

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](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/2022	£0
Total amount allocated for 2022/23	£17,710.00
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17,710.00

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 2020. Please see note above	82%
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	82%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	82%
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?	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:	
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:
Intent	Implementation	Impact	Sustainability and suggested next steps:
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?:
For all children to receive at least 30 minutes of physical activity each day.	Class related activities (such as wake up shake up) that take place to get children out of the classroom for short bursts. Skipping workshop for the whole school. £420 Young leaders training (Y6) to run clubs for younger students at breaktimes and lunchtimes. Year 6 have been trained to be Play Leaders ready to lead sessions from Autumn term 2 Sports clubs paid for before and after school by sports coaches. £2000	Year 6 teacher has trained playground leaders. Active playtimes due to organised equipment. Children know how to skip so can use skipping ropes during break time. We have an active and well-attended football and multi sports club. We also have a free fitness club after school run by the deputy head.	Continue to train children in year 6 at start of the year. Ask for support from SSCO. Continue to have skipping ropes outside. Continue for next year.

<p>All children continue to have at least 2 hours of high-quality P.E a week. (1hr with class teacher, 1hr with P.E coach)</p> <p>Teach Active – active maths and English lessons to help increase daily activity level</p>	<p>Children to have a PE coach for 1 lesson a week.</p> <p>All children to attend Forest School.</p> <p>School to subscribe to Teach Active. Discuss at staff meeting on how to use and why- it is a bank of resources and plans to aid maths and English curriculum.</p>	<p>£975</p>	<p>Each class has had a minimum of 6 weeks of Forest School sessions this year. This was a change from the plan due to recognition of children needing additional physical sessions in forest school.</p> <p>Active, interactive lessons are being taught so not all lessons are sat down.</p>	<p>Continue next year.</p> <p>Continue next year. Keep reminding teachers about the subscription.</p>
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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	
<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>RealPE (Jasmine Licence) to support teachers in providing lessons to develop the multi-abilities of each child: physical, social, personal, health and fitness, cognitive and creative.</p> <p>Cross curricular orienteering to support children having 30 minutes of activity a day in school and the teaching of outdoor adventurous</p>	<p>Teachers who are new to the school will have received RealPE training to increase staff confidence in using the resources.</p> <p>Teachers will receive training on cross curricular orienteering and implement this in PE lessons and other lessons.</p>	<p>£500.00 (contact to get a quote)</p> <p>Between £900 and £1700</p>	<p>All staff have been trained by PE lead and discussion about assessment was had. Teachers have shown increased confidence in teaching PE.</p> <p>Orienteering has happened in upper KS2 through planning provided by PE lead.</p>	<p>New PE scheme to be implemented, staff to be trained at start of year and given to coaches.</p> <p>Training to happen next academic year.</p>

activities. Supply cover for new PE Subject Leader.	Work on the monitoring of PE, auditing equipment and action plans.	£1000	Time given to attend meetings and support other teachers in delivering PE and to also prep and plan for competitions.	Continue this from September.
Purchase of PE passport to help assess, plan and record P.E data	Use of P.E passport to help P.E Lead and teachers assess each child and plan lessons in accordance with what is needed. P.E Lead can track each child. (Who is participating in school events? What children do extracurricular activities?) P.E Passport helps assess each child and gives P.E lead a clearer picture on certain groups of children (age, gender, PP, SEN).	£699	Trained in assessment for Real PE so teachers know how assess PE during their lessons.	Training in new assessment from scheme.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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>Support staff in developing their confidence and knowledge in their PE delivery for the children they teach.</p>	<p>Y1/3 to have CPD opportunity from rugby workshop.</p> <p>Y2/4 staff to have CPD opportunity from Tennis workshop.</p> <p>Oxford Hawks providing CPD for Year 5 and 6. This has continued for years 2,3 and 4.</p> <p>Chance to Shine Cricket lessons for year 1,2,3 and 4.</p> <p>Planning for academic year, organising workshops, festivals and competitions.</p> <p>Audit of PE equipment to establish what equipment is needed.</p> <p>Audit of staff needs and chance for staff voice to ask for CPD opportunities they may want.</p>		<p>Children got invited to Oxford Hawks for hockey tournaments.</p> <p>Children were also invited to a cricket tournament.</p> <p>Children have become more interested in different sports.</p> <p>This has allowed the PE lead to know what equipment is needed, and what needs to be order.</p>	<p>Continue to get different workshops in to inspire children in different sports.</p> <p>Audit of equipment to be done 3 x a year to ensure equipment is up to date.</p>
<p>The employment of SSCO (Sports School Co-ordinator) to work alongside class teachers to develop the teaching skills and progression of dance within the P.E. curriculum.</p>	<p>CPD for new class teachers (Y3 and 4) to develop confidence and knowledge through working with a specialist P.E. teacher. The programme is tailored to meet the needs of individual teachers. It will be focussed on Real PE lessons.</p>	<p>£3,500</p>	<p>Organisation of competitions which allowed children to compete in a variety of EPA sports.</p>	<p>Continue next year</p>

Replenish P.E. equipment to provide high quality and stimulating resources for P.E. lessons.	Audit current equipment and supplement as necessary. Look into adding a wider variety of equipment and ensure there is sufficient equipment to cater for whole classes.	£1,500	Equipment and kit ordered to allow the curriculum to taught.	Continue to audit and replenish as necessary.
Level 5/6 qualification in Primary School Physical Education Subject Leadership.	Staff member to complete course to lead the delivery of sustainable high-quality PE in the school.	£900-£1300	Not completed this year.	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils 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:
Children experience different athletic opportunities, raising awareness of variety of sports available to them, including outdoor adventurous activities.	Dance workshops in school for every year group. Key Stage 2 Sports Day at Tilsey Park. Andrews Active Morning and Afterschool Clubs BMX Workshop to be arranged for year 6 Forest school	£1000 £5000 Need to contact for a quote	After school dance club has participants as well. Yr 5/6 got through to West Oxon finals. Well participated morning and after school clubs. All year 6s done the BMX workshop. Each class has had a minimum of 6	Organise different workshops for next year. Continue next year.

			weeks of Forest School sessions this year. This was a change from the plan due to recognition of children needing additional physical sessions in forest school.	
Children who are at risk of not achieving 25m swimming distance to have booster sessions	Year 6 pupils to have booster swimming sessions to provide further opportunity to fulfil the national curriculum expectations.	£1600	All Year 6 children who did not achieve their 25m swimming distance had an additional term of lessons.	To organise this for next years year 6.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6%
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:
Attending festivals, inter school competitions and School Games events.	Compete at school level against other West Oxfordshire pupils. This is to include an EPA Sports Day event at a running track. Transport to events: 5 x EPA festivals 2 x EPA Sports day Payment to West Oxon Sports Partnership?	£1000	Lots of competitions have been entered and some went through to finals.	Continue to enter to different competitions and EPA sports tournaments.
Attending tournaments run by EPA	Arrange teams and compete at tournaments against other schools in EPA. Subject lead to arrange an EPA tournament for netball.		Entered most EPA tournaments throughout the year. Children enjoyed competitions in and out of school.	Continue next year.
Purchase new sports kit for competition	New kit to be purchased for events Uniform to be purchased for staff attending events	£1000	Football kit has been purchased. Discussion about staff uniform was had. PE lead has researched potential ideas.	Buy goalie gloves and staff uniform.

Signed off by	
Head Teacher:	Sarah Nickelson
Date:	17.07.2023
Subject Leader:	Shannon Baker-Roberts
Date:	17.07.2023
Governor:	Harry Porter
Date:	18.07.2023