

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool Revised July 2021

# Commissioned by



Department for Education



# **Created by**





It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework</u> 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.

Pleasevisit<u>gov.uk</u>fortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement. This document will help you to review your provision and to report your spend. DfEen courages 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 <u>publish details</u> of how they spend this funding, including any under-spend from 2022/2023, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2024.** 



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. 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 2022/23	£0
Total amount allocated for 2023/24	£18,575
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2023/24	£18,575
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£18,575

## **Swimming Data**

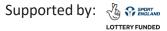
Please report on your Swimming Data below.

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	80%
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	75%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	70%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	No













### **Action Plan and Budget Tracking**

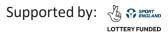
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23	Total fund allocated: £18,575	Date Updated: 19.7.2023		
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – As a minimum we intend for children to participate in 2 hours of physical activity. Chief Medical Officers guidelines recommend that primary school pupils undertake			Percentage of total allocation: %	
at least 30 minutes of physical activi			T	
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:
A1 Sports- All children in school should receive high quality PE curriculum.	<ul> <li>Weekly A1 coach working with staff and children across the whole school (Reception to year 6)         Tuesday and Wednesday.</li> <li>A wide range of sports covered throughout the academic year.</li> <li>Afterschool and lunchtime clubs provided by A1 coaches.</li> </ul>	£12,480	children. • Increased engagement in	Staff upskilled in the delivery of high-quality PE. Broad and balanced curriculum embedded across school. PE skills are being developed across the school and progress between year groups is clear.
<b>Key indicator 2:</b> The profile of PESSP	A being raised across the school as a t	ool for whole sch	nool improvement	Percentage of total allocation:
Intent	Implementation		Impact	Sustainability and suggested next steps.













To raise the profile in school so children, look forward to PE and look forward to that time each week.	<ul> <li>Celebration assembly every week to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved. Parents to attend these assemblies as encouragement.</li> <li>Children receive shining star awards for effort and their work in PE lessons.</li> <li>Yammer communication system to raise the profile of PE and Sport for all visitors and parents.</li> <li>Role models- local sporting personalities are encouraged to visit Holly so that pupils can identify with success and aspire to be a local sporting hero.</li> <li>Partnership between Holly and Woodborough Woods C of E Primary School to allow children in school to compete regularly.</li> </ul>	£300	<ul> <li>Pupils are very proud to be involved in assemblies/ photos on notice boards etc. which impacts children's confidence and selfesteem.</li> <li>Improved attendance rates for identified groups.</li> <li>Increase no. of children attending clubs in the community which is complimenting activities in school and in the curriculum.</li> <li>Increased selfesteem/ confidence evidenced in learning across the curriculum.</li> </ul>	Use links with MTFC, NFFC and other sporting centres/ institutions to raise awareness of other clubs and sports on offer to the children. To revert back to allowing parents to attend shining star assemblies.
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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	













The up-skilling of subject leader, teachers and TAs will improve the progress and achievement of all pupils.  Key indicator 4: Broader experience or	<ul> <li>1 to 1 time with subject coordinator to discuss ideas/sports/ techniques and skills.</li> <li>Staff meeting time.</li> <li>Observations of skilled coaches from different organisations.</li> <li>GetSet4PE to upskill staff's knowledge of a broad range of PE and school sports.</li> </ul>	f1000	•	Increased subject knowledge for subject leader, teacher and TAs. Increased confidence and better subject leadership skills enabling the subject leader to lead professional learning for all staff. Subject leader more confident when undertaking lesson observations/ team teaching- able to provide effective feedback and lead discussions. Skills, knowledge and understanding of pupils are increased significantly. Pupils really enjoy PE and Sport, are very keen to take part and demonstrate a real desire to learn and improve (pupil voice).	Clear progression of skills throughout the school. Teachers happy and confident in teaching outstanding lessons in PE.  Percentage of total allocation:
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Intent	Implementation			Impact	
Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved – focus particularly on those pupils who do not take up additional PE and Sport opportunities.  Created by: Physical Partnerships	<ul> <li>ascertain what pupils would like.</li> <li>Involve external coaches to work with staff in clubs.</li> <li>Purchase of new sports equipment linked to activities that the children</li> </ul>	£1000 £2000	•	at playtimes which has improved the levels of behaviour especially at	Staff work together and share good practice which will lead to better confidence all round and more staff keen to get involved thus ensuring the extra activities will not only continue but there will also be an expansion. The school is no longer dependent on 'experts'

would like to do.	to improved learning in the coming in to teach PE and
A1 Sports to implement	afternoons. Sports as staff are more
sports leaders in Year 6 at	<ul> <li>95 % of pupils say they confident and keener.</li> </ul>
lunchtime on Tuesday and	enjoy PE and Sport and
Wednesdays who will be	enjoy PE and Sport and
trained to run lunchtime	want to get involved in
and playtime games.	more activities.
Opportunities such as	more activities.
archery, gymnastic	
coaches, ballet teachers	
and wheelchair basketball.	











Key indicator 5: Increased participation	in competitive sport		Percentage of total allocation:
			%
Intent	Implementation	Impact	
Children across the school have access to competitive sport either inside or outside of Holly.	<ul> <li>PE lead to continue to develop years 5/6 girls football team.</li> <li>Identify staff to begin a wide range of after school sports clubs throughout the year, including and not limited to; fitness club, dance club, basketball club, netball club, athletics club.</li> <li>Arrange friendly competitions- inter/intra school- use the local sport partnership.</li> <li>Use the schools new house system to arrange inter house competitions throughout the year.</li> <li>Discuss and organise with the PE leader at Woodborough Woods C of E regular football, basketball and netball games for children in years 1 to 6.</li> <li>Place girls and boy's year 5/6 football team in a league.</li> </ul>	<ul> <li>Improved standards in invasion games in curriculum time.</li> <li>More girls are keen to take part with a noticeable difference in attitudes to PE and Sport.</li> <li>Parental engagement in PE and sports is very high.</li> </ul>	Use the feelgood factor to encourage more participation.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	India Linley













Date:	19 <sup>th</sup> July 2023
Governor:	Emma Crawford
Date:	19th July 2023











