

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 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 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 2021/22	£1500
Total amount allocated for 2022-23	£17000
How much (if any) do you intend to carry over from this total fund into 2022/23?	£5000
Total amount allocated for 2022/23	£17000
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£22000

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	100%
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	100%
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?	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: 2022/21	Total fund allocated:	Date Updated:		
<p>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</p>			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>We teach to inform pupils about how physical activity can benefits one’s physical, social, emotional and mental state.</p> <p>We want pupils to know how to improve their physical condition.</p> <p>We want our pupils to learn through play and be able take responsibility to be active at playtimes. This would look like playing playground games alongside participating in a varieties of sports such as; football, basketball, skipping, athletics, handball and gymnastics.</p> <p>We want pupils to be conscious around personal development hence why we have implemented ‘The Daily Mile’ across all year groups, setting class challenges alongside individual challenges.</p>	<p>All Class daily mile</p> <p>Playground equipment – Equipment to increase quality in P.E lessons.</p> <p>New playground equipment (Trim trail KS1 & Key Stage 2 playground)</p> <p>New football goals</p> <p>Fit 4 kids (KS2 – workshop around healthy lifestyle and benefits of staying physical active)</p> <p>Play Ground Leaders</p> <p>EYFS outdoor equipment to aid with Physical development ELG</p>	<p>Equipment and playground refurbishment - £11000</p> <p>Fit 4 kids - £520</p>	<p>Pupils have deepen their knowledge and understanding of what to eat, when to eat and how much to eat.</p> <p>Pupils have learnt through the Daily Mile that if you are consistently active, this will have an effect on stamina and energy levels. Furthermore, pupils have developed their resilience through the use monitoring Daily Mile scores (distance ran).</p> <p>Pupils now have space to practise their skills and compete in games during playtime (Football and Handball) – Football Goals.</p> <p>Pupil’s locomotion, object control and body management has improved through the use of playground equipment at playtimes.</p> <p>Pupils in Year 5 and 6 have learnt skills on how to be an effective leader. These skills have been useful for leaders to</p>	<p>Continue to develop play leaders (Year 6) and train New Year 5 pupils via SSP (School Sport Partnership/POSH).</p> <p>Active break times (clubs) – External provider – POSH</p> <p>Class competitions – Daily Mile</p> <p>Invest in new long lasting playground equipment – Key Stage Two Playground</p> <p>EYFS Equipment – learn and improve through play</p> <p>Foundation Equipment – learn and improve through play.</p>

			develop their confidence and understanding of different activities. Furthermore, the impact of 'The Play Leaders' is that ALL pupils from Foundation to Year 6 have had the opportunity to participate and develop their skills during play times. Personal development and leaders have been celebrated in assemblies, weekly.	
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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	
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?:
Our intent is to promote participation and profile of physical education in and out throughout school. We intend our pupils to be knowledgeable and understanding of what is happening at school and around the world in terms of sport. We want our pupils to be aware of what is happening at playtimes (play leaders) alongside knowing the different opportunities that after school clubs offer.	Assemblies Sport Display board – informing pupils about what is happening in school. Sport competitions Sports Day Friday Bridge P.E passport (what to experience before you leave Friday Bridge). After school clubs The daily mile Out school sport staff – teaching and promoting different sports.	After school clubs - £3400 Associated staff costs - £3000	Pupils are aware of what is happening throughout school in terms of participation (celebrating success) Pupils know to speak to staff about upcoming competitions Pupils are aware of what is happening at playtimes (play leaders) Pupils are offered opportunities to participate in activities, which allows them work towards their active minutes per day
			Sustainability and suggested next steps: Sport council Inter house competitions Active Literacy lessons Active Math lessons Continue delivering assemblies Continue celebrating success and participation Continue building club links (local community) Active homework New experiences offered to children e.g. equine, climbing wall etc Guest speakers to come into school e.g. Ice Hockey, Peterborough team

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:
We want our staff to be confident in delivering a quality and active P.E lessons, with lots of opportunities for our pupils to develop their skills from knowledgeable teachers. We want to provide our staff with the skills and understanding of how to differentiate lessons in order to meet the needs for all learners. We want our staff to be eager to teach their pupils and promote sport around the whole school.	<p>Primary Steps in PE all staff CPD around differentiation.</p> <p>Primary Steps in PE – Key Stage 1, FS and EYFS training – Around planning and instant engagement</p> <p>Primary Steps in PE – Subject Leadership – Around monitoring and evidencing impact.</p> <p>POSH mentoring/tutoring – Key Stage 1 and Key Stage 2 staff.</p>	School sport partnership – see key indicator 5 for costs	<p>Pupils are being taught by teachers, who have had high quality training around planning and delivery allowing them to learn and practise basic fundamental skills from nursery all the way up to year 6.</p> <p>Staff are even more confident in relation to planning and their approach to teaching P.E.</p> <p>Staff have voiced how they found the CPD purposeful and that it has provided them with more ideas and confidence in relation to delivering P.E.</p> <p>Pupils receive an exciting, broad and balanced offer within and beyond the curriculum.</p>	<p>2 CPD training days</p> <p>Active Maths and Literacy</p> <p>Other CPD not identified yet</p> <p>Staff questionnaire to understand areas of weakness</p> <p>Continued support from POSH</p>

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:
Despite learning a vast range of skills in school during lessons and competing in competitive environments, we want our pupils to experience a variety of different events out of school and in school. We want to introduce our pupils to all of the sports in the world and where sport can take you and how many different ways you can work in sport. We have created the 'Middlethorpe sporting experience passport' which provides our pupils with different experiences as they progress through our school. We intend to provide physical active experiences, where are out of the norm alongside providing our pupils with sporting events experiences.	Brownlee triathlon (Year 5) Bike ability (Year 5) Balance bike (Key stage 1) Bike ability (Year 3) Sport competitions Swimming (Year 5 and 6) Outdoor adventure activities (Year 6) Fit for kids (Key stage 2) Play leaders (all school)	Swimming - £3200 Transport - £500	Pupils have actively been engaged in a variety of different experiences as they progress through school. After the pandemic, our target was to ensure the opportunities where there to be inspired and for pupils to learn and develop their skills in order to build the gap, which has been created because of Covid.	After the creation of the Friday Bridge passport 'things to experience before the end of Friday Bridge' ensure this is strongly implemented throughout the year Introduction to swimming in Year 2 Continue balance bikes in Key Stage 1 Continue competing against schools Consistent intra house competitions Sport events

Key indicator 5: Increased participation in competitive 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:
We want our pupils to experience a vast range of different competitions and what it means to be competitive. We want our pupils to experience sportsmanship and how to act and perform at different events. We want to provide all of our pupils the opportunity to experience a competition at least once every year. We want our pupils to understand why they learn a vast range of skills in P.E and how they transfer	Yr 5/6 Boys football (local tournament s x3) Yr 5/6 Girls football (local tournament x2) Yr 5/6 Boys football regional competition KS2 Boccia Year 3-6 X country Pentathlon Bowling Yr ½ cricket Yr ¾ cricket Yr 5/6 Tri Golf OAA active learning festival Brownlee Foundation Triathlon Sports day	Transport to comps - £ 1170 School Sport Partnership/POSH (Goldpackage) - £1650	Pupils understanding how to compete in different events and environments and how to show sportsmanship. Pupils can use the skills they have learn in lessons and use them to participate in pressured situations.	Continue to participate in local competitions – aiming to complete more than last academic year. Intra house competitions at the end of every half term. Competitions Full school sport kit.

Signed off by	
Head Teacher:	Michael Elliott
Date:	September 2022
Subject Leader:	Ben Carr
Date:	September 2022
Governor:	Maggie Barwell
Date:	20.9.22