

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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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](#).

Created by:  **Physical Education**
Created by:  **Active Partnerships**
 **YOUTH SPORT TRUST**

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£16250
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£16,500
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£16,270

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>January 12th 2024 – March 22nd 2024</p> <p>Barn Owl Class – Friday 10.30-11.130</p> <p>Tawny Owl Class – Friday 9.15-10.15am</p> <p>(13 year 6 pupils)</p> <p>(Additional 30minutes per class – sports premium funded)</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 2024.</p> <p>Please see note above</p>	<p>%TBC 2024</p>

<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>	<p>%TBC 2024</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>%TBC 2024</p>
<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>	<p>Additional swimming lessons have been used to develop water confidence and swimming strokes.</p>

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: 2023/24	Total fund allocated: £16,270	Date Updated: 27/02/23		
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: 51.1%
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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?:	
All children and young people should take part in moderate to vigorous intensity physical activity for at least 60 minutes every day. Children with special educational needs and disabilities should take part in 20 minutes of daily activity. Pupils will have access to daily physical activity, both in structured and unstructured times, in school. Pupils will develop learning behaviours needed to participate successfully in curriculum based physical activities as they move from Lower to Upper School.	Active fusion to support the structured PE curriculum and unstructured times eg lunchtime sports club for KS1/2 provision. <ul style="list-style-type: none"> One full day of coaching per week (39 Weeks), delivering high-quality PE within your school Fusion Leaders Training sessions including resources Thirty free places at the Active Fusion Festival (KS1/KS2). Specialist Delivery (Gym, Dance, Taekwondo) Active Start (EYFS Delivery Program & Balance Bikes) Fusion Playground Leaders and Mini Playground Leaders 	£8312		

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<p>Opportunities in place for pupils to take part in Daily Mile.</p>	<ul style="list-style-type: none"> • Pupils have access to one of the daily lunchtime sports clubs. Pupil voice through pupil parliament will drive the lunchtime sports provision offer. Opportunities for pupils to lead/ support the sessions with scaffolding support by PE lead in place. • Daily Mile challenges to be set across the school calendar for classes to engage in physical activity. • Pupils can access the Daily Mile track during unstructured times. • Staff to encourage the Daily Mile walk, jog, run daily. 			
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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:
				25.6%
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>Celebration assemblies to highlight the successes of PE and sport alongside the whole school curriculum.</p> <p>To continue to update and raise the profile of PE and sport within the school through the display boards and Dojo media. For all visitors, parents and pupils to see.</p> <p>Pennine View is considered a sports/active school that encourages all pupils to engage in PE, Sports and physical activity. PE and Sports continues to be a strength, to support this equipment needs to be replaced.</p>	<ul style="list-style-type: none"> Use school Dojo to share upcoming sports events, fixtures, sporting successes and sports in the community opportunities. Purchase certificates, awards, medals and trophies to celebrate achievements. PE board kept up to date with sporting fixtures and successes. Pupils to take ownership of their successes and add witness statements to the PE display. 	<p>£158</p> <p>£4000</p>	<ul style="list-style-type: none"> Pupils aware of 'what's going on' and can celebrate each other's achievements. Rise in the number of pupils available for different sporting events/fixtures. Photos/ videos of sporting achievements shown in weekly assembly. Pupils across the school will receive recognition for different sporting events/successes. 	<ul style="list-style-type: none"> Invite community sports personalities/ coaches to celebrate sports inclusion.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				4.3%
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>To offer CPD sessions throughout the year in order to improve the ethos of PE and to ensure that inclusive practice takes place.</p> <p>Introduce pupil access to sensory circuits in order to meet their proprioceptive, physical and other sensory needs. Pupils will demonstrate improved PE skills such as balancing, throwing and catching. Pupils will be ready to engage with learning.</p>	<ul style="list-style-type: none"> • CPD for support staff in weekly PE lessons with PE coordinator and Active Fusion coaches – record verbal comments. • Active Fusion to offer CPD qualifications to staff. • KS2 Support staff to complete a pre-questionnaire – Term 1 and put in place CPD workshops. Follow up with a post questionnaire Term 3 to gauge their subject knowledge and confidence around PE when supporting pupils in PE lessons. • Staff involved in delivering sensory circuits will attend sensory circuit training. Knowledge and skills acquired will be applicable in and out of the classroom. 	£700	<ul style="list-style-type: none"> • Review pre-questionnaire Term 1 (comments to add) • Review post questionnaire Term 3 (comments to add) 	<ul style="list-style-type: none"> • Use questionnaires next academic year to monitor the impact weekly CPD in PE with KS2 pupils has on support staff.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				11%
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:
Additional swimming lessons to key stage 2 pupils (Barn Owl and Tawny Owl class)	<ul style="list-style-type: none"> To consistently engage with the swimming instructions at Dearne Valley Leisure Swimming to monitor progression of all swimmers (all abilities) Support and improve opportunities for pupils to: swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively perform safe self-rescue in different water-based situations. 	£1800	<ul style="list-style-type: none"> To be delivered Friday 12/1/24 – 2/3/24 Tawny Owl 9.15-10.15 Barn Owl 10.30-11.30 See swimming data in this document (To be completed after all swimming sessions have been delivered.) 	<ul style="list-style-type: none"> Continue to book the swimming slots in advance to suit the class timetable.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8%
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:	Sustainability and suggested next steps:
Attend NEXUS trust wide PE lead meetings to organise/deliver/attend competitive sporting events. To ensure participation in inter and intra school games events throughout the calendar year in a variety of sports and activities.	Nov 23/ Jan 24/ TBC Attend NEXUS headquarters/ Microsoft teams for PE meetings to arrange sporting competition opportunities for pupils to take part in. Ensure that transport, suitable equipment and any entry fees/costs are available for pupils to participate in the activities. All pupils will participate in Pennine View Sports Day.		£1000 £300	<ul style="list-style-type: none"> Established PE links between PE leads within the NEXUS trust at the initial meeting Nov 2023. Agenda set for PE leads to meet again in Jan 2024 for collaborative practice. Review the meetings and focus on next steps.

Signed off by	
Head Teacher:	Leanne Camaish
Date:	
Subject Leader:	James Burns
Date:	6.11.2023
Governor:	
Date:	

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Engaging Communities, Transforming Lives  **YOUTH SPORT TRUST**

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