

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised June 2022



Commissioned by the
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](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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.

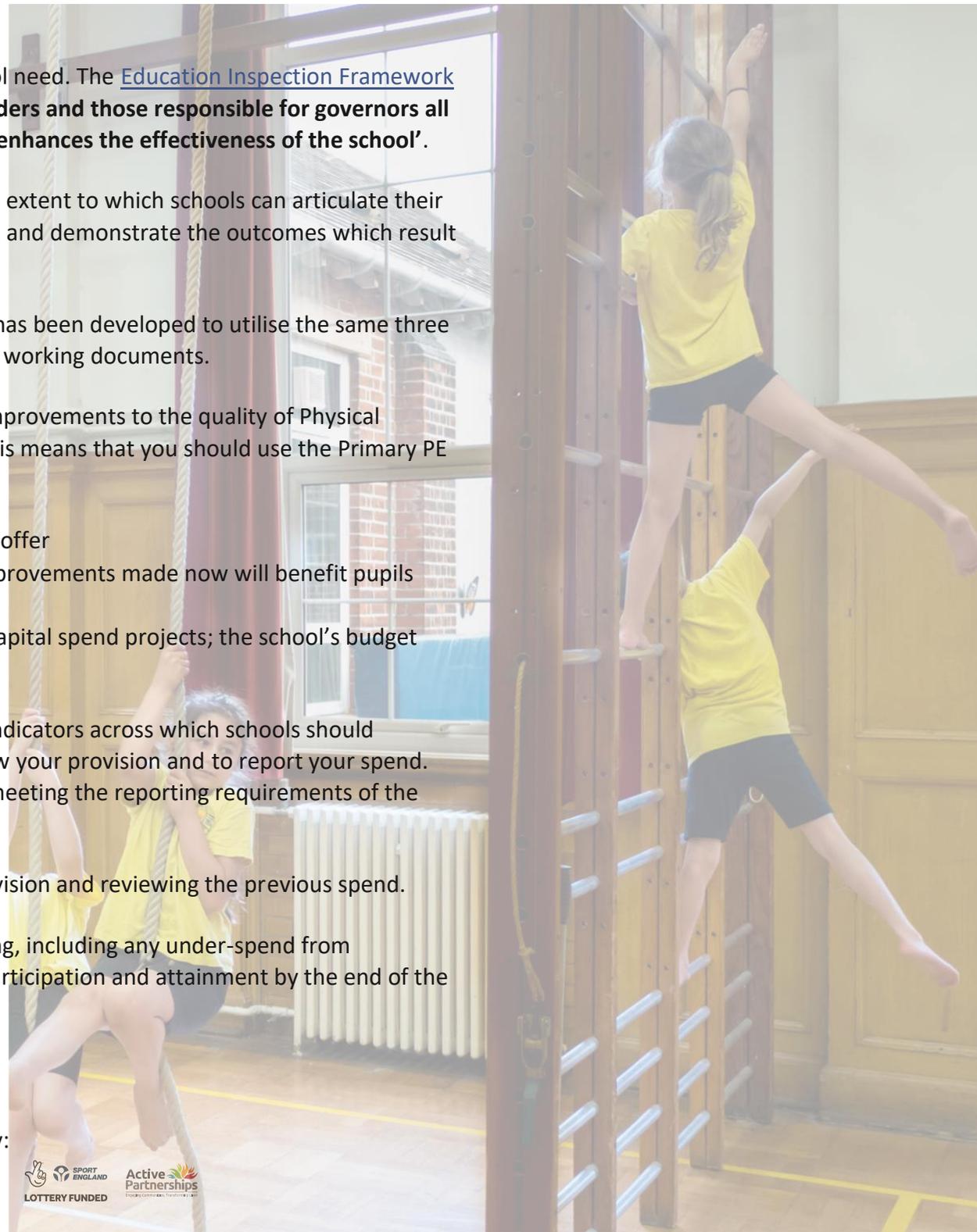
We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2020/2021, as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2022** at the latest.

Created by:  Association for Physical Education



Supported by:



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Sustained YST Gold Mark maintaining current good practice. Use YST self-assessment survey to identify areas for improvement. • Sustained Gold Mark award for School Games criteria for participation and inclusion in competition and PESSPA opportunities. • Partnership with NOSSP and deployment of PE Mentor has had a significant impact on the teaching and learning of PE. All staff have been supported with CPD and feel have improved their competency levels have improved. This provision has been unavailable due to COVID restrictions and a post vacancy during 2021-22. • Partnership with NOSSP has increased participation levels and for competition and inclusion opportunities in a range of sports and activities including virtual/online teaching of PE – live PE lessons, active skill challenges set to do at home, weekly fitness routines, personal challenges set (YST, Hactive challenge activities), active lessons at home. • Physical activity, PE and school sport has been positively contributing to whole school development areas – Teach Active scheme has been used across the school to make lessons less sedentary, to engage pupils and raise achievement. • Active brain breaks/’daily mile’ opportunities are being used to enhance learning as well as active minutes. • Encouraged huge proportion of the school to find active ways to travel to school through promotion of ‘Street Tag.’ We had 165 children and families as part of our school team, walking and being 	<ul style="list-style-type: none"> • Improve and develop assessment and tracking of progress in PE and to ensure this approach is consistent throughout the school. • Aim to achieve Platinum School Games award. • To regularly monitor, assess and support staff with their teaching of high quality PE (lesson observations, planning, modelling, CPD opportunities). • Use staff audit of needs to ascertain areas for CPD. • Redesign the competition calendar to enable all pupils to have access to meaningful competition opportunities. • Reintroduce ‘Change 4 Life’ type club for targeted children and give training to consistent member of staff to lead the club. • Timetable more Personal Challenge and Interhouse competitions to take place in school. • Redesign the timetable for swimming to maximise progress. • Links with Bicester cycling (cycling club – CPD for staff). Bike library in town, - all to promote active Travel. • Intervention and enrichment opportunities on the back of Covid to develop the whole child - children struggling with mental, physical, emotional or social concerns – can PESSPA aid targeted children to improve attendance/ behaviour/academic attainment • Resources and training for staff and greater parents • Enrichment opportunities – BMX workshop (2020-21) (Growth Mindset) coming in, other external coaches highlight other new sports.

active together and came second in the area on the leader board, qualifying for the county finals (2020-21).

- Active break times – new equipment for each class bubble- to encourage further active minutes.
- Reintroduction of Playleaders further increasing activity levels.
- Intervention and enrichment opportunities on the back of Covid to develop the whole child - children struggling with mental, physical, emotional or social concerns – children to improve attendance/behaviour/academic attainment – Large investment in roll out of Forest School activities to help in the above areas.

- Continue with CDC links – FAST programme, Activators

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES

**Total amount carried forward from 2020/2021
£ 2064.12 + Total amount for this academic year -
2021/2022 £18,917.00**

= Total to be spent by 31st July 2022 £20,981.12

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.

<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 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 2022.</p> <p>Please see note above.</p>	90%
<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>	90%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	50%
<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

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				35%
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>PESSPA linked with active learning – achievement in academic progress but also mental health and well-being.</p> <p>Link with SENDCo – sensory interventions increase to accommodate more children needing support/an outlet. Young Carers have opportunities to strengthen their mental health and well-being.</p> <p>Promote and celebrate active opportunities in newsletter/website/text to parents – sporting achievements, Junior Parkrun, gradings and certificates in clubs out of school.</p>	<p>Action written in SDP.</p> <p>Teach Active resource</p> <p>Opportunities given to targeted children who need active intervention for their well-being.</p> <p>More staff given CPD to enable more interventions to help with targeted children’s well-being.</p>	<p>£2,750 (over 3 years - £1,356)</p>	<p>ALL staff aware of importance, now more than ever, of being physically active, having good health and well-being, link to all areas of achievement.</p> <p>Staff including active mindfulness in their daily routine.</p> <p>Change for Life club ran to help identify children who need to improve their self-esteem.</p> <p>Promote how active Longfields staff, pupils and families are through website updates, newsletters etc.</p> <p>Links to Growth Mindset/healthy body, healthy mind and well-being.</p>	<p>Acknowledgement by governors as a standing item of the SDP.</p> <p>PE governor to work with and to be accountable with PE lead to promote this.</p> <p>SENDCo to be involved in targeting pupils.</p> <p>Reintroduce School Sports Organising Crew to promote to their peers and wider community.</p> <p>PE lead to maintain updates to school and wider community so parents are aware of successes and opportunities (such as external visitors).</p>

<p>To continue 'Forest School' provision across early years and KS1 together with vulnerable group offer to help support well-being and mental health issues.</p> <p>Extend Forest school to incorporate opportunities for OAA and orienteering.</p>	<p>Forest School expanded and running for Early years, KS1 and vulnerable group. Costing for 1 staff member for 2 days per week.</p>	<p>£5000</p>	<p>Well-being and mental health support in place through use of outdoor learning (Forest School).</p> <p>Positive impact on behaviour, attendance, mind-set and general well-being.</p>	<p>Continue to evaluate impact of Forest School provision and potential additional groups that may benefit.</p>
--	--	--------------	---	---

<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation:</p> <p>42%</p>
Intent	Implementation		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>Partnership with NOSSP</p> <p>PE mentor currently vacant position</p> <p>Use of PE lead to model, upskill, offer staff CPD</p>	<p>P.E mentor used with teachers who feel less confident in certain areas for the PE curriculum.</p> <p>Gradual take over/team teaching by class teacher under supervision of P.E Mentor</p>	<p>£2000</p>	<p>Pupil have access to higher quality first teaching.</p> <p>Well-structured lessons in a range of different lessons.</p>	<p>P.E Lead to maintain modelling sessions to teachers who are less confident.</p> <p>Run CPD sessions where there are whole school areas of need.</p>

<p>Keep current swimming training levels to ensure school is compliant during swimming sessions</p> <p>Use of outside coaches to upskill and mentor staff in a range of complimentary and additional sporting activity:</p> <p>Dance teacher; rugby coaching; Tennis; Archery; Hill End instructors; NOSSP activators;</p>	<p>P.E Lead provided time to observe and model to other teachers.</p> <p>PE lead and Head to investigate further opportunities for staff training and coaching</p>	<p>£600</p> <p>£6000</p>	<p>Staff are highly trained to support swimming teaching as part of the curriculum.</p> <p>Staff are highly trained to support PE teaching as part of the curriculum.</p>	<p>Staff survey.</p> <p>Continue to evaluate staff training and update when needed.</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p>
				<p>5%</p>
Intent	Implementation		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>Return to offering a wide range of activities and sports in curriculum time and as extra-curricular to maximise participation and inclusion for all pupils.</p> <p>Use of external coaches for extra-curricular clubs</p> <p>Reintroduce the data tracking system to focus on which children are not taking up additional PESSPA opportunities and broaden the offer through pupil voice to include their ideas.</p> <p>Reinstate the 'Healthy Selfies' club (Change 4 Life) to achieve greater engagement in physical activity in targeted children who are less active.</p> <p>Expand provision of Forest school (outlined in Key Indicator 2)</p>	<p>Liaise with staff to achieve a timetable of broad and varied sports and activities offered.</p> <p>Audit of necessary equipment.</p> <p>Greater variety of clubs available</p> <p>Pupil voice – what clubs/activities would they like that would encourage greater participation?</p> <p>Train/offer CPD to a member of staff to support and sustain this club.</p> <p>Offer club opportunity to targeted/identified children.</p> <p>Forest School expanded</p>	<p>£1000</p> <p>Finance indicated in K12</p>	<p>Lesson observations.</p> <p>Tracking participation.</p> <p>Identifying less active/less involved pupils.</p> <p>Pupil voice.</p> <p>Measure activity levels.</p> <p>Identify less active/less involved pupils or those more at risk of not having good well-being as a result of Covid impact.</p> <p>Impact outlined in K12</p>	<p>Make sure opportunities are inclusive, engaging and inspiring.</p> <p>Increase % participation in take up of club offers.</p> <p>Train and maintain member of staff. Use older and targeted pupils as 'Champions' to help lead.</p> <p>Maintain links with external agencies such as CDC Activators, Premier Sports etc</p>
---	---	--	---	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
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>Develop opportunities for Personal challenge and more Intrahouse/Year group competitions held within school. This can be done virtually or in person when restrictions allow.</p> <p>Increase participation in competition opportunities in the wider community (through NOSSP calendared events, liaising with local schools, football team leagues etc).</p> <p>Ensure all children have opportunities to experience competition/festivals and they enjoy and succeed at this.</p>	<p>PE lead to lead on setting up with class teachers to run themselves.</p> <p>When allowed, use the SSOC to lead and run.</p> <p>Use NOSSP calendar to decide events, competitions and festivals to attend and for which children.</p> <p>Maintain football teams – sense of belonging, team player, representing the school and themselves.</p>	£200	<p>ALL pupils will have the chance to compete against themselves, their classmates, part of a team etc.</p> <p>Enjoyment and success is paramount.</p> <p>Participation in NOSSP opportunities will increase.</p> <p>New club opportunities – cycling</p>	<p>Challenge and competition opportunities will be embedded in the school ethos.</p> <p>Maintain links with NOSSP and explore ‘reframing competition’ to make more inclusive, more participation and more success.</p>

--	--	--	--	--

Signed off by	
Head Teacher:	<i>CRughoobee</i>
Date:	18/10/22
Subject Leader:	<i>RSmith</i>
Date:	18/10/22
Governor:	<i>TRichardson</i>
Date:	18/10/22