Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool Revised July 2022

Commissioned by



mitre

Department for Education

Created by



It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework</u> 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 <u>Quality of Education</u> 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.

additional sustainable improvements Schools funding to make and must use the of Physical Education, Physical Activity (PESSPA) the quality School Sport and to 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.

Pleasevisit<u>gov.uk</u>fortherevised DfEguidanceincluding the 5 keyindicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report yours pend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

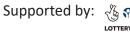
We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to <u>publish details</u> of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

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 2023. To see an example of how to complete the table please click <u>HERE</u>.









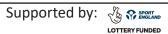


| Total amount carried over from 2021/22 | £ |
|---|---|
| Total amount allocated for 2021/22 | £ |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £ |
| Total amount allocated for 2022/23 | £ |
| Total amount of funding for 2023/23. To be spent and reported on by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

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 2022. Please see note above | |
| 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 | |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | |
| 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? | |







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: | Total fund allocated: | Date Updated: | | |
|---|---|-----------------------|---|---|
| Key indicator 1: The engagement of <u>a</u> primary school pupils undertake at le | 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: |
| | | | | |
| Key indicator 2: The profile of PESSP/ | A being raised across the school as a t | ool for whole scl | hool improvement | Percentage of total allocation |
| Key indicator 2: The profile of PESSP/ Intent | A being raised across the school as a t Implementation | ool for whole scl | hool improvement Impact | Percentage of total allocation |
| · · | - | Funding allocated: | | Percentage of total allocation Sustainability and suggested next steps: |

| Rey multator 5. Increased connuence | e, knowledge and skills of all staff | in teaching PE and | l sport | Percentage of total allocation: |
|---|--|-----------------------|---|---|
| Intent | Implementati | on | 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: |
| Key indicator 4: Broader experience | of a range of sports and activities | offered to all pupi | s | Percentage of total allocation: |
| | Implementati | | Impact | |
| Intent | | | I IIIDall | |
| Intent 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: |





| Key indicator 5: Increased participation in competitive sport | | | Percentage of total allocation: | |
|---|--|-----------------------|---|--|
| Intent | Implementat | ion | 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: |
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| Signed off by | |
|-----------------|--|
| Head Teacher: | |
| Date: | |
| Subject Leader: | |
| Date: | |
| Governor: | |
| Date: | |





