

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£0
Total amount allocated for 2021/22	£18,600
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2022/23	£ 18,480
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£18,480

Swimming Data

Please report on your Swimming Data below.

<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 which you can then transfer to the pool when school swimming restarts.</p> <p>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</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 2020. ???</p> <p>Please see note above</p>	55%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	45%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	40%
<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>	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:		Date Updated: JULY 2023	
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:
					% 5
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?	
We want them to know that at least 30 minutes physical activity a day in school is needed to prevent diseases and increase their bone density. We want them to be able to be active in the classroom, at breaktimes and in PE lessons. We want them to learn how exercise makes their body feel.	Children to be provided with lunchtime clubs and after school clubs that they can access. As part of a number of PE lesson in each unit children are reminded about how physical exercise prevents disease. As part of a PE lesson in each unit children are asked to feel their heart, describe their breathing and how they feel. Children to have a range of different equipment to use at breaktimes and lunchtimes to allow them to be physically active.		£1,000	Pupils physical health, mental health and understanding has increase. Fitness levels and stamina have begun to improve for the children. With limited afterschool clubs available it meant that some of our pupils have accessed sports club throughout the year. Children say that they enjoy active playtimes that include a range of activities. For all pupils at the end of Year 4 to be able to swim at least 5 metres. COMPLETED 4 children not swimming 5m	
Key indicator 2: The profile of PESSPA 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:
<p>We want the children to know that Physical Education, School Sport and Physical Activity are three different areas and they should want to engage with all three.</p> <p>We want to raise awareness of sporting opportunities and activities which have and are taking place. This inspires young children to want to get involved in activities and sporting opportunities.</p> <p>We want to ensure staff, children, parents and the wider community are aware of these opportunities in and out of school.</p>	<p>To promote PESSPA through the school newsletter 'Parish Press'</p> <p>To promote PESSPA through the school Twitter and Facebook pages</p> <p>To promote PESSPA through school Collective Worship.</p> <p>To promote PESSPA through the school PE/Sport noticeboard.</p> <p>To use school media sites to promote clubs outside of school that link to the opportunities that we have in school.</p>	<p>£480</p>	<p>The notice board has a range of information about clubs, fixtures and results, of which children are aware. In class assemblies, we have had children who have taken part in sporting activities recognised through the Parish Press so we can celebrate their successes. Children are aware of the importance of sport in school and the achievements of other children in school. These opportunities to be highlighted with regular tweets sent out about school sport, linked to school Facebook page. Tweets regularly 'shared' and 'liked' by national sporting organisations. Improved children's attitudes to learning with children in school on time.</p> <p>Children use the language of Personal Challenge in P.E. and Sport and other areas of the school curriculum.</p> <p>COMPLETED</p>	<p>Pupils are very proud to be involved in Collective Worship/Parish Press/photos on notice boards etc. which is impacting on confidence and self esteem. Pupils attending after school clubs complimenting activities in the curriculum. Increased self-esteem/confidence are having an impact on learning across the curriculum.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	54 %

Intent	Implementation		Impact	
<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>We want to improve the confidence, knowledge and skills of children when they are in PE lessons and taking part in sporting activities.</p> <p>Children need to learn how to improve their knowledge and improve their skills. We believe that this this will happen when teachers in school have improved confidence in teaching PE. This will also happen when teachers have an increased knowledge of Physical Education and have increased skills to teach the subject.</p> <p>To facilitate this we believe we can increase the confidence, subject knowledge and teaching skills members of staff from F/S, Y1/2 by mentoring program working in partnership the PE specialist from Gainsborough Trinity Foundation.</p> <p>To facilitate this we believe we can increase the confidence, subject knowledge and teaching skills members of staff from Y5/6 by mentoring program working in partnership the PE specialist from Gainsborough Trinity Foundation and Premier Education</p>	<p>Teachers at school to be part of a mentoring process with Gainsborough Trinity Foundation and Premier Education.</p> <p>Working in partnership with the coaches will upskill the teacher's knowledge of P.E. skills and P.E. teaching.</p> <p>This will allow discussions between professional to improve the confidence of the teachers when they are teaching PE.</p>	<p>£ 10000</p>	<p>New coaches from the coaching companies introducing new ideas to the children. Feedback from the teachers has indicated that they feel more confident to teach PE and to a higher level. Due to this action the quality of PE teaching has increased and children are more active in PE lessons. Lesson drop-ins to confirm this. P.E. maintains a high profile and teachers and sports coaches work collaboratively to further improve their teaching.</p> <p>COMPLETED</p>	<p>Specialist coaches will mean that as a result of learning new skills staff can ensure the consistently good teaching of physical development in all areas of the school and pupils get a specialist and rich physical curriculum. Staff will retain specialist knowledge and skills. The need for coaching will reduce as staff become more skilled up.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 24%
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>We want all children to know that there are a range of different sports and activities that they can take part in.</p> <p>We want as many children as possible to take part in different sports and activities.</p> <p>We want children to know where they can continue to experience these activities and sports in the wider community.</p>	<p>Children to be provided with games and sporting equipment to use at breaktime and lunchtime.</p> <p>Outside coach (Trinity Foundation) to provide a range of sports and games for children at lunchtimes.</p> <p>Outside coach (Premier Education) to provide a range of sports and games for children in an after-school session.</p> <p>Targeted children to be invited to the club so that as higher percentage of children take part in extra-curricular activities.</p> <p>Clear range of sports and activities to be planned throughout the PE curriculum so that children experience different sports.</p>	£ 4500	<p>Teachers feel confident to teach sporting activities. Clubs expected to run this year are; Girls Football, Boys Football, Mixed Football, Netball, Tag Rugby, Indoor Athletics, Cross Country, Swimming, Multi-Skills and Tri-golf. Pupils will have participated in a range of different physical activities throughout the year and they will be able to talk about these experiences. The school will have participated in a range of sporting competitions and festivals. Social media will show a range of different physical activities. School P.E. and Sport at a level described by the Youth Sport Trust and Your School Games.</p> <p>COMPLETED</p>	<p>Having experienced different sports, pupils will have more knowledge of what they enjoy and what they would like to continue to do in the future. Skills taught in each activity will be able to be applied to a range of physical activities and pupil's physical knowledge and understanding will increase across a range of sports. School are able to maintain the levels prescribed and will look to exceed these as appropriate.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				14%
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>We want more children to participate in competitive sport.</p> <p>We want children to know that there are competitive sports and what competitive means.</p> <p>We want children to know the rules of a number of competitive sports.</p> <p>We want children to know that you can win, lose or draw in competitive situations. We want children to react appropriately when they win, lose or draw.</p>	<p>Agree to the offer from Lincoln and Gainsborough Schools partnership and take part in as many different festivals, competitions and sporting opportunities as possible.</p> <p>Join Gainsborough and District Primary Schools' Sports Association for the year and take part in as many different festivals, competitions and sporting opportunities as possible.</p> <p>Ensure children are encouraged to join competitive clubs out of school. Encourage out of school clubs to come and do taster days for their sport.</p> <p>Teach Y5/6 the rules of competitive sports. Extend so that Y5/6 teach Y3/4 the rules. Suggested sports, football, hockey and netball.</p>	£ 2,500	<p>Gainsborough Sporting Association to be joined. Children to be selected to represent school at Competitive events. Expected to attend this year the following events; Gainsborough and District Local football league, Local cross country event, Local mixed football event, Local girls football event, Local swimming gala, Regional biathlon competition Mini Olympics Expected to attend this year the following events; Lincoln and Gainsborough SSP, Girls football, Multi skills Change for Life Pop lacrosse Tri-golf Gainsborough Trinity Boys football Girls football The range of afterschool clubs available means that at least 50% of our pupil's access sports club throughout the year. The number of PP accessing clubs is in line or higher than non PP children . The school is actively involved in local and regional competitions and pupils are proud to be chosen and enjoy the Events. All teams to be prepared in the activities they will be involved in and have all the relevant equipment including clothing and footwear. COMPLETED</p>	<p>Competitive sport will again become embedded in the schools and pupils ethos. Pupils will join other clubs outside of school. The pupils will represent the school will and continue to develop new skills year on year making the success of the school grow at the same time.</p>

			No tri golf or pop lacrosse this year	
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