

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 2021. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2022/23	£16,862
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2023/24	£16,884
Total amount of funding for 2023/24 To be spent and reported on by 31st July 2024.	£16,884

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 2024.</p> <p>Please see note above</p>	8/13 61%
<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>	8/13 61%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	12/13 92%
<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: 2023/24		Total fund allocated:		Date Updated:	
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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:		Sustainability and suggested next steps:
Monies carried over from 2022/23 and money from 2023/24 will be used to initiate a whole school 'Sustainable Health' project: this will include the children growing their own fruit and vegetables, cooking healthy meals/snacks as well as the physical aspect of gardening.	<ul style="list-style-type: none"> The head will oversee the purchase of equipment and seeds/ plants alongside the school parliament. All classes will be involved in planning, taking care of the plants and cooking/making food. 	£14,134	<ul style="list-style-type: none"> Pupils have learned about the process of creating a 'Spade to Spoon' programme including the planning stages and have started to learn about healthy foods and what will be grown. 		<ul style="list-style-type: none"> The children will spend half a day each week in the outside area from September 2025 learning about the journey of food in the 'Spade to Spoon' programme.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:		Sustainability and suggested next steps:

Inclusion in long term curriculum plan of a topic called 'We are Lifestyle Coaches'. The children will be taught how to keep healthy both by undertaking physical activity as well as eating a healthy diet and looking after their bodies.	A change in what is included in children's lunchboxes. Teaching children the importance of eating healthily. An increase in the amount of physical activity undertaken both inside and outside school.		Ongoing work to increase awareness of eating healthily including involving outside agencies where children's lunch boxes have been scrutinized and found to be unhealthy.	Continued regular checks on lunchboxes and praising children who eat healthily. Ensuring all children continue to undertake at least 30 minutes of exercise a day. Run sessions where parents are encouraged to take part.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation: %
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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?:
Participation through YST in any PE or Sport Insets where available leads to higher quality lessons for children. PE lesson plans and resources available to all staff to enable lessons to be taught effectively and children to be engaged in activities for an increased amount of time. This means children are active for longer allowing us to ensure they do at least 30 minutes of exercise a day.	<ul style="list-style-type: none"> Teachers and all staff leading PE sessions to request training if needed. New staff to be made aware of all the resources available to teach PE. Insets to ensure TAs and teachers can teach sports especially new sports introduced. 	£250	<p>Teachers and TAs are more confident in teaching PE and trying new sports or using equipment.</p> <p>Resources provided have been used resulting in an increase in the variety of activities undertaken.</p> <p>Ongoing training means confidence is building when providing PE sessions.</p>
			Sustainability and suggested next steps:
			PE Resources purchased in previous years are available for future staff.
			Support for new staff members encourages a confidence when teaching PE and Sport.
			Confidence for both new and existing staff in delivering PE lessons.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>New Sports available - Disc Golf and Archery.</p> <p>Working with the Chipping Norton Partnership of schools, children participate in a broad range of activities including inter-school competitions in the form of events such as a swimming gala as well as football and tag rugby festivals. The children also participate in a year 1 Dance Festival and year 3/4 Ball Skills and Benchball Festival. This provides children with opportunities to meet and make friends with children from other schools. This also makes the transition to Secondary School less daunting.</p> <p>Bikeability - children in year 6 and 5 are given an opportunity to take part in Bikeability. This year, we have also received 6 x balance bikes and two members of staff have been trained to teach children how to use them.</p>	<ul style="list-style-type: none"> • A designated partnership link teacher (PLT) to attend meetings of upcoming events. This ensures children will be able to attend all events run by the partnership. • Children taken to interschool competitions and festivals on coaches provided by school. Providing transport for those children who would otherwise be unable to attend events. • Encourage all children to attend at least one event run by the partnership. • Children from The Shire (FS/KS1) will have the opportunity to learn to ride a balance bike which will hopefully encourage them to continue their cycling journey. 	<p>£2,500</p>	<p>Disc golf has been introduced in ks2 encouraging children to try different sports. The local disc golf course has been flagged to children and some have completed the course with their family.</p> <p>Children have had the opportunity to compete in a range of sports, including football, cricket, athletics and swimming, giving them experience of playing in matches as well as encouraging children to take up sports for a club outside of school.</p> <p>Children have the opportunity to ride a bike - a great form of exercise and a sport that can last into adulthood.</p>	<p>Continue to fund and take part in Chipping Norton Partnership of schools' events. This allows children to compete in inter-school competitions.</p> <p>The skills learned will be able to be used in a range of activities at school across the whole curriculum: e.g. working in teams to complete a D&T project.</p>

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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:
Working with the Chipping Norton Partnership of schools, UKS2 children participate in a broad range of events including inter-school competitions such as a swimming gala as well as football, cricket, athletics and tag rugby. There is also a competitive year 3/4 Ball Skills and Benchball Festival.	PE lessons are linked to the competitive sports at Chipping Norton School so the children learn the skills they require and are prepared for the tournaments.	£	The children gain confidence and experience in playing competitive sports. This often leads to them taking up different sports out of school or attending other tournaments.	Timetable continues each year to ensure the same preparation for the competitive sports.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	