

# 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](http://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.

How much (if any) do you intend to carry over from this total fund into 2021/22?	£5500
Total amount allocated for 2022/23	£17990
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2022.	£23490

## 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. <b>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</b>	52
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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	77%
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	48%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	48%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> 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: £23490		Date Updated:12/10/2022	
<p><b>Key indicator 1:</b> 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:
					31%
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?:	
Have more active breaks throughout the day to increase children’s daily activity, including opportunities for outdoor learning	Subject lead to speak to staff regarding possible ways to have active breaks in lessons or increasing active lessons including those lessons taught outside.		£6825.97	Brought into teach active and discussed ways this could be used. Some lessons are becoming more active and therefore increased active minutes.	
Weekly PE lessons with a range of sports offered throughout the year	Ensure curriculum plan is progressive and a range of sports and skills are offered throughout the school			Curriculum checked to offer a range of sports and skills are progressed.	
Range of activities and equipment offered at playtime to encourage a range of physical activity, including the use of playground leaders	Plan opportunities to use the playground markings and climbing frame across the school, through lessons, playtimes or golden time.			Range of active golden time, after school clubs have been provided and widely taken up. Children seem keen to keep participating.	
	Use of the sound system to encourage Zumba and dance.			Increased opportunity to use climbing frame across the school with rotas set up across the key stages.	
	New playground			Re introduce teach active to all staff. Ensure teachers are using it regularly to increase active minutes.	
				Keep offering a range of after school clubs next year.	
				Check rotas for climbing frame and ensure that these are still working.	
				Keep monitoring curriculum plan and that skills are progressing.	
				Train new playground leaders, to continue to increase the activity	

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	activities/equipment.		<p>Youth Activators have been used at lunchtimes during 3 terms. These have targeted all age ranges and have engaged a variety of children in different games.</p> <p>Bike shelter fitted in the KS1 playground, children excited to use this. Greater use in summer months when the weather is warmer.</p>	within the school.
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<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				47%

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:
Improve staff confidence in teaching of PE, and consistent delivery of high quality PE lessons	<p>The use of North Oxford School Sports Association (NOSSP) based in Banbury as an expert resource</p> <p>Use NOSSP staff to help with lesson planning and teacher performance standards.</p>	£10308	<p>Staff feeling more confident in teaching and contributing to PE lessons and planning confidence. Teachers feeling confident to deliver blocks of lessons, following guidance from mentor, subject lead. Children benefitting from high quality P.E. lessons, in an in-depth curriculum. This has also raised the profile of PE across the school.</p>	Continue with NOSSP, ensuring all staff have opportunities to work with NOSSP staff

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				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>CPD for PE coordinator to better support staff and provide more opportunities for the children in school</p> <p>CPD for all teachers: Enrolment with North Oxford School Sports Association. Up skilling all staff with planning, teaching and assessing.</p> <p>In school training from PE coordinator for teaching staff</p>	<p>Class based help Regular meetings with the NOSSP staff Relevant courses to up skill PE coordinator</p> <p>Planning sessions Class based help ½ to 1 day a week. Use 'Get Set 4 PE' to help with teachers planning and confidence. Book courses for staff as relevant.</p> <p>Staff meetings lead by the PE lead</p>	Same as indicator 2 spending	<p>PE coordinator accessed a range of CPD opportunities to develop and deepen understanding. Implanting new ideas within school.</p> <p>CPD for teachers using NOSSP staff throughout lessons leading to growth in confidence and better PE lessons.</p> <p>Getset4PE has continued to support staff in the teaching of PE</p> <p>PE opportunities have been shared in staff meetings</p>	<p>Continue with NOSSP, ensuring all staff have access to opportunities</p> <p>Continue accessing a range of training opportunities, highlight potential training for staff members</p> <p>Continue with Getset4PE</p>
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				21%
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>Board range of sports across the school day through lessons and Golden times</p> <p>After-school clubs provided by school staff and external providers.</p> <p>NOSSP staff to run sports during our Golden time on a Friday to offer a large range of sports</p> <p>Offer a range equipment at playtime and lunchtimes.</p> <p>Engage with inter-school competitions to broaden children's opportunities.</p> <p>Additional achievements:</p>	<p>Plan a broad sports curriculum which covers a wide range of activities and skills. Encourage all staff to provide some active golden times, including sports different to those in normal lessons.</p> <p>Plan a timetable of after-school clubs which includes a broader range of activities for children across the school. Book external providers as needed for after-school clubs, stagger opportunities for children across the school.</p> <p>Organise a timetable for NOSSP staff to work with different classes throughout the year during golden time.</p> <p>As mentioned in Key Indicator 1; update playground equipment for each class, to enable new and different playground activities</p> <p>Review every competition offered within school and speak to the relevant school staff. Plan transportation and equipment as needed for competitions.</p>	<p>£4635</p>	<p>After school clubs have offered a large variety of sports with at least 2 active/outdoor clubs offered in each key stage. Premium Enrichment have run an after school club for every key stage including table tennis and fencing.</p> <p>Outside sports people coming in to broaden the experience of the children including Chance to Shine Cricket</p> <p>NOSSP Staff supported a range of classes during golden times running sports activities, exposing children to sports not taught directly in school.</p> <p>Inter-school competitions and sports events engaged with offering a range of opportunities.</p> <p>Children have taken part in festivals within NOSSP, with particular children chosen to increase activity across the entire school.</p> <p>Sports day offered a range of sports for children to take part in and develop skills.</p>	<p>Access a larger range of afterschool clubs, consider booking local sports clubs to help provide this provision.</p> <p>Seek opportunities for sports opportunities throughout the school day, e.g. Premium Education, Oxford United or Just Dance.</p> <p>Increase sporting options during golden times</p> <p>Continue to engage with intra and inter-school opportunities. Plan an exciting sports day with a range of sporting opportunities.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
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>Partake in face-to-face competitions organised by NOSSP.</p> <p>Partake in the football league organised between schools.</p> <p>Plan opportunities for intra-school competitions</p>	<p>Work with NOSPP staff for inspiration in different events. Subject lead share upcoming events with staff, then work with staff and organise children for sessions.</p> <p>Staff leading football club to communicate with other schools to organise matches/transport etc Subject lead to ensure that the resources are available for the football league.</p> <p>Subject lead to plan class, year group and whole school events and buy any equipment to support the competitions.</p> <p>Plan for activities that engage less active children.</p>	<p>£289</p>	<p>Children have partaken in a range of competitions, including rugby and cross-country. Intra-school competitions have been used to support who will be involved in the inter-school competitions.</p> <p>The football league took place over the Autumn and Spring term for both boys and girls. The boys successfully made it to the final. This led to opportunities for the year 5 boys, upper key stage 2 'B' boys and girls team to have friendly matches.</p> <p>Intra-school competitions have been used in conjunction with inter-school competitions.</p> <p>The football club played a inter-school competition, with the same rules as the intra-school football league.</p> <p>Sports day has been planned to offer children a range of sports and opportunities. Children gaining house points with a ceremony at the end of the day.</p>	<p>Continue monitoring and accessing a range of inter-school competitions, including any sport leagues.</p> <p>Plan more intra-school opportunities, including Key Stage opportunities.</p> <p>Ensure a range of opportunities are provided for those less active children</p>



Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	