

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 2020/21	£ 0
Total amount allocated for 2022/23	£ 18,110
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 0
Total amount allocated for 2022/23	£ 18,110
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£18,110

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	96%
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	94%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	92%

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/No

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: £17,790		Date Updated: September 22	
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: % 82
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:
<ul style="list-style-type: none"> ➤ All children engage in regular physical activity; minimum of 30 minutes per day for all children. ➤ SEND children receive targeted PE interventions to increase confidence and academic outcomes 	<ul style="list-style-type: none"> ➤ TBSports coaches Sports apprentice ➤ TBSports assesses children's fitness levels each term and shares with pupils to motivate improvement ➤ SEND?PP children timetabled for additional fitness breaks ➤ During school closure TBSports in school for PE provision and providing videos and Sports activity cards for home learning. ➤ Yr1 LSA provides a Yoga classes each week in Yr1 ➤ Year 3,4,5 and Yr6 Cycling Proficiency 		Apprentice Sports LSA £6,874 & after school provision £2926.40 Sports coach 2x lunch coach 2x after school 2 nd hour of sports coaching Yr5 & Yr6 = £5000 ?	Highly active lunchtime for all age groups. Ofsted (Jan 2019) During COVID Jan 2020-July 2021 playground segregated to provided zoned areas for a year group- only two year groups out at a time. Activity promoted – 30 mins each year group at lunchtime, 15 minutes Yr4-6 and 30 mins FSU-Yr3 in break times. Sports activity clubs available to children in school. Improved behaviour and resilience in SEND children Children in school enjoying a wide range of sports activities changing each half term (no sharing of equipment) Evidence sent in on Class Dojo of children actively participating in Joe Wicks and TBSports. Life skills in cycling proficiency for all	Post lockdown questionnaire to promote pupil voice regarding which sports activities they would like to experience. Coaches continue to teach 2hours of PE to Yr5 & Yr6 in readiness for secondary school. Coaches continue to provide 2x lunchtime and 2x after school club provision.

			KS2 children.	
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?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> ➤ To increase fitness, knowledge, experience and enjoyment of physical education before moving onto secondary school. ➤ Life skills training – Yr6 swimming skills & self-rescue ➤ Cycling proficiency Yr3-Yr6 ➤ PHSE & Science - To increase the self-confidence, self-esteem, self-belief, health and wellbeing of the children at Sacred Heart. 	<ul style="list-style-type: none"> ➤ 2hours of professional coaching in PE for all Year 5 & Year 6 children every week. ➤ Yr6 have 6week top up training in swimming & self-rescue in June/July, before leaving primary. ➤ -Greater opportunities for participation in a wider variety of physical activity. ➤ Ten minute circuit type training in the afternoon for KS2 pupils struggling with attention deficit. ➤ PHSE, RSHE, DART, Science, Cycling proficiency- all used to promote healthy & safe lifestyles in all children at Sacred Heart. 		<ul style="list-style-type: none"> ➤ Fitness levels increased across the school measured and tracked by TBSports. ➤ Participation increased, all children come in their PE kit on PE days ➤ Children’s voice used to increase opportunities and widen experience both in types of sports and in participation in competition and festivals of sports. ➤ New curriculum in PHSE & RSHE promotes K&U of health and wellbeing in all children. ➤ Special assemblies, award ceremonies promote the prestige and importance of health and wellbeing. 	<ul style="list-style-type: none"> ➤ Include a Sports award each term for each year group in line with other core subjects ➤ encourage TBSports to look for opportunities for competitions to resume as soon as we are permitted. ➤ Pupil questionnaire to review spots provision and after school clubs to promote active engagement in all children.

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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:
<ul style="list-style-type: none"> ➤ Increased professional coaching and teaching of PE ➤ Increased confidence and fitness in SH children as they move onto secondary school 	TBSports provides teaching to all year groups alongside the PE apprentice. The PE apprentice supports the class teachers from FSU to Year 4 in providing high quality PE provision, planned by TBSports. Year 5 & Year 6 have 1 hours PE provision provided by the sports coach.		<ul style="list-style-type: none"> ➤ Staff value the support of TBSport in planning, coaching and assessment. Teachers also confirm the value of the sports apprentice to promote participation and enjoyment of PE. All children taught by PE professional coaches for a minimum of one hour per week, older children two hours coaching per week. 	<ul style="list-style-type: none"> ➤ Continued collaboration between teachers and coach and PE apprentice to maintain high quality PE provision across the school. ➤ greater participation in competitions and festivals.

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	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	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
<p>Additional achievements:</p> <ul style="list-style-type: none"> ➤ Extended competitions & sports festivals to widen opportunities for participation and take part in competitive sports ➤ Target higher level sporting ability children ➤ Increase the sporting clubs to widen the attendance and promote activity to a wider audience ➤ Encourage Healthy Lifestyles – through PHSE & science. Incorporate Breakfast club, lunchtime including lunch boxes 	<ul style="list-style-type: none"> ➤ TBSports questionnaire to promote and develop wider sports engagement ➤ Links with CTK ➤ Provide opportunities for less competitive sports Yoga and SEND competitions ➤ Swimming for a term in Year 6 ➤ 	<p>£500 equipment £150 trophies and medals</p> <p>£2000</p>	<ul style="list-style-type: none"> ➤ Wider after school club opportunities ➤ Wider lunchtime activities ➤ Fitness activities to start the day 	<ul style="list-style-type: none"> ➤ Mrs Davidson to look at funding streams to further develop the playground provision. ➤ To provide a more varied sporting diet to the children at Sacred Heart to promote a healthier lifestyle beyond the PE provision.

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:
		£		

Signed off by	
Head Teacher:	C Hornsby
Date:	30.09.22
Subject Leader:	M Cordes
Date:	30.09.22
Governor:	L Cooper
Date:	30.09.22