

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.

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 2021/2022, 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.**



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/2022	£0.00
Total amount allocated for 2022/23	£17660
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0.00
Total amount allocated for 2022/23	£17660
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2022.	£17660

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>	
<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>	100%
<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>	100%
<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: 2022/23		Total fund allocated:£17660		Date Updated: July 2023	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity					Percentage of total allocation: 38.67%
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:
To increase physical activity throughout school day, providing children with 30 active minutes	Daily mile relaunched where children can run or jog for 15 minutes a day at their own pace in the fresh air, on their own or with friends, most children average a mile or more in this time each day. Extra/additional clubs to meet interest of children who don't favour traditional sports. - Play Leaders used to increase activity during lunchtimes. - Funding used for families in difficult circumstances (e.g. pupils eligible for free school meals) to attend clubs run by external providers.		£6829	Pupils improved Personal Best achievements during the year of distance travelled in 15 minutes. Teachers more aware of ways to make lessons more active Teachers more aware of positive impacts that physically active lessons. Play Leaders aware of a wider range of activities to run at lunch times	Daily Mile fully sustainable without increased funding. - Teachers provide physical activity opportunities in class (which is still developing), which is sustainable. - Majority of clubs on offer are run by school staff at no extra cost. - School to raise the profile and responsibility of sports leaders. - School to continue to provide alternative sports clubs to target a wider audience.
Key indicator 2: The profile of PE and sport is raised across the school as a tool for whole school improvement					Percentage of total allocation: 5.66%
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's mental health, wellbeing, self-esteem, confidence and co-operation will be raised through active participation in sport and exercise	More active classes (see key indicator 1). Use of coaches in all classes to promote a range of sports with highly skilled personnel Student sport leadership continuing to grow, with Sports Leaders playing a more active role in the delivery and promotion of sport throughout the school. Reception Class Forest School Reception Class improvement of outside learning area Purchased additional resources/equipment to enrich curricular provision.	£1000	Becoming a more active school offers several benefits to our children, which include improved: confidence, sleep, mood, coordination, academic results, concentration and reduce the risk of health complications	School to continue to raise the profile and responsibility of Sports Leaders. All teachers to observe and participate in coach-led PE lessons in order to show the value of sport and PE. Further improvement of outdoor learning environment to increase active learning opportunities

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				38.67%
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>Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>PE leaders given time to plan and implement action plan for the year through network meetings Whole school staff meetings given to (e.g.) develop Lunchtime staff Play leaders' lunchtime role, to upskill and improve confidence in staff. Outside specialist sports coaches (minimum of level 2 in their sport) bought in to provide children with high quality PE. Outside specialist sports coaches (minimum of level 2 in their sport) as a CPD opportunity for teachers to observe and learn. Training of Sport's Teacher Assistant to level 5 Sports Coach to improve sports provision teaching opportunities in the school.</p>	<p>£6830</p>	<p>Children exposed to a much greater level of specific sports coaching expertise, which has begun to improve their competences in sport. Children are using these learnt skills from lessons in school sports competitions, which has increased our performance in certain sports competitions. Teachers who have had sports coaches, now have increased confidence and competence. Teachers more confident in running game/match scenarios in PE lessons due to staff meeting CPD.</p>	<p>Spending money on high class coaches benefits the children receiving the coaching but also children in years to come as this is upskilling the staff member in subject knowledge and how to effectively run a PE lesson. PE Leader to embed mapping of key fundamental skills across the school. PE Leader to assess children's fundamental skills across the school and offer suggestions/interventions for groups of children with similar gaps. Staff meeting for new staff and to ensure that links are made with PE lessons and the wider curriculum. PE Leader to arrange sports specific staff meetings through FHSSP.</p>
--	--	--------------	--	--

<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Percentage of total allocation: 6.94%</p>
---	--

Intent	Implementation	Impact	Impact	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>Broader experience of a range of sports and activities offered to all pupils, in order to raise participation levels in physical activity across the school.</p>	<p>Additional sports clubs provided for children who were not accessing traditional sports, such as: archery and dodgeball. Bikeability expanded to Years 3 and 4 students as well as yr5 and 6 Balanceability in Reception Significant proportion of funding used to pay for membership of Forest Heath School Sports Partnership (FHSSP) giving access to increased competitions, training, after school clubs and accreditations.</p>	<p>£1226</p>	<p>A wider range of opportunities offered, with termly monitoring from PE Leader to target children who haven't participated in a club. Through our membership with FHSSP, the children in our school have a wide range of opportunities to compete in competitions and festivals. With 'B' and 'C' teams taken to as many competitions as possible to give more pupils experience of competitive sport and representing the school. Children have accessed local sports clubs through links made at competitions, e.g Newmarket Rugby Club</p>	<p>Look into offering an even wider range of sports clubs next year Encourage more staff to run sports clubs/attend competitions. Look at termly monitoring from PE Leader to target children who haven't participated in a club. Aim to enter even more teams in sports competitions, through the amount of 'B' and 'C' teams we enter, to include children who made not otherwise get this opportunity. Increase links with local clubs and providers, including through sports coaches who lead PE lessons, so that pupils can continue to experience a wide range of sports outside of school</p>
---	---	--------------	---	---

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10.05%
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:
To give all children exposure to a competitive environment through a range of sports.	<p>The Forest Heath School Sports Partnership (FHSSP) giving access to increased competitions. These competitions gave us the opportunity to allow a range of year groups, abilities and genders to access competitive sport.</p> <p>External coaches briefed to provide competitive opportunities throughout the sessions they deliver, which align with the format of FHSSP competitions.</p> <p>Daily Mile: pupils compete against each other to complete alongside a class target of miles.</p>	£1775	<p>Through our membership with FHSSP, the children in our school have a wide range of opportunities to compete in competitions and festivals.</p> <p>See above re. 'B' and 'C' teams entering FHSSP competitions.</p> <p>PE lessons are now more competitive as a game-based focus is now prioritised.</p>	<p>PE Leader to follow up on game-based learning training to monitor if classes are focussing on competition in PE lessons.</p> <p>Previous Sports Leaders to carry on next year and build on their experiences.</p> <p>New Sports Leaders to be trained and briefed on providing quality activities and competitions during break times and lunch times, with PE Leader to arrange rota of Sports Leaders and activities.</p> <p>Daily Mile: classes compete on a weekly basis against each other, alongside a school target of miles</p> <p>Sports Leaders and House Captains to run competitive intra-school competitions, such as dodgeball, at lunchtimes</p>

Signed off by	
Head Teacher:	Mrs M Moore 
Date:	20/07/2023
Subject Leader:	Mrs S Paskell

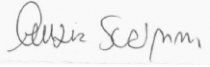
Created by:



YOUTH
SPORT
TRUST

Supported by:



Date:	20/07/2023
Governor:	Dr C Scarpini 
Date:	21/07/2023