

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 <u>Quality of Education</u> 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 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.**

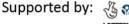
We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click <u>HERE</u>.

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Details with regard to funding Please complete the table below.

Total amount carried over from 2023/24	£0
Total amount allocated for 2024/25	£17,780
How much (if any) do you intend to carry over from this total fund into 2025/26?	£0
Total amount allocated for 2024/25	£17,780
Total amount of funding for 2024/25. To be spent and reported on by 31st July 2025.	£17,780

Swimming Data

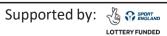
Please report on your Swimming Data below. 2024/25

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 ondry 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 evenif 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 atleast 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary schoolat the end of the summer term 2020. Please see note above	48%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstrokeand breaststroke]? Please see note above	64%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	64%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but thismust be for activity over and above 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.

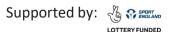
Academic Year: 2024/25	Total fund allocated: £17,780	Date Updated:	July 2025	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that				Percentage of total allocation:
primary school pupils undertake at le	ast 30 minutes of physical activity a d	lay in school		25%
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 achieveare 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:
Improvement in the physical, social, emotional and mental health and wellbeing of children			for KS1 and KS2 children. These are	Lunch time clubs will continue. Once girls and boys football teams are running this will be a priority for further coaching and all
Lunch time Playleader		£2716	Sports coach for girls only.	inclusive on the 2 nd session
Key indicator 2: The profile of PESSPA be	eing raised across the school as a tool for	whole school impr	ovement	Percentage of total allocation:
				43.5%
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 achieveare 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:
SEN children taking part in a daily exercise which forms part of the school routine and aims to reduce anxiety and stress. To engage all children in regular physical	SCS Gym trail sessions to be run weekly for children identified with gross an fine motor skills need SCS specialist sports coaches to work alongside teachers to upskill and	£7,746 coaching		Continue regular CPD sessions focused on inclusive PE practises and mental health benefits of physical activity, incorporating latest research and pupil feedback.















activity, including PE lessons, sports clubs, physical activities	strengthen teaching quality		Develop a peer mentor or sports leader programme where older pupils support SEN pupils in
			participating in physical activities, fostering inclusion and leadership
			skills.

Key indicator 3: Increased confidence, k	nowledge and skills of all staff in teachin	ng PE and sport		Percentage of total allocation:
				23.1%
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?:	
Get Set For PE objectives and planning scheme	Clear plan on which year groups will be covering what sports. A progression of skills will take place throughout the school.	£250 curriculum planning subscription £2000	Evidence of improved staff confidence and competence in PE delivery through CPD feedback PE and physical activity visibly	☑ Continue to use Get Set For PE and Moving on Up as core curriculun frameworks, reviewing and adapting annually to meet pupils' evolving
Moving on Up	Subject leader to attend training to	£2000 £1,650	celebrated across school, with regular recognition of	needs.
Keith Pullen PE specialist	explore ways to improve the quality of PE in the school in line with the		participation, progress, and achievements through	Pullen for ongoing staff developmen and curriculum support.
Outdoor equipment annual service	PESSPA recommendations	£200	assemblies, newsletters, and displays Pupils taking on leadership roles (e.g., sports leaders)	Develop a pupil leadership programme to further increase engagement and responsibility in physical activity provision. Strengthen links with local clubs and community sports providers to support pupils' participation beyond school.
Key indicator 4: Broader experience of a	range of sports and activities offered to	all pupils		Percentage of total allocation:
	T		T	0%
Intent	Implementation	<u>.</u>	Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested















what you want the pupils to know	achieve are linked to your	allocated:	pupils now know and what	next steps:
and be able to do and about	intentions:		can they now do? What has	
what they need to learn and to			changed?:	
consolidate through practice:				
Additional achievements:	Archery	(included in PE	Increased participation among	Continue partnership with SCS to
Children have the opportunity to	Boxing	lesson cost)	underrepresented groups (e.g.,	maintain a diverse afterschool offer,
take part in new sports and participate in			girls, SEND pupils)	ensuring clubs become a regular,
new competitions			Improved proficiency in targeted	expected part of school life.
		(included in lunch	sports, evidenced by teacher	Strengthen links with local sports
SCS to offer afterschool clubs	Football	cover costs)	assessments and pupil feedback.	clubs and facilities to provide
			Participation in at least 3 new	pathways for pupils beyond school
			competitive events per year, with	and support transitions to
			pupils demonstrating improved	community sport.
			teamwork, resilience, and	Use Sports Premium funding
			sportsmanship.	strategically to support high-quality
				coaching, equipment purchase, and
				competition entry fees, ensuring
				value for money and impact.













Key indicator 5: Increased participation	in competitive sport			Percentage of total allocation:
				7.9%
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:
PE Coordinator to liaise with teachers and book children into local events.	friditiber of criticiter taking part in	subscription		Develop ongoing partnerships with local transport providers to secure preferential rates or sponsorship Expand transport provision to include new types of sporting events, such as inclusive or adaptive sports, to broaden pupil exposure.
Transport to Sporting Fixtures & lessons	3 Minibus per half term	£900		

Signed off by	
Head Teacher:	Mrs H Cagney
Date:	Sept '24
Subject Leader:	Mrs Cagney
Date:	Sept '24













Governor:	Mr R Beard
Date:	











