

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



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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 | £17,136 |
| How much (if any) do you intend to carry over from this total fund into 2023/24? | £0 |
| Total amount allocated for 2022/23 | £17,136 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £17,136 |

| Key achievements to date: | Areas for further improvements and baseline evidence of need: |
|--|--|
| <ul style="list-style-type: none"> • Forest School provides excellent opportunities for developing a healthy lifestyle. • Wide range of extra-curricular PE opportunities. • 56% of pupils attending one or more After School Sports Club. • 103 children attending cycle or scooter skills workshops. • Specialist teaching combined with quality first teaching from teachers. • Using Junior School grounds for festivals and events. • Working with Schools Sports Partnership – Bucks. • Investment of Scheme of Work to support teachers – PE Hub. | <ul style="list-style-type: none"> • Develop more competitions within school to encourage sportsmanship and team-building. • Develop more sports related activities during playtimes. • Track pupil progress in PE more closely. • Develop a register of more-able children in PE to target provision and provide challenge. • Further celebrate sporting success both within school and extracurricular achievements. • Increase use of Junior facilities. • Improve transition from Year 2 to Year 3. |

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: £17,136 | | 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: 20% |
| 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?: |
| Encourage more children (along with their parents) to participate in active travel to school to take advantage of additional opportunity during the day to exercise. | | Put in place some reward system that promotes physical activity as much as possible. Children could be entered into a draw to win some PE equipment to take home. Take part in National Walk to School Week and Walk to School mornings from Burnham Beeches. | | £650 - Travel Tracker + admin support £450 | More children are travelling to school and exercising on a daily basis. Children ready to learn in the morning. Healthier children. |
| Children will have access to equipment to encourage physical play and activities with in all breaks and lunch times totalling 50 minutes per day. | | To purchase additional equipment to facilitate active play. | | £2,600 | Children encouraged to be active during break times. |
| | | | | Total: £3,390 | |

| Key indicator 2: The profile of PESSPA (physical education, school sport and physical activity) being raised across the school as a tool for whole school improvement | | | | 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: |
| Use the school website, the newsletter, and the twitter account to promote PESSPA much more. | Any competitions that are completed mentioned in the newsletter (Scoop) or on the school Facebook and Twitter pages | £550 | The profile of PESSPA has been raised with increased use of communications about school sport. | Children to report what they have experienced. |
| Children will have access to high quality PE instruction from a specialist coach which will inspire and engage all pupils. | Specialist sports coaches employed to work alongside teachers to enhance expertise. | £1,250 | High quality teaching of sports for children with improved outcomes. | Coach to work in Year 2 and Year 3 so there is better transition. Coach to use the Junior Field. |
| School competitions will include more pupils | PE Subject Coordinator to work with infant teachers to devise a plan for Intra school competitions and use Sports Leaders to facilitate | £1,750 | Children have participated in school festivals and increased enjoyment in sport and being active. | Increasing Intra-school sport. |
| Pupils will be encouraged to see sport as a fun and important part of their lives | Sporting successes celebrated more in assemblies to raise profile, encourage participation and give all pupils the opportunity to excel. | £500 | Children take pride in sporting achievement and are motivated to do more and try new things. | More assemblies focusing on qualities needed for sports. |
| | | Total: 4,050 | | |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|--|--|----------------------|--|---|
| | | | | 28% |
| 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: |
| Pupils will receive high quality teaching in PE and develop skills in a progressive way from Nursery through to Year 2 and into the next phase of education within the Federation. | Coaching on using the scheme of work effectively and how this translates to lessons. Practical ideas on how to teach skills. | £2,750 | Teachers lesson at least good and areas for development identified. | More lesson observations and support for the development of PE lessons. |
| Consistency of provision within lessons, competitions and after school clubs. | Get active to host after school clubs Yoga Club Competitions set around current PE lessons Purchase of PE Resources to support PE provision. Cover for PE Lead to monitor provision and track progress | £2,000 | Children receive many opportunities to take part in good quality after school clubs and festivals. | Hosting festivals and inviting cluster schools to take part. |
| | | Total: £4,750 | | |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
|---|---|----------------------|--|---|
| | | | | 17% |
| 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: |
| Additional achievements: Pupils are able to access a wide range of sporting activities through lessons and extracurricular activities | Provide a broad range of sports clubs. Purchase resources to support clubs. Invite specialist sports coaches in to school to teach specific sports. | £3,000 | A high involvement and enjoyment of PE in school. | Encourage children to take part in sport outside of school. Give parents links to local clubs and invite coaches to promote clubs in school. |
| | | Total: £3,000 | | |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|---|----------------------|--|--|
| | | | | 11% |
| 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: |
| Increased opportunities to compete competitively and develop a value for active participation in sporting activities as part of a healthy lifestyle. | Release staff to organise and run competitions in school. Prizes and awards for school competitions. Attend more competitions. Coaches to transport children to KS1 sports festivals. Release staff to attend competitions and provide transport to events. | £2,000 | Children taking part in more sport and encouraged to be involved. | Promote team games and how to play effectively with other players. |
| | | Total: £2,000 | | |

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| Signed off by | |
| Head Teacher: | <i>D Masters</i> |
| Date: | 28/07/23 |
| Subject Leader: | <i>L Long</i> |
| Date: | 19/07/23 |
| Governor: | |
| Date: | |