

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

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](#) (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

Please visit [gov.uk](https://www.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 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 2021** at the latest.

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](#).

Budget Summary for 2022/23

2022/23 Premium - £19,750

Total Funding Available - £19,750

Implementation: PE Lead Self-Review – Safe Practice and your Action Plan Progress

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 into 2022/23 and baseline evidence of need:
<p>The following list are the key achievements and impacts of effectively using the sports premium funding:</p> <ul style="list-style-type: none"> • Significant increase in the number of pupils benefitting from increased opportunities to participate in wider range of sports- within curricular and extra -curricular PE as well as after school opportunities. • developed opportunities to enhance provision during break and lunchtimes for increasing number of pupils • improved staff expertise in delivering quality PE sessions and assessment • MOT training being used successfully in PE lessons. 	<p>The following list are targets for the school to focus on during the 2022/2023 academic year.</p> <ul style="list-style-type: none"> • To increase levels of VPA in all pupils across the Academy to support improvements in physical fitness • To increase the opportunity to play sport/ increase physical activity- targeting children with BMI is above the national age-related figure. • To increase the level of competitive sports/ competitions within school year groups/house teams. • To implement new sports apprentice into the school to increase the number of extra-curricular activities available. • To increase the level of non-traditional sports

<ul style="list-style-type: none"> • All children given opportunity to have 30 minutes of activity a day • Upskilled Sports Coach to level 5 – impact on delivery of learning • Exceeded national average for the number of year 6 children who were able to swim 25m by the end of year 6. • Formalised assessment system embedded across the academy. 	
---	--

<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.</p>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	64%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke?	69%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%

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: £19,750		Date Updated: 30/03/23	
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:
					£3620 18.7 %
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?:	
1. Develop a Healthy Active Engagement Programme to encourage more children to engage more regularly in additional physical activity opportunities		We will ensure that all national COVID19 guidance, Trust and local policy is followed regarding external providers working alongside staff and children with regards to activity provision. A Focus on Outdoor Opportunities <ul style="list-style-type: none">We will identify programmes/ CPD and resources to support active learning across the academy with a particular focus on outdoor learning which also adheres to the national COVID19 guidance	£250	Evidence Impact / Outcomes for Children: <ul style="list-style-type: none">By focusing on outdoor learning, we were able to offer a better quality of educational opportunities for our children.By Focusing on VPA we have increased the amount of time children have spent active at a high-level during P.e lessons.	
		We will continue to focus on Vigorous Physical Activity (VPA) <ul style="list-style-type: none">Children to continue to use VPA during P.E lessons to maximize physical movement.			
				Sustainability and suggested next steps:	
				<ul style="list-style-type: none">Continue to develop the outdoor learning provisions throughout the schoolAcademy to maintain their focus on VPA throughout all of school to maximise the amount of time pupils stay active.	

Created by:



Supported by:



	<p>1.To embed strategies to physically prepare for sessions in KS1 + 2 when pupils are waiting for others to change – new staff fully aware and trained</p> <ul style="list-style-type: none"> • Refresh staff awareness • KS1+KS2 to continue using 5 a day • Use logins to assess impact- updated • Maximizing the time children are physical. • Some pupils to continue to come to school in their P.E Kit on their P.E day. <p>2.Further develop use of strategies to improve fitness/physical stamina</p> <ul style="list-style-type: none"> • Inter class competitions and the engagement of adults to enhance levels of vigorous physical activity. • Link fitbit use to daily mile • Develop competitive nature of inter-intra class running competitions – class/ individual prizes • Time table to be created to ensure all children have an opportunity to use the running track throughout the day. • Additional weekly fitness sessions for 5 year groups <p>3. Bikeability</p> <ul style="list-style-type: none"> • Year 5 • Every pupil to get 2 x Full Days <p>4.To improve/ increase extra-curricular opportunities for all pupils. Break/Lunch and after school clubs from year 1-6.</p> <ul style="list-style-type: none"> • 5 after school clubs provided with the target of getting as many children active as possible- Multisports available • Break and lunch time activities provided. • Change for life club targeting children who need extra Physical activity or will benefit from doing P.E in a small group. Apprentice to run 	<p>£570</p> <p>£1600</p>	<ul style="list-style-type: none"> • Pupils no longer get changed for P.E. 5-a-day now used as small breaks throughout the day to increase physical activity throughout the day. Bigger focus on this on non P.e days. • Using class competitions, we have successfully increased competitive sport throughout the school. • Daily mile track used successfully from years 1-6 • Bike ability completed with a very high pass % for pupils at level 1 or level 2 • We have successfully increased the break and lunch time provision- Each house team now has a breaktime activity club one day per week (4 days) • Change for life successfully implemented targeting pupils who need extra physical activity or other reasons suggested by their classroom teacher. • 5 afterschool clubs ran throughout the year from years 3-6 	<ul style="list-style-type: none"> • Build upon the class competitions already in place to increase in quantity/ regularity where possible. • Bike ability to be booked in again next academic year. • To maintain the current level on provision.
--	--	--------------------------	---	---

	<p>sessions.</p> <ul style="list-style-type: none"> Apprentice to extra lunchtime games/activities. <p>5. Year 6 sports leaders to be trained and to provide active playground games for KS1 children</p> <ul style="list-style-type: none"> New Year 6 sports leaders to be trained by DG DG to support when needed. DG to supervise and offer more training. <p>6. Continue to develop use of fitbits to track VPA- track overall additional movement- class targets. Use data to target individuals and groups for additional VPA sessions</p> <ul style="list-style-type: none"> Analyse data – inter/intra class competitions – prizes Using the data- targeted children to be offered more opportunity for physical activity. Small group sessions fun but physical activity based. DG to Supervise. <p>Pupil and Staff Voice</p> <ul style="list-style-type: none"> Capture pupil and staff voice in Term 2 to identify strengths, barriers to engagement of children and target solutions Capture pupil and staff voice to identify the increased amount of physical activity children are doing within and beyond the PE curriculum Using forms to get a better understanding of how staff and pupils feel about their P.E experience at QPA. Using children voice to develop after school activities. 	<p>£300</p> <p>£500</p> <p>£280</p>	<ul style="list-style-type: none"> New Year 6 sports leaders trained and successfully ran a table tennis provision every lunchtime. Fitbits used by pupils from year 5-6 to track physical activity. Using the data to develop further physical activity. Pupil and staff voiced used to get a better understanding of how P.E and the extracurricular sports provisions are viewed throughout the school from staff and pupils. Data used to develop next year's extra sport provision. 	<ul style="list-style-type: none"> New year 6 sports leaders to be trained. Increase the Fitbit provision to the whole school To continue using staff voice and pupil voice to keep staff and pupils engaged.
--	--	-------------------------------------	---	--

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				£3470 17.5 %
Inte nt	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>1. Support the development of the whole child through the achievement of whole school outcomes as a result of a focus on PE, School Sport and Physical Activity</p>	<p>Strategic approach with focus on health and well-being</p> <ul style="list-style-type: none"> • PE Lead to link actions contained in the Academy priorities / AIP to support developments and improvements identified by the SLT as a priority. • Develop links with and support whole-school priorities e.g. healthy eating and children's understanding between engagement in healthy physical activity programmes and the importance of healthy eating and fitness linked with well-being <p>Ensure PE and Sport Premium Plans are embedded within and inform the AIP</p> <p>1: Continue to improve break-time, lunchtime and after school sports provision:</p> <ul style="list-style-type: none"> • Embed variety of Sports Coaching programmes for lunchtime and after-school targeting both key stages and using Sports Coach, external provision and MDS. • Purchasing further sports equipment (as required) to provide a wider range of sporting activities • School council to evaluate provision and receive feedback from pupils about the provision available. • New year 6 Sports leaders to be trained. - Active break time games provided. <p>2: Change for life programme implemented.</p> <ul style="list-style-type: none"> • Targeted children selected-to increase confidence and enjoyment around physical activity. • 10 sessions a week-break times <p>3: Targeted Foundation children</p> <ul style="list-style-type: none"> • for extra physical activity interventions for children with poor motor skills/listening skills etc 	<p>£570</p> <p>£2000</p> <p>£550</p> <p>£350</p>	<ul style="list-style-type: none"> • Pupils to gain a better understanding of the impact of a healthy lifestyle and eating, how this impacts you and your later life. • Equipment purchased to successfully increase all provision throughout the school. Break and lunchtime provision increased. Both key stages have had an increase of extracurricular activity lead by DG or year 6 sports leaders. • Equipment purchased to increase the opportunities available for targeted children for change for life provision and targeted foundation children. 	<ul style="list-style-type: none"> • To build upon the healthy participation throughout the school so pupils gain better subject knowledge. • Equipment to be audited to make sure we have all the correct equipment. • Change for Life provision to carry on – extend to disseminate to parents and the community • Foundation Big moves programme to continue.
---	--	--	---	--

	<ul style="list-style-type: none"> • 3 sessions per week- Big moves programme. <p>4: Further specific planning and guidance to develop our school 30 min offer to all children</p> <ul style="list-style-type: none"> • All pupils access to 5 -a-day log-ins • All pupils access daily mile track 			<ul style="list-style-type: none"> • New daily mile logins to be given out to staff.
--	--	--	--	---

	<p>national and Trust requirements with regards to COVID19 PESSPA Safe-Practice</p> <ul style="list-style-type: none"> • This includes information from DfE, Youth Sport Trust, the national Association for PE (afPE), GAT and Allison Consultancy • Review of website and updating of PE & Sport Premium information required to meet Conditions of the Grant funding including spending of the Underspend from last year due to COVID19 • Sharing of best practice to support pupil well-being • PE and Sport Premium preparation for inspection: RAG Review and identification of key actions • Ofsted and DfE requirements in relation to PE and School Sport Premium • Quality Assurance of planning & delivery for PE • Safe-guarding • Health and Safety Updates • Sharing of best practice • PE Lead to continue to attend PE training days and liaise with Senior Leaders and staff • Access to Sport Plan (12000 lesson plans) – PE Lead to support staff with this resource <p>2 x bespoke days of support</p> <p>Day 1: Autumn Term – Karen Breen (A.Consultancy) – to run a full staff CPD to upskill any areas of improvement with a focus on how to keep SEND pupils evolved and progressing.</p> <ul style="list-style-type: none"> • Staff training needs identified • Build staff confidence for range and challenge of specific year groups • Progression considered in each element 	£250	<ul style="list-style-type: none"> • Website has been updated and reviewed to meet GAT and Ofsted requirements. • This day was reviewed and was changed into a preparation deep dive day with the P.E lead. This day was also used to prepare the P.E lead for a staff meeting based upon a P.E deep dive and the expectations of Ofsted. All teaching staff now have a better understanding of subject knowledge. • Quality assurance day was completed to ensure all aspects of the schools P.E and extracurricular provision was up to date and met national expectations for the curriculum. • Assessment successfully used to track the progress of all pupils in their 4 	<ul style="list-style-type: none"> • Website to be updated when needed. • New CPD with KB to be booked in the new academic year. • Assessment to continue.
--	--	------	--	---

	<p>Day 2: Quality Assurance overall with Stuart Allison.</p> <ul style="list-style-type: none"> To have a look into all aspects of P.E, this includes- Website audit, curriculum overall, learning journey as a starting point <p>Assessment</p> <ul style="list-style-type: none"> PE Lead to refresh staff on use of the PE MAPs Assessment Pack PE Lead to monitor use of assessment resource and support staff with moderation DG to train any new staff. <p>3. Staff Voice</p> <ul style="list-style-type: none"> Staff to complete audit to identify further CPD needs PE Lead to use resources from Allison Consultancy to complete new audit of Staff PESSPA CPD needs Based on outcomes of audit provide targeted support to meet identified need 	<p>£500</p> <p>£170</p>	<p>areas of PE development.</p> <ul style="list-style-type: none"> Any new teaching staff have been trained on how to use the assessment system correctly. Staff voice used to identify the needs of the staff to decide future CPD opportunities. 	
<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>£6250 32%</p>
<p>Inte nt</p>	<p>Implementati on</p>	<p>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:	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:
1. Increase the range of healthy, physical activity opportunities outside of the curriculum in order to engage more children.	1. Safe-Practice: Physical Activity <ul style="list-style-type: none"> Review and ensure that all Physical Activity currently being delivered meets all national guidance. Identify and develop any new healthy, physical activity opportunities that will benefit our pupils. Key focus on outdoor activities where possible Look at less traditional activities that could build upon the new activities now in place in both the curriculum and extracurricular programmes 	£1500	<ul style="list-style-type: none"> To ensure all children have the opportunities to take part in a range of extracurricular activities throughout the school year. 	<ul style="list-style-type: none"> To build upon current opportunities for pupils.
	2. Use Sports Coach (DG) and sports apprentice (JS) to extend physical activity opportunities <ul style="list-style-type: none"> To have 5 extra-curricular clubs each week after school. 	£1000	<ul style="list-style-type: none"> Using the sports coach (DG) we ensured all children were given the opportunities to be as active as possible throughout the school- running 5 after school clubs each week to maximize the number of pupils taking part in extracurricular activities. 	<ul style="list-style-type: none"> To maintain and improve where possible the current level of provision available to our pupils.
	3. Purchase sports equipment to support new activities and promote health and support learning in other subjects with provision of data.	£1500	<ul style="list-style-type: none"> Equipment purchased to make sure all pupils can access all elements of physical activity. 	
	3b Equipment with SEND focus	£750 £120		
	4. Additional opportunities with external providers <ul style="list-style-type: none"> 2 days of wheelchair basketball booked for spring term. Year 5 trip to county cricket ground. Archery taster day for KS2/KS1 	£480 £400 £500	<ul style="list-style-type: none"> 2 days of wheelchair basketball for all pupils was a huge success. Very positive feedback from all pupils and staff. Trip to the county cricket ground 	<ul style="list-style-type: none"> To bring in outdoor providers into school for different non-traditional opportunities.

	<p>2. Pupil Voice - Targeting Non-Engagement</p> <ul style="list-style-type: none"> • Use Allison Consultancy resources to complete student voice to identify interests and barriers to participation • Complete pupil voice with Key Stages 1 and 2 • Young Leaders to organise this • Identify and target children not engaging with interventions to meet their needs e.g. individual activities, non-traditional activities • PE Lead to co-ordinate this <p>3. Leicester tigers to run a 6 week healthy lifestyles programme this is practical and theory-based session for year 3</p> <p>4. Leicester city cricket club to run a 6-week Prem champs programme practical sessions for year 4</p>	<p>£0</p> <p>£0</p>	<p>helped the children develop their physical ability in cricket and they gained a better understanding of the rules.</p> <ul style="list-style-type: none"> • All pupils had a new experience in a non-traditional sport with positive feedback received. • Pupil voiced used to further plan what extracurricular sports will be offered in the next academic year. • Leicester tigers ran a 6 week session based upon healthy lifestyle for our pupils to gain a better understanding of healthy participation in all aspects of life. As well as upskilling staff on how to deliver tag rugby sessions. • Leicester cricket club ran 6 weeks of practical sessions and an after-school provision to give children extra opportunity to be active. As well as upskilling teaching staff on how to deliver practical cricket sessions. 	
--	---	---------------------	--	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£2850 14%
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:
1. Introduce additional, inclusive competitive sports opportunities providing the opportunity for all children to participate	<p>1. Participate in GAT Competitions</p> <ul style="list-style-type: none"> Year 5/6 to compete in the GAT athletics competition in the summer term. Mixed of boys and girls teams. Year 2 to take part in GAT dance festival. <p>2. Inclusive competitive PE Curriculum Sports Competition Programme</p> <ul style="list-style-type: none"> Give all children more opportunities over the school year to experience competitive opportunities PE Lead to review curricular programme and identify competitive opportunities Extend competitive opportunities from within the PE Curriculum itself so competitive opportunities more inclusive are increased and available to all Ensure that all staff carry out their own mini competitive activity at the end of at least 2 PE Units of Work over the year. Competitions must involve ALL children <p>3. Additional Competitive Opportunities</p>	<p>£850</p> <p>£1500</p>	<ul style="list-style-type: none"> This GAT competition was cancelled so the £850 was used to increase the number of competitive girls and boys football competition and equipment for the upcoming academic year. We introduced inter-school competitions to make sure all children were given the opportunity to take part in a competitive contest. These were running every half term for each class. In a class vs class format. Every child from year 1-6 competed in our inter house sports day at the end of the year. 	<ul style="list-style-type: none"> GAT athletics to run in the new academic year. Maintain the current provision and improve where capacity allows. Sports day to run again next year.

	<ul style="list-style-type: none"> Y5 and 6 girls and boys football team– to take part in football league. Y5 – all pupils to go to Grace Road Leicester city county cricket ground for a taster session and tour. KS1 to have scooter taster session within school. KS2 to have skateboarding taster session in school. Every year group competes in a school sports day foundation 1- year 6 competing in house teams. Paralympian to run a taster day doing guided sports/activities. Year 5/6 girls to grove park football tournament. 	See above £500	<ul style="list-style-type: none"> Year 5/6 boys and girls football tams ran throughout the year, 1 girls team and 2 boys teams due to the demand. Each team played once every 3 weeks. KS1 AND KS2 scooter and skateboarding day completed with children gaining knowledge and understanding of new skills, to improve teamwork and communication. Sports day completed, every pupil from F1-Year 6 completed a competitive competition. 	<ul style="list-style-type: none"> All football leagues to run again next academic year.
--	--	-----------------------	--	---

Total Funding for this year = £19,750

Total funding spent for this academic year= £20,390

Total amount of underspend for this academic year= £0

Signed off by	
Principal:	Liz Latham
Date:	28/6/23
Subject Leader:	D Gordon
Date:	28/06/2023