spent 21.4% forecast 30.2% Spent
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:
To provide the children with swimming lessons on a weekly basis, throughout KS2. (Year 4, 5 and 6) Y6 only as this is top up for not meeting the standard) <i>The premium can be used to fund the professional development and training that are available to schools to train staff to support high quality swimming and water safety lessons for their pupils. The premium may also be used to provide additional top-up swimming lessons to pupils</i>	Swimming will take place once a week for Year 6 pupils allowing children to learn to swim and to develop those who swim with confidence. We will provide additional swimming targets to pupils not able to meet the swimming requirements of the national curriculum. By offering swimming from Y4	£800 forecast £630 spent (7 sessions at £90 each - pool hire)	The additional catch-up sessions meant that they children had further opportunity to meet the national standard. This was successful as we had more children reach 25m and even 50m in the Summer 2 term, then we did in the Autumn term.	Continue to use the Sports Premium to support the current Year 5 cohort when they move in Year 6, to ensure that a higher percentage of children can leave Primary school meeting the National Standard.

<p>who have not been able to meet the national curriculum requirements for swimming and water safety after the delivery of core swimming and water safety lessons.</p> <p>https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools</p>	<p>upwards we can build upon skill set year on year, so by the end of Y6 pupils well above the national expectation of 25m, and those that do not can be provided with the additional top-up lessons.</p>			
<p>To support half of the cost of minibus rental. (Split with other academies in the trust.)</p>	<p>The minibuses can be used frequently over all the academy to ensure that children are offer a broad range of experiences and regular access to swimming lessons. (NWPA use minibuses to save costings on coaches for activities such as swimming, kayaking, outdoor adventure, competitions and the residential.)</p>	<p>£3000 forecast £4738 spent</p>	<p>The rental of the minibuses allowed us to transport the children to their swimming lessons, competitions, outdoor activities and the residential. The cost of which would have been substantial greater if we used external transport companies. The children were exposed to sports such as rock climbing which they otherwise would not have been able to access.</p>	<p>Continue to split to cost of the mini with the other academy in the trust to ensure that both academies can benefit from transport and can reduce the cost of external transport companies for residential and competitions etc.</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation: 2% forecast 16.6% spent</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<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>
<p>To buy new PE equipment to assist staff and children with a new range of sports to teach.</p>	<p>We will be replacing any old, broken, or missing sports equipment to ensure that all the activities that we offer can be completed efficiently.</p>	<p>£350 forecast £597.03 spent</p>	<p>New equipment was purchased to replace old and broken equipment. This meant that the children were able to benefit from fully working equipment to</p>	<p>Equipment has been purchased ready for September, which should mean that less money is needed next year, and this</p>

	New gymnastics equipment may be purchased to support the curriculum.		ensure that they were able to practise their skills efficiently. New equipment was brought to allow the children to experience different sports such as curling.	money can be spent developing other areas.
A teaching assistant to accompany children to competitions, residential and other sporting events.	A proportion of the TAs activities have significantly raised the profile of PESSPA across the whole of the school. A percentage of her time has been costed to SP.	Not originally forecast. £2342.97 spent	The TA has accompanied the children on their residential, the outdoor adventure activities, the kayaking experience, competitions and has raised awareness of the AStars Road safety programme throughout the year. The children have been exposed to bike ability, scoot ability and other road safety experiences. Due to this, the school has been awarded a Gold award for their commitment to road safety.	Ideally, next steps would be to allow class teachers to take responsibility for their own classes' road safety and accompany their own classes on the experiences. The PE lead (teacher) to accompany the children to competitions as part of their additional hours, meaning that this money can be used to develop other areas in the future.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 1.1% forecast 0.8% spent
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:
Sport Specific Teacher training	To train staff in specific sport training. Interest has been shown in: Other sport specific training would ensure that there were teachers with varying specialism to offer a broad range of opportunities for the pupils.	£200 forecast (£100 – Rescue £45 – Curling and Archery) spent	To ensure the safety of the children in the water, the level 2 swim teacher has received rescue training. This means that they can not only save children when needed.	In future may mean that if a different pool was used, a lifeguard may not be needed, and this save an additional cost.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 60.8% forecast 38.9% spent
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:
To offer Year 6 children initially a kayaking experience.	To make sure that children are meeting the water safety aspect of the national curriculum, we want to offer an experience in open	£1300 forecast (£640 per day) £1280 spent	The children were provided with both a kayaking experience and a paddleboarding experience. This gave the children to swim and	We will continue to provide this experience as it is vital to allow opportunities for the children to swim in different

	water. The children will have the opportunity to kayaking, paddle board and canoe in a local open water facility.		take part in activities in a different water-based situation which they have never done before. The activities allowed them to develop not only their range of sporting skills, but also allowed for personal development.	water-based situations and for them to understand the importance of water safety.
To offer the children of Year 6 a School Residential Trip.	To make sure the children of year 6 are experiencing something new. To encourage pupils to take on leadership or volunteer roles that support sport and physical activity outside of school. They will be trying new sports and activities that are not available within our local area. In addition, it will offer a broader experience of a range of sports and activities offered to those pupils.	£7000 forecast £3981 spent	Originally forecast a greater amount as we were going to split the year group and take them across the week. Instead, we took the whole year group for 2 nights. The residential provided an opportunity for children to grow and develop their independence, some of which had never stayed away from home with their families. The children were able to make their beds and take part in activities that are not currently offered to them via the curriculum.	We will continue to offer the year 6 residential as this provides many opportunities for the pupils to develop their social skills, teamwork, independence and a range of sporting activities.
Adventure days for year 3, 4 and 5.	An adventure day each for year 3, 4 and 5. These days will provide the pupils will an opportunity to take part in new activities such as team building, climbing and abseiling.	£2500 forecast £1650 spent	Less money has been spent in this area due to previously using Woodlands, but they were unable to accommodate our dates. Instead, we used Go Ape. This meant that the children had access to different climbing activities and opportunities for teamwork, and personal development.	This experience will be a good start for opportunities that will be available on the Year 6 residential and will develop the cultural capital pf many pupils in the future.
Additional achievements:				

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 14.6% forecast 13.5% spent
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:
Competitions rewards	Rewards, certificates and medals for taking part in competitions. This could include wristbands. Rewards to be given as part of a celebration of the pupil's attendance and perseverance on the day.	£500 forecast £201 spent	Badges have been awarded to those who have not only reached the national standard of 25m but to these who achieved 5m and above. Some the children had not been successful in previous years, and to receive a badge for a distance was a great achievement.	The children will be able to use the badges of evidence of their swimming achievement and will then be able to work on this achievement in the future.
Increased participation in after school clubs, particularly in football.	Use of Sports Cool to run after at least 1 afterschool club to run continuously throughout the year to create a football team. Possible football club for Year 6 Summer 2, when they have completed SATs.	£1500 1440 x 1 football club for year £315 Summer 1 club spent	Spent more due to savings on residential. The children have been able to work with a specialised member of staff to develop their knowledge and skills.	The football club will be offered again next academic year for the same pupils for them to continue to grow and develop as an athlete and experience of competition.
Enrichment days throughout Sports week.	Providers (Sports Cool, Walsall FC) to provide enrichment sessions to support Sport Day activities through the week of 1th June 2023.	£600 £320 enrichment days £120 WFC spent	A whole school Sports Week was provided to ensure that the children could take part in competition, and they were able to take part in activities that are not currently part of the curriculum. WFC provided support in team working skills to support our SMSC curriculum too.	Children have gained basic knowledge of these skills, and so have the staff. This means that with further support they could be offered as an after-school club to provide to children a chance to take part in different competitions.

Signed off by	
Head Teacher:	Mr. Bradnick-Thompson
Date:	
Subject Leader:	S. Pritchard
Date:	05.09.2022 30.07.2023
Governor:	
Date:	