

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 2021/22 | £0 |
| Total amount allocated for 2022/23 | £17,230 |
| How much (if any) do you intend to carry over from this total fund into 2023/24? | £0" |

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 2021. Please see note above | 40% but haven't swam yet (Spring 23) Last year cohort left with 16/18 able = 89% |
| 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 | 40% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 5% |
| 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: Our intended annual spend against the 5 key indicators. Success criteria and evidence of impact that we intend to measure to evaluate for our children today and for the future

| Academic Year: 2022/23 | Total fund allocated: £17 230 | Date Updated: Expenditure: Academic Year: 2020/21 | | |
|---|--|--|--|---|
| Key indicator 1: The engagement of all 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: % |
| Intent | Implementation | | Impact | Sustainability and next steps |
| 2 x 1 hour PE Sessions (from GetSet) each week for all children in school | Children benefit from a progressive scheme of work, written with careful consideration of the aims of the National Curriculum, to ensure a wealth of opportunities to develop physical skills as well as developing the whole child. Further CPD from TSA (TRUSTED SPORTS ALLIANCE) to broaden subject knowledge of PE and sport teaching. • Purchase of essential equipment and resources to enable a wide variety of sports to be taught effectively • | £325 – purchase of get set 4 pe with a 30% discount as we are part of the TSA (Trusted sports Alliance group) £5000 equipment this year | TSA/ Get set 4 pe enables teachers to feel confident in teaching PE- inspiring those who inspire the children is key to successful PE. Increasing CPD opportunities focussing on a variety of areas to continue to develop quality PE lesson To replace equipment condemned in KS1 playground | Enable staff to be able to offer and teach a wide range of sport within PE sessions with improved confidence. To build on year on year KS1 children to help pick equipment |
| Delivery of specialist PE and CPD for staff and support staff to encourage sustainability for quality PE. | Gold package from TSA – This means 1 day a week of delivery and CPD, support to develop planning, leadership delivery. | £10,500 | Confident staff to deliver different aspects of PE, more engaged pupils in sport- more uptake in afterschool clubs and events due to growing self esteem and confidence. | Pupil voice and staff voice. |

| | | | | |
|--|---|--------------|--|---|
| <p>To support children’s physical and mental well-being, improved levels of concentration as well as physical fitness.</p> | <p>Active play KS1 led by playleaders who have been trained by TSA Miss Dillon to support 60 active min strategy. The Daily Mile, After school clubs. day. Outdoor equipment purchased last academic year supports fitness during breaks but also an area to go and release for children that need mental space from the day.</p> | <p>£ 110</p> | <p>Children take part in Daily Mile at least 4x a week, have route to follow on playground to track laps run. Active playtime x5 a week lasting for 30mins</p> | <p>PE lead to monitor impact of daily mile and percentage increase of KS1 children actively engaged complete staff and pupil voice for get set and playleader</p> |
| <p>All children encouraged to increase their fitness through internal house festivals (Level 1).</p> | <p>Inter-house sporting tournaments/competitions throughout the year, for all children, ie: boccia, kurling, archery, cricket, athletics and timetabled in the school diary for frequency and coverage etc.</p> | <p>£190</p> | <p>Half Termly internal house comps to be organised by our trained Bronze Ambassadors where all children encouraged to be the best they can be. Sports day for EYFS/KS1 and KS2. Impact – development of social skills positive relationship building for life. Demonstration of leadership, teamwork and communication skills. Children participate in house teams - promote a termly house competition where the children are encouraged to ‘beat their best’.</p> | |

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement Percentage of total allocation: %

| Intent | Implementation | | Impact | Sustainability and next steps |
|---|--|-------------------|--|--|
| <p>To encourage pupils to take on leadership roles that support sport and physical activity within Stokesay lesson time and inter house system</p> <p>To encourage physical activity into the school day through active travel to and from school, active break times and active lessons and teaching</p> | <p>Playleader year 5 and Bronze ambassadors year 6 require external and internal training- led externally for year 6 by TSA and internally to year 5 by TSA</p> <p>All classes to use physical learning where possible children in active breaks in or between lessons to increase regular physical activity</p> | <p>Staff time</p> | <p>Spring term – children interviewed and impact to be noted in early spring term.</p> <p>Children take part in regular active blast breaks throughout the day - opportunity to move more during class time. Children representing the school in</p> | <p>New PL and BA’s receive training in autumn term, with TSA.</p> <p>Internal sports board to celebrate achievements and House Competitions, weekly newsletters celebrating success.</p> |

| | | | | |
|--|---|--|---|--|
| Pupils, staff and parents are aware of sporting activities and achievements across the school. | School participation aimed at all children to take part in external sporting competitions, events and festivals Half termly aiming high assembly focussing on celebration and of school games values- parents invited. | Bus allocation.... • Sports leader time: SLT time | regular events throughout the year run by TSA and SGO | |
|--|---|--|---|--|

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

| Intent | Implementation | Impact | Sustainability and next steps |
|---|---|--|--|
| To provide staff with professional development, mentoring, training and resources to help them ensure confidence and teach PE and sport more effectively to all pupils, embedding physical activity | To use qualified PE specialist to work alongside teachers to team teach- enhance or extend current opportunities. Team teaching opportunities. • PE leads attend training: TSA, GetSet4PE, Training CPD from Tennis coach / cricket coach to support teacher delivering sessions across the school. All teachers invited to attend practical after-school CPD sessions at CSS .GetSet4PE Scheme of Work is embedded with clear curriculum mapping and progression of skills across all phases. Staff are trained appropriately to ensure quality of teaching. | Gold package Part of Gold package TSA | Children taking part in lessons that are confidently delivered by staff Teachers confidently delivering lessons with increased confidence and skills PE leads to be secure in whole school curriculum overview and 3Is Staff attended CPD session at CSS School. Sow used throughout the school to ensure children given a wealth of opportunities to develop their physical skills as well as developing the whole child. |
| Teacher swimming course attended to enable more confidence in her role to support our swimming teacher to promote excellence in swimming. | Teachers attend swimming teacher course therefore staff confident to deliver quality swimming lessons. | £100 | Continue to use TSA to support staff CPD- put in diary throughout the year – tennis / cricket / tag rugby etc PE lead to continue accessing workshops through GETSET, TSA. Monitor use and impact of teach active, GetSET across the school |

| | Mid-day supervisors to work cooperatively with playleaders during lunchtimes | | TSA to run a staff meeting based on areas needed for staff development. | |
|--|---|--|---|--|
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | |
| Intent | Implementation | | Impact | Sustainability and next steps |
| <p>Top up swimming for year 6</p> <p>Use minibus to travel to future external events run by TSA</p> <p>support and involve the least active children by providing targeted activities, and taking part in targeted events such as inclusion event and festivals that are non-competitive</p> <p>Internal House competitions held half termly</p> | <p>Top up swimmers to access extra sessions in order to reach national standard.</p> <p>Use of trusted bus where available</p> <p>Book bus to use for all other events</p> <p>Y1- Y6 to take part in various events such as cross country competition, KS1 multi skills festival, KS2 Inclusion event</p> <p>internal event between schoolhouses</p> <p>Whole school sports day</p> | <p>£1300</p> <p>No cost</p> <p>Part of gold offer</p> | <p>Raising attainment in swimming to meet requirements of the National Curriculum before the end of Key Stage 2</p> <p>Use a minibus as transportation to TSA sporting events against other schools in a range of activities.</p> | <p>highlight across the year, sporting events to attend – booked in advance and to include house competitions.</p> <p>Take a teacher survey to see what skill set is within the school, to see if a range of clubs could be run, with a focus of participation from a range of children.</p> |

| Key indicator 5: Increased participation in competitive sport | | | Percentage of total allocation: |
|--|--|--------|--|
| | | | % |
| Intent | Implementation | Impact | Sustainability and next steps |
| Attend more Level 2 competitions across a variety of sports and age groups. | Research into hiring/leasing a minibus. | | Timetable after school club activities |
| Get a school kit so that we increase self esteem | | £500 | look into hiring a minibus |
| Aim to run after school clubs in line with competitions we are intending on being involved in to raise chance of success | Increased participation in TSA festivals and competitions. | | purchase kit |
| Host sports events against local schools if transportation is unavailable. | Contact local schools to attend an in house competition | £300 | |
| Hold whole schoolhouse sporting tournaments throughout the year | | | |

| | |
|---|-------------------------|
| Signed off by | |
| T Total spend £18,235 Head Teacher: | P O'Malley |
| Date: | 1/11/22 |
| Subject Leader: | K. Hadley and L. Dillon |
| Date: | 1.11.22 |
| Governor: | |
| Date: | |