

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 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	£0
Total amount allocated for 2022/23	£19320
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£19320

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 2020. Please see note above	98.14%
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	98.4%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	98.4%
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?	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: £19320		Date Updated: 25.09.22	
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: 38%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?	
Develop the knowledge and understanding of all staff regarding the importance of 60 active minutes.		CE to lead staff meeting on Active 60 minutes as a relaunch.		£0	
		Subject Leader & Head Teacher to advocate the importance of keeping children active.			
To increase the number of 'active minutes' at playtimes and PE lessons		Purchase of new equipment to support active breaktimes and PE lessons.		£1000	
		Purchase of active chess sets		£160	
				This is embedded. All staff are aware of the need to aim for 30 mins of moderate to vigorous physical activity per day and are aware of the benefits to the children.	
				More children participating in physical activity at break and lunchtime.	
				Enough good quality PE equipment to ensure everybody can take part in PE.	
				Sustainability and suggested next steps:	
				Each year make sure that new staff are trained.	
				Subject leader to ensure staff do not revert back to sedentary classrooms.	
				New ideas refreshed to keep up interest for staff and children.	

<p>New ideas for staff to incorporate physical activity into classroom learning</p>	<p>Teach Active resource purchased with active lesson plans for numeracy.</p>	<p>Cost: £575*/</p>	<p>Children have a greater opportunity to be active in maths lessons.</p>	<p>Make sure staff download and print resources to make it easy and accessible.</p>
<p>Promote physical activity at home</p>	<p>Develop opportunities for EYFS to remain active at home through Seesaw and parental engagement. CEA to liaise with EYFS about this.</p>	<p>£200</p>	<p>Seesaw is used and physical activity is promoted.</p>	<p>Start to change the culture within the school community that the school is an ‘active school’.</p> <p>Promote physical activity opportunities for families outside of school.</p> <p>Raise the profile of the importance of PE, school sport and physical activity. Ensuring parents and families know that PE is just as important as other subjects.</p>
<p>Ensure children have access to age-appropriate active travel training to encourage children to walk or cycle to school safely.</p>	<p>Year 3 pupils take part in Pedestrian training to learn how to cross the road safely.</p> <p>Y5 & 6 pupils take part in Bikeability Level 1 & 2 training to learn how to ride their bikes safely on the road</p> <p>Run active travel weeks (one per term).</p>	<p>Bikeability Training Cost: Part of RESSP Buy in. (Part of £4,500).</p> <p>Pedestrian Training Cost: £7 per child x 30 children = £210</p>	<p>Greater numbers of children travel to school ‘actively’. Due to daily monitoring, a higher percentage of children now ‘park and stride’ and ride bikes or scoot to school.</p>	<p>Each year the next cohort will be trained.</p> <p>School staff supporting the instructors from the RESSP fully understand the outcomes and consolidate this learning back in school.</p>

	<p>Assembly on Active Travel.</p> <p>Active travel promotion to parents and families in school newsletters and parent meetings.</p> <p>Promote family bike ability</p>	£800		Parents understand the school is an 'active school' and the benefits of walking their child to school and spending quality time on a morning.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				10%
Intent	Implementation		Impact	£2030
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>Develop life skills in pupils.</p> <p>Maintain focus upon My Personal Best and the School Games Values</p> <p>To promote resilience and self esteem through keeping fit.</p>	<p>All PE lessons to embed a My PB value.</p> <p>School Games values to be promoted within school, at competitions and festivals and in other curriculum areas.</p> <p>Book in Box2bfit and purchase resources.</p>	<p>£0</p> <p>£380</p>	<p>Values are beginning to be understood by children across the year groups. Evidence in books and through questioning has shown that children can reflect upon these values.</p> <p>Box 2b fit was enjoyed by children across KS2.</p>	<p>The life skills are fully integrated into the curriculum plan.</p> <p>We need to make sure the skills selected meet the needs of our children and young people each year.</p> <p>Ensure that new staff understand how to integrate the programme in PE.</p> <p>The subject leader needs to keep the school focussed on the impact, so we don't see a drop off.</p>

<p>To have an idea of how goals can be achieved through sport</p> <p>Identify opportunities through physical activity and sport to assist with behaviour and concentration.</p>	<p>Ensure knowledge and understanding of key sporting events through study and skills practise. Eg – The World Cup.</p> <p>Targeted yoga sessions for children who require behaviour and concentration intervention</p> <p>Use yoga as a tool to support mindfulness with Y6 SATS.</p>	<p>£150 for relevant resources.</p> <p>£1500</p>	<p>Men's and Women's football World Cup were a focus in school.</p> <p>British Cycling event promoted in school and promoted to parents.</p> <p>Box 2b Fit promoted the achievement of goals and resilience.</p> <p>Yoga</p>	<p>School to home communication regarding the life skills is needed so that parents can help consolidate the learning.</p> <p>Children leave our school with essential life skills.</p> <p>Children develop resilience through exercise.</p>
<p>Develop leadership skills in children</p>	<p>RESSP trained sports leaders.</p> <p>A member of staff accompanied the children to the training and now leads the sports leaders team within school.</p> <p>The children deliver physical activity sessions at break and lunchtimes.</p> <p>The member of staff in charge meets the leaders once a month to plan activities and to use the group as the student voice for other projects.</p> <p>The leaders will also support events organised by RESSP.</p>	<p>Leadership Training Cost: Part of RESSP Buy in. (Part of £4,500).</p>	<p>Sports Leaders deliver activities each lunchtime. More children are now active and the leaders have developed leaderships skills and have become more focussed upon physical activity.</p>	<p>20 Sports leaders from Y5 currently trained. We need to continue this year on year and have the older leaders mentor the younger ones.</p> <p>Download more activity cards for the sports leaders to give them ideas for new games.</p>

<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation: 7%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	<p>£1300</p>
<p>Your school focus should be clear what you want the pupils to know</p>	<p>Make sure your actions to achieve are linked to your</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what</p>	<p>Sustainability and suggested next steps:</p>

and be able to do and about what they need to learn and to Consolidate through practice:	intentions:		can they now do? What has changed?	
Increase knowledge, understanding, confidence and competence of new teaching staff. Eg- Reception and Nursery	Purchase of Twinkl PE resource which includes resources and materials that results in greater teacher confidence.	£1000	All staff feel more confident when it comes to delivering PE lessons.	Implementing annual PE observations. Track assessment for learning in PE. Keep tweaking the curriculum map to ensure it meets the school's intentions for PE.
To upskill and renew knowledge and understanding of PESSPA.	Identify CPD opportunities through SSP and wider offer.	£300	Several staff members attended CPD this year which has resulted in greater confidence levels and a greater enjoyment of teaching PE.	Ensure CPD opportunities continue to be identified and staff seek opportunities in areas of weakness.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:
13%

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?
To ensure that all children and young people enjoy a broad range of sport or physical activity.	Take part in RESSP festivals and development days. Take up the Yorkshire Cricket Offer	Part of RESSP Buy in. (Part of £4,500). £325	Curriculum overview and delivery shows that children are provided with a broad range of sport and physical activity. All children were given the opportunity to take part
			Sustainability and suggested next steps: Continue to enter children into sports events and festivals. Ensure thought goes into which children are selected for which event.

	<p>Yoga as part of curriculum delivery</p> <p>New sporting opportunities in school sports week</p> <p>Purchase new orienteering package</p>	<p>£1500 (above)</p> <p>£1000</p> <p>£700</p>	<p>in festivals and/ or competition.</p>	<p>Follow up work to every event to ensure maximum impact.</p>
<p>Target groups of individuals to be given wider sporting opportunities.</p>	<p>Identify girls and use pupil voice to develop girls' only sessions.</p> <p>Girls football clubs for KS1 and KS2 girls</p>	<p>£500</p>	<p>Girls only football sessions provided at after school clubs and at breaktimes by sports leaders.</p> <p>More girls express an enjoyment of sport/ physical activity.</p>	<p>Increase links to community clubs and wider opportunity outside school for girls.</p> <p>Use exit route provided by SSP</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				28%
Intent	Implementation		Impact	£5500
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:
Ensure that every pupil, by the time they reach Y6, has represented their school in a sporting activity	<p>Enter into RESSP competitions and festivals.</p> <p>Ensure children are entered into appropriate levels of competition to suit their individual motivation, competence and confidence levels.</p> <p>Keep a track of which competitions and festivals every child has attended.</p> <p>Celebrate ALL participation achievements, not just the winners.</p>	Competition Cost: Part of RESSP buy in (Part of £4,500).	All children have represented the school in physical activity. When questioned, all children said that they had a positive experience.	<p>Ensure that all children are appropriately prepared for the competition they are attending to further increase their physical literacy levels particularly their confidence and motivation levels.</p> <p>Reinforce the Spirit of the Games values that RESSP are aiming to develop in our children: Honesty, Passion, Determination, Self-Belief, Respect and Teamwork.</p>
Offer pupils the chance to develop sports specific skills to become competition ready.	<p>Identify and book in sports specific coaches to support in PE</p> <p>Eg- dance, cricket, football, rugby</p>	£500 (above)	.Coaches used to develop skills and children showed that they were competition ready.	<p>Children are better prepared and more confident/ competent to join clubs.</p> <p>Where possible use community clubs to offer children a local connection.</p>

Purchase good quality school PE kits for competition use.	Children will be proud to represent Wheatlands and will be more likely to have the desire to attend competitions and festivals	£500	PE kits purchased. Feedback from children suggested that they were proud to represent the school.	Representing and being proud of the school at sports events can be embedded by wearing the Wheatlands kit.
Transport provided to sports events.	More children will have the opportunity to attend as the cost is reduced for parents.	£5000	All children were provided with travel to events.	Ongoing provision provided for children to access sports events that they may not otherwise attend.
Increase the number of children engaged in personal challenges	Sports leaders to run personal challenges over lunchtimes; targeting specific children.	£0	Skipping personal challenges run over lunchtimes.	Children continue to develop resilience, determination and perseverance which can be transferred to other areas of life. Children get fitter through skipping.

Signed off by	
Head Teacher:	Mrs S Pyle
Date:	29.09.22
Subject Leader:	Miss C Earle
Date:	29.09.22
Governor:	Mrs C Tennyson
Date:	11.10.21