

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020



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](#) (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 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).

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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<p>Every reception child experiences Forest Schools for the year- this has been seen to improve speech and language skills, friendships and confidence.</p> <p>After their reception year all children from years 1-6 continue to experience the benefits of Forest School throughout their time at St Andrew's.</p> <p>Children's enjoyment in PE has improved (80% of all children, during learning walks and conferencing, across the school express joy for PE subjects).</p> <p>The Daily Mile, trialled in years 4 and 5, has seen an improvement in school fitness levels and children's behaviour improving in class. Children have shown an increased positivity in physical activity.</p> <p>All teachers developing confidence in subject knowledge across all three key subject areas; Dance, Sport and Gym.</p>	<p>Ensure all children by the end of Year 6 are able to swim competently, confidently and proficiently over 25ms.</p> <p>Develop the profile for P.E. around the school, including a celebration of children's achievements inside and outside of school.</p> <p>Engage with local sports clubs to deliver football, rugby, gymnastic experience/taster sessions across the school.</p> <p>To develop the role of the PE subject leader.</p> <p>To further develop outdoor learning as a physical education.</p>
<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.</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 2022.</p>	81%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	81%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	81%
<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>Funds will be used to support Year 6 pupils in the summer term of 20/21 to achieve expectations. All children have previously received instruction during their time in other year groups.</p>	No

Academic Year: 2022/23	Total fund allocated: £22,285	Date Updated: Sept 2022		
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: 56%
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:
<u>Impact on pupils.</u>	<u>Actions to achieve.</u>	<u>Funding allocated:</u>	<u>What can we see?</u>	<u>Sustainability and next steps.</u>
Continue with a sports breakfast club to encourage more pupils to attend school earlier and get involved in activities. Sports coach employed at lunchtime to ensure good quality sports provision. Increase the development of social skills through games and activities from reception onwards. Sports Subscription to local sports partnership. For chn to learn about and to engage in a wide range of inclusive sports whilst teachers engage in CPD session alongside their class.	Increase purchase of breakfast club sports equipment to engage the morning group into activity. Take the breakfast group out after eating to increase movement time. Children to be encouraged to join in and get moving. Employment of additional MDA to support and encourage active play in EYFS during COVID restrictions. Use of qualified sports coach who is able to deliver engaging PE lessons and upskill staff in the teaching of PE. This increases the capacity of	<u>£300</u> <u>£4750</u> <u>£750</u> <u>£6420</u>	Up to 42 chn attending breakfast club. All of the chn are now asking to go outside to get started on the games. Chn arriving at breakfast club earlier in order to get involved in the games. Reception chn learning rules, team work, communication through games they can take forwards into their learning. Staff are able to confidently teach engaging PE lessons. Chn access good quality PE lessons that are sequenced and	We hope to increase our numbers to breakfast club and therefore increase the number of chn engaging in morning sports. Continue to offer the provision of lunchtime sports- reduces the number of chn not engaged in playing at lunch and gets them into supervised activities. Increase in fitness and positive activities. We hope that chn's enjoyment will mean that our chn will engage in sports clubs at this school and further afield as their skills are developed. We

	school staff able to deliver high quality PE lessons across the school.		progressive.	hope that our staff are more skilled at delivering high quality PE lessons.
Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				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:
<u>Impact on pupils.</u> Develop the profile of the school's Bikeability initiative and children's achievements through assembly. Sports day to celebrate all children's achievements across the PE curriculum – stickers and medals to all who compete. Sports Week; improving pupils attitudes to all forms of sports and well-being through a focused week. - Take part in 'Walk to school and Bike to school' initiative	<u>Actions to achieve.</u> Children to decrease carbon footprint and increase active movement to attend school. Children to be more settled in class and attentive to their learning. Recognising success Raising awareness of healthy lifestyles and healthy eating. Incorporating these elements into Sports Week. Pupils to explore range of methods of coming to school.	<u>£493</u>	<u>What can we see?</u> More children are biking or scootering to school. Less traffic outside school. More engagement in Bikeability.	<u>Sustainability and next steps.</u> Children's achievements will be celebrated in assembly and newsletter

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10%
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:
<u>Impact on pupils.</u> Improve the provision offered to children in the absence of staff.	<u>Actions to achieve.</u> Employment of Sports LSA to support Coaches with the teaching of PE whilst providing CPD to the LSA to deputise in their absence	<u>£2253</u>	<u>What can we see?</u> Better subject knowledge for both TAs with the HLTA confident to take a more active role in lessons/lunchtimes etc. <u>WIDER IMPACT AS A RESULT OF ABOVE</u> Skills, knowledge and understanding of pupils are increased significantly Pupils really enjoy PE and Sport, are very keen to take part and demonstrate a real desire to learn and improve	<u>Sustainability and next steps.</u> This will lead to sustainability as LSA will be supported to feel confident to deliver PE and Sport both within and outside the curriculum during staff absence.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				25%
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:

<u>Impact on pupils.</u>	<u>Actions to achieve.</u>		<u>What can we see?</u>	<u>Sustainability and next steps.</u>
<p>Children to have further opportunities to take part and to demonstrate maturity across PE and school.</p> <p>New subject leader to introduce new sports into the curriculum. New equipment and training provided.</p>	<p>To ensure younger pupils have further opportunities to take part in PE the older pupils are able to support them.</p> <p>More after school clubs, inter house competitions and a wider variety of sports offered by the PE curriculum.</p>	<p>£416</p>	<p>Fewer instances of pupils not bringing kit to school and as a result progress and achievement in curriculum PE is good.</p> <p>More pupils say they enjoy PE and Sport and want to get involved in more activities.</p>	<p>Staff will work together and share good practice which will lead to better confidence all round and more staff keen to get involved thus ensuring the extra activities will not only continue but there will also be an expansion.</p> <p>The school is no longer dependent on 'experts' coming in to teach PE and Sport as staff are more confident and keen.</p> <p>All teachers to feel more confident teaching new activities.</p> <p>Korff Ball introduced and an increasing uptake.</p>
<p>Chn being able to find health and fitness through a wide range of provision- discovery and enjoyment of the outside world.</p> <p>Forest school helps children develop many skills that are hard to teach in the classroom. ... Children learn to assess, appreciate and take risks, making sensible, informed decisions about how to tackle the activities and experiences they encounter.</p>	<p><u>Forest School</u></p> <p>Forest school can help children to develop:</p> <ul style="list-style-type: none"> self-awareness. motivation. empathy. social skills. communication skills. independence. self-esteem and confidence. physical skills including the development of both gross and fine motor skills. 	<p>£4375 T</p>	<p>Forest School helps children to develop their confidence.</p> <p>... Forest School can be particularly effective for children who do not do well in the classroom environment.</p> <p>Children learn to solve problems and be creative and imaginative at Forest School thus showing enterprising behaviour.</p>	<p>Forest School programmes foster deep respect for the environment in general and woodlands in particular. Pupils retain their connection to Nature for years after leaving Forest School.</p> <p>Maintain our good relations with Spencer's so that we can continue to use this amazing resource.</p>

<p>Nurture Room</p> <p>To help develop the physical and neurological development of our chn with SEND and other chn who may benefit from an individualised space that provides calm, security and personalise learning experiences.</p>	<p>Specialised equipment i.e. light show, soft play equipment, sensory objects, music & EYFS learning toys that stimulate learning and engagement from chn who need learning outside of the classroom at times.</p>	<p><u>£557</u></p>	<p>Targeted learning within a space that doesn't have the distractions or stimulation of a classroom.</p> <p>A place for a child to display and share emotions privately and safely.</p> <p>A place for a child to complete class work in a calm and supportive environment.</p> <p>A place where physiotherapists can work on mats and the floor safely and discretely.</p>	<p>The space to be timetabled on One Plans to ensure use.</p> <p>Staff to have training on how to support the work of the OT to continue the work set.</p> <p>The resources to be maintained to a high standard and relevant to the chn using it.</p> <p>Staff to be encouraged to use the space to support learning or relationship building with chn during their PPA times.</p>

Key indicator 5: Increased participation in competitive 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:
<u>Impact on pupils.</u> Growth Mindset- feeling positive. Engage more girls in inter/intra school teams particularly those who are disaffected. To introduce additional competitive sports identified by pupils in recent survey in order to engage more pupils	<u>Actions to achieve.</u> Outdoor learning and team skills through challenges outdoors with Forest Schools Leader. Arrange which evening for practices which don't interfere with other commitments Arrange friendly competition inter/intra school - use the local sport partnership. Ensure girls access sports including: netball; dodgeball; football	<u>£450</u>	<u>What can we see?</u> Chn brave enough to try new experience. Less fall out between year 6 chn. Chn with greater confidence, stronger friendships and a more positive outlook.	<u>Sustainability and next steps</u> P.E. lead to ensure range of clubs is extended to offer more sports
To ensure that staff are up to date with all the latest information regarding PE	AFPE subscription Staff to read and update their knowledge and understanding of latest information.	<u>£89</u>		

Signed off by

Head Teacher: Emma Flin

Created by:  Association for Physical Education
 Active Partnerships
 YOUTH SPORT TRUST

Supported by:



Date:	22.09.2022
Subject Leader:	
Date:	
Governor:	Cathy Shergold
Date:	22.09.2022