

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 2023.



Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£0
Total amount allocated for 2021/22	£19,488
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19,480
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2022.	£19,480

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p>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</p>	100%
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p> <p>Please see note above</p>	50% (due to limited opportunities for swimming during Covid)
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	50% (due to limited opportunities for swimming during Covid)
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<p>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?</p>	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: 2022/2023		Total fund allocated: £19,500		Date Updated: 23 rd November 2022	
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	
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
		Funding allocated: £7,000			
Continue to provide a high-quality based curriculum.		<ul style="list-style-type: none"> ➤ Teachers and TA's to identify CPD courses to meet their needs through a questionnaire by Paul Chadwick ➤ Every teacher and HLTA (were appropriate) to have in lesson CPD with Primary CPD leader at least once during the school year, depending on the member of staff needs which will be highlighted from the questionnaire. ➤ Teachers to have resources to ensure 2 hours of quality curricular PE is taught every week, despite the weather. ➤ Children to access lessons with outstanding behaviour for learning ➤ Encourage the teachers to use cross- curricular learning through physical development. 		<ul style="list-style-type: none"> ➤ TAs and teachers have benefited from CPD with Paul Chadwick during PE lessons. ➤ TAs were offered targeted CPD with Paul on a Thursday with children less engaged in sport. This would allow TAs to use the skills learnt at playtime and lunchtimes. However, only 1 person took this offer up. ➤ CPD was offered to teachers and TAs from the Vale School Games Organiser. 	
				36%	
				Sustainability and suggested next steps:	
				<ul style="list-style-type: none"> ➤ To offer TA's targeted CPD with PE Co-ordinator to use skills learnt to implement games on the playground at play and lunchtimes. ➤ Teachers to offer CPD to TA's s they can help effectively in PE lessons and offer quality support during PE lessons. ➤ PE Co-ordinator to identify staff strengths and weaknesses across PE. Staff strengths to be used to offer CPD to others who are weaker in this area. 	

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	<p>Highlight areas for CPD from the questionnaire</p> <ul style="list-style-type: none"> ➤ Teaching Assistants to have CPD alongside teachers so they can provide quality support during PE lessons. 			
<p>Increase confidence, knowledge and skills of all staff for teaching PE and Sport.</p> <p>Further develop and improve the use of the extra swimming sessions to further accelerate progress in swimming lessons.</p>	<ul style="list-style-type: none"> ➤ Increase subject knowledge of all staff for sport they are unfamiliar with – highlighted through a questionnaire by Paul Chadwick ➤ All staff to have access to updated VAT PE plans which are available on OneDrive, staff to highlight any gaps in plans or updates needed. ➤ All teachers and TA's to be given the opportunity, and encouraged to attend CPD training, especially for new sports we could introduce in school. ➤ Teachers to have access to high quality advice from Primary PE Lead ➤ Swimming will be completed in week blocks and water safety will be taught to all year groups. ➤ Teachers to identify the children the children who require additional swimming and arrange for them to swim with another year group. (Up to 35 children can swim in each session) 		<ul style="list-style-type: none"> ➤ VAT plans have been accessibly to all staff and have been updated by the Primary PE Lead. These have been used across all PE lessons in all year groups. ➤ Some year groups have offered alternative sports such as American football, frisbee and goalball. ➤ Swimming was delivered to Year groups 3, 4, 5 and 6 in a week block. Children who were less confident were offered an additional week of swimming to improve confidence. 	<ul style="list-style-type: none"> ➤ All year groups to offer new and alternative sports and staff to be offered CPD opportunities to be able to deliver these. ➤ To continue with the week intensive swimming lessons and use the full 35 places to boost the less confident children. Teachers to use the data from last year to implement this so that we have maximum children benefiting.

<p>Further train and develop role of sports leaders within the school to allow more opportunities during lessons, playtimes and intra sports events.</p>	<ul style="list-style-type: none"> ➤ More 'Sports leader' led activities and competitions (both inter/intra school) ➤ Sports leader role expanded to assist in Foundation / KS1 playground ➤ Sports Leaders training will take place for Year 5 pupils for 6 weeks run by Paul Chadwick. ➤ Teaching Assistants to have play leader training alongside sports leaders to develop play activities at lunch and breaktimes. ➤ Continue with the play leader award system to reward and encourage others to become involved. ➤ Year groups will use the play leaders at least once a term during PE sessions as part of the leadership programme. 		<ul style="list-style-type: none"> ➤ Sports leaders from Year 5 (Total 43 children) have benefited from 6 weeks of training from the PE lead at lunchtimes. They have been supporting the children in foundation to play new games. ➤ Year 6 leaders have planned and organised a PE lesson for younger year groups. ➤ Year 6 leaders (boys) organised and planned a whole school 'girls into football' afternoon. ➤ Year 6 leaders all had the chance to lead a group on sports day ➤ Year 6 leaders helped to run the Year 3&4 competitive sports day. ➤ Children have had the opportunity to lead warm ups, cool downs, demonstrations in PE lessons. ➤ Those children less engaged in PE from Year 4, 5 and 6 (12 from each year group) had the opportunity to lead during a 6 week PE intervention (Change 4 life) with Primary PE Lead. 	<ul style="list-style-type: none"> ➤ For TA's to be offered play leader training alongside the children so more children can benefit from this training over lunchtimes. ➤ Children to continue to work towards bronze, silver and gold prefect awards as part of the prefect duties. ➤ For leaders in year 5 to have additional opportunities to lead during the year e.g lead games to other year groups, at intra-sports competitions etc. ➤ To continue with the 6 week PE intervention to ensure those children less engaged in PE have the opportunity to lead to their peers.
<p>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</p>				
<p>Intent</p>	<p>Implementation</p>	<p>Impact</p>	<p>Percentage of total allocation:</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:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: £3,500	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
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<p>Increase participation of sport and physical activity around the school and outside of school</p>	<ul style="list-style-type: none"> ➤ Children from year 5/6 and play leaders to help lead PE sessions at least once a term for children from KS1 and LKS2 ➤ Investing in resources for physical activity games at playtimes and training for staff. 		<ul style="list-style-type: none"> ➤ Children from year 6 led to children during PE lessons, tennis sessions and at the whole school 'girls football'. ➤ Children from Year 5 led during lunchtimes to younger children. 	<ul style="list-style-type: none"> ➤ To ensure that all the children have the opportunity at least 3 times a year to lead to younger children or their peers during PE
<p>Develop staff confidence and competence and delivering high-quality PE lessons through team teaching and planning</p>	<ul style="list-style-type: none"> ➤ On completion of CPD with Primary Lead, an assessment of the session will be given to the teacher receiving the training to highlight improvements and areas of development. ➤ CPD opportunities throughout the academic year either face to face or online sessions. PE Lead to identify CPD opportunities. 		<ul style="list-style-type: none"> ➤ PE lead has observed lessons and highlighted improvements and development needed. ➤ PE CPD opportunities were high-lighted to staff though email from the Vale local offer. 	<ul style="list-style-type: none"> ➤ CPD opportunities were offered to all staff. We will continue to encourage staff to attend for their personal development. ➤ Other CPD opportunities to be investigated by PE Co-ordinator for staff in the local area.
<p>Develop leadership and Sportsmanship/school values to all children</p>	<ul style="list-style-type: none"> ➤ Opportunities for leadership to be developed through PE planning and following Sport Education model ➤ Children leading on sporting activities at lunch, being responsible for playtime equipment. ➤ Develop children as Sports Leaders, developing physical, cognitive and social skills. ➤ Children able to coach, referee and lead during PE lessons, intra and inter sports events ➤ In the playground promote healthy and active play – utilising equipment for children to learn new games and promote inclusive play, staff to 		<ul style="list-style-type: none"> ➤ Children are taught the skills needed for leading during PE and given the opportunity throughout the year to lead during PE in differing roles. ➤ Children who are unable to take part in PE due to injury have been used to lead groups, referee, coach, organise equipment, etc so they are still using their PE skills. ➤ During lunchtimes (especially around football) children have been allocated differing roles such as referee, coach etc on a rota basis so that they 	<ul style="list-style-type: none"> ➤ To continue to implement differing roles during lunchtimes games on a rota basis supported by staff. ➤ To have play leaders who are responsible for each year groups equipment so all the children can enjoy playtimes and learn new games.

	<p>be trained by Paul Chadwick during CPD, play leader training</p> <ul style="list-style-type: none">➤ Lunch time staff to provide equipment and help to teach the children how to respect it.➤ Ensure that the 'learning powers' are celebrated during leadership opportunities in school by staff		<p>can take more responsibility for disagreements. This has resulted in less disagreements and the children showing more respect to each other.</p>	
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<p>Maintain Platinum Level for School Games</p>	<ul style="list-style-type: none"> ➤ Promote a love for learning, high quality teaching, ensuring that the provision in place for children is outstanding. ➤ Teachers have access to a wealth of physical and electronic resources ➤ Keep up to date on the school games website and implement any new criteria. ➤ To increase participation for all children in clubs, competitions and PE lessons. 		<ul style="list-style-type: none"> ➤ The school games website is regularly checked for any new information, and this is promoted to staff through email. ➤ Clubs have been open to all children in KS1 and KS2. With dedicated clubs such as netball, cross country etc as well as multi-sports clubs where the children can have more of an input on what they would like to do during the sessions. Across all clubs 165 children have attended. ➤ We have also offered football through serious for sport which has been well received each term. ➤ Participation in competitions has increased across year 5 and 6. We attended 28 competitions against other schools during the year. We have offered trials for a few sports such as quad kids, football, netball and cross country which has enabled us to choose children who might not normally want to participate. 	<ul style="list-style-type: none"> ➤ To continue to offer sports clubs after school for all children in KS1 and KS2. ➤ To continue with the football offer from serious for sport. ➤ To increase trials and team training which will increase participation in competitions. This will be done during lunchtimes by PE Co-Ordinator.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				(See above)
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: (see above)	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Employing a specialist PE teacher from the trust to work in the school and help to up-skill the teachers, set targets and be confident in teaching a wide range of sports and PE activities.	<ul style="list-style-type: none"> ➤ A specialist PE teacher will continue to work across the school. ➤ To offer additional CPD support to those teachers who feel they would benefit. ➤ Encourage all teachers to use the CPD to learn a new or unfamiliar sport and not in a sport that many people have had CPD in (like football or netball) this will allow for new skills to be developed for both staff and children. ➤ Raise confidence, knowledge and skills for the teachers that the specialist works alongside. This will be done through continued feedback and assessment of the sessions. ➤ To develop knowledge and 		<ul style="list-style-type: none"> ➤ Primary PE lead has offered CPD to all staff. Staff have used this time to learn new sports. ➤ Tennis coach has given CPD support to Foundation, Year 1 and Year 2 staff over 6 weeks. 	<ul style="list-style-type: none"> ➤ To have external clubs into school to offer CPD to staff especially in sports they are less familiar with.

	confidence from the CPD sessions to be able to assess the children effectively.			
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
26%

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: £5,500	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Embed the enhanced and extended curriculum provision effectively into whole school practice.	<ul style="list-style-type: none"> ➤ Provide the children with the opportunity to participate in a range of high-quality activities ➤ Identify successful clubs and clubs that need to be changed / adapted in order to allow as many children to participate as possible ➤ Providing links with the community for children to pursue passion in sport ➤ Children to be given opportunity to access extra-curricular activities during school and after-school ➤ Target PP and SEND children and encourage them to attend after school sports clubs with an invitation letter ➤ Provide external coaches in 		<ul style="list-style-type: none"> ➤ After school sports clubs have been adapted to meet the needs of the children. When a club becomes less popular we have changed or adapted it to try and engage the pupils. ➤ Dance 41 (7 PP), Rugby 11 (1PP), KS1 Cross Country 32 (7PP), Netball 11 (2 PP), KS2 Cross Country 11 (3 PP), Multi Sports KS1 29 (7PP) and Multi Sports KS2 16 (3PP). ➤ Miss Jillian from American Dance School was brought in to provide dance classes for the dance club alongside 2 leaders from King Alfred's. 	<ul style="list-style-type: none"> ➤ To continue to provide high quality coaches and external teachers for our most popular clubs ➤ Continue to offer sports clubs run by teachers and TA's after school. ➤ Offer team training during lunchtime clubs by teachers and TAs.

	<p>our most popular clubs to enable high quality teaching such as football and dance.</p> <ul style="list-style-type: none"> ➤ Highlight opportunities in the local area and beyond through the website, newsletters and social media. 		<p>This provided a wealth of opportunities and the team qualified for the National Final.</p> <ul style="list-style-type: none"> ➤ Football coaches from serious for sport offered football coaching o children in KS1 and KS2 ➤ Clubs were promoted through the website, facebook page and in newsletters. 	
<p>Provide documentation for links with clubs to further promote extra - curricular physical activity.</p> <p>Broaden children’s knowledge and experience of Sport through hosting inspirational speakers/sessions</p>	<ul style="list-style-type: none"> ➤ Children to experience professional sport, promoting a healthy and active lifestyle ➤ Children to have access to a wider range of sporting facilities and teachers ➤ Connect with local secondary schools to broaden children’s experiences of PE. Arrange a PE transition with Year 7 children from King Alfred’s in the summer term ➤ Physical activity-based session for school – raising awareness of the importance of Physical activity and health ➤ Local clubs to visit and offer taster sessions. Tennis, badminton, etc. ➤ Dance day so the children can experience different styles of dance with a local dance school with inspirational dancers. 		<ul style="list-style-type: none"> ➤ Children have attended dance sessions at King Alfred’s with their dance students. ➤ Selected children from Year 5/6 have been invited to a gifted and talented transition sports afternoon. ➤ Selected children in Year 5/6 were invited to a Fundamentals transition afternoon for those less engaged in sport. ➤ We had a weightlifter Paralympian who came int school to give an inspirational speech to the children. ➤ Miss Jillian from American Dance School was brought in to provide dance classes for the dance club. ➤ Miss Jillian attended our sports day and did a whole school wake up shake up. 	<ul style="list-style-type: none"> ➤ To continue to provide links with clubs in the Wantage area. ➤ To add to the newsletter about links to clubs as we may have parents who are keen to offer some sessions to the children. ➤ To continue links with King Alfred’s around transition. ➤ To engage the children with sports professionals and inspirational speakers ➤ To invite local sports people from the community in to provide tailored sessions to the children.

<p>To offer new and alternative sports in PE lessons</p>	<ul style="list-style-type: none"> ➤ Inspirational sports personality to attend school for an assembly. ➤ Staff to attend CPD training sessions to increase subject knowledge of new / alternative sports ➤ Staff to offer in house CPD if they have extended subject knowledge of a specific sport ➤ Engage the children in new sports in PE lessons and after school clubs. Each class to have at least 1 session of PE as a new sport that the children have not played before. This can be supported by the PE Lead. 		<ul style="list-style-type: none"> ➤ CPD has been offered to staff through the Vale PE offer. ➤ In house CPD has been well received by staff 	<ul style="list-style-type: none"> ➤ PE Co-ordinator to promote CPD opportunities ➤ PE Co-ordinator to provide opportunities for training on new sports to offer to the children
<p>Offer additional outdoor pursuit activities</p>	<ul style="list-style-type: none"> ➤ Introduce and engage the children in outdoor pursuits such as orienteering, hiking, den building, etc ➤ Visit local centres - Hill End and engage in services they have to offer which will offer alternative physical activity to the children. ➤ Contact the local orienteering club, arrange an assembly or afternoon of activities. ➤ Take the children less engaged in PE on a hike / orienteering around the local area. 		<ul style="list-style-type: none"> ➤ 2 staff are currently being forest school trained to be able to offer more outdoor pursuit provision. ➤ The year 6 children attended their week residential with outdoor pursuits. ➤ Year 4 hiked to Court Hill and stayed overnight and took part in outdoor pursuits. ➤ Year 5 had an overnight stay at school and took part in outdoor pursuits. ➤ Friends organised a sponsored walk which all families were invited to. 	<ul style="list-style-type: none"> ➤ To offer this provision to more children across school. ➤ To give more hiking opportunities to the children. ➤ To be able to offer more outdoor pursuits to those children less engaged in PE.

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: £3,500	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Increase the variety of population reached with extra-curricular sport targeting groups of children girls / SEND	<ul style="list-style-type: none"> ➤ Having clubs aimed at specific children during school time – lunchtimes or as an intervention. ➤ Use of non-traditional sports for those disengaged. ➤ Vary roles during intra competitions this could include roles such as a photographer and blogger. ➤ Widen scope of Sensory circuit for children with SEND ➤ Continue with change 4 life intervention for those children who are less active, disengaged or less confident. ➤ Target specific groups of children with letters inviting them to extra-curricular clubs ➤ To engage more girls in football as part of a national initiative https://girlsfootballinschools.org/ for ideas and CPD training. 		<ul style="list-style-type: none"> ➤ Those children less engaged in PE from Year 4, 5 and 6 (12 from each year group) had the opportunity to lead during a 6 week PE intervention (Change 4 life) with Primary PE Lead. ➤ Children can take part in a varied curriculum including non-traditional sports. ➤ We held a whole school ‘girls football’ sessions as part of a nation initiative. 	<ul style="list-style-type: none"> ➤ To engage the children in activities during lunch times or PE intervention ➤ To give SEND children the opportunity to lead during PE lessons or to small groups. ➤ To engage targeted groups of children in non-traditional sports during PE, lunchtimes and clubs.

<p>Introduce all the children to competition either in school during PE lessons, at intra, inter and county level.</p>	<ul style="list-style-type: none"> ➤ Encourage and implement small group competitions of mixed ability during PE lessons to engage and encourage participation in further competitions. ➤ Celebrate the children's achievements during competitions through certificates given in class or whole school assemblies and on the school website / social media. ➤ Where possible take an A, B and C team to competitions to allow more participation and to allow children to have a go and enjoy the experience of competitive sports. ➤ Host more competitions in school for other schools to attend and use sports leaders for officiating duties ➤ Join a football league and host matches in school. ➤ Arrange inclusive intra competitions for SEND children such as goalball and boccia to be run by sports leaders. ➤ To increase our dance provision and encourage boys to join and be part of the competitions. 		<ul style="list-style-type: none"> ➤ All year groups as part of PE offer small group competitions and the end of a unit. ➤ Sporting achievements have been celebrated through social media, website and in assemblies. ➤ We have included A, B and C teams in many sports and given the sports council the opportunity to organise teams for events. ➤ We have hosted the netball and boccia this year to other schools as well as football matches. ➤ This year we have had 3 boys join the dance club. We have a male dance sports leader from King Alfred's join us for dance club. 	<ul style="list-style-type: none"> ➤ Engage more boys in dance (we have some boys who are keen to join next year) ➤ Continue to celebrate achievements as this encourages other children to want to take part ➤ Host some alternative sports for other schools to attend.
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Signed off by	
Head Teacher:	Andy Browne
Date:	03.07.2023
Subject Leader:	Elaine Brew
Date:	03.07.2023
Governor:	Sue Hunter
Date:	03.07.2023