

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.



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£3340
Total amount allocated for 2020/21	£22,920
How much (if any) do you intend to carry over from this total fund into 2021/22?	£6585
Total amount allocated for 2021/22	£26,185
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	Total amount carried forward from 2020/2021 £6585 Total amount for academic year 2021/2022 £19,600 Total to be spent by 31st July 2022 £26,185
Total amount allocated for 2022/23	£19,580

Swimming Data

Please report on your Swimming Data below.

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 on dry 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 even if 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 at least 25 metres?

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 2021.

Please see note above

Year 6 (Summer 2023) tbc'd

Year 6 (Summer 2022) 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>	<p>Year 6 (Summer 2023) 95%</p> <p>Year 6 (Summer 2022) 90%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>Year 6 (Summer 2023) 95%</p> <p>Year 6 (Summer 2022) 90%</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>No</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: 2022/2023	Total fund allocated: £19580	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				
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>Active school</p> <p>The engagement of all pupils in regular physical activity – maintaining healthy, active lifestyles.</p> <p>All children engage in 2 hours of high quality PE lessons each week. Children develop skills and knowledge through a high quality, evidence based progressive curriculum.</p>	<p>Active school</p> <p>Teachers / TAs to work with children between Reception and Y6 to encourage and motivate them to complete the Movement Mile.</p> <p>Cross Country competition, Mini Marathon competition.</p> <p>Autumn 1 - Whole school (Nursery up to Year 6) to take part in the 2022 Mini London Marathon. OPPTA used it as a fundraising event for the school.</p> <p>All children have 2 hours of PE every week taught by their class teacher.</p>		<p>The whole school participated in the Mini Marathon (October 2022). This event raised motivation for team exercise across the school. It also helped the children to develop stamina for running long distances. OPPTA used this sport event to raise money for P.E equipment for the school. This included yoga mats and gymnastic mats.</p> <p>Children develop fundamental movement skills and competence to excel in a broad range of activities. All children also have opportunities to engage in competitive sports and</p>	<p>High-quality sports curriculum is embedded.</p> <p>Physical activity is ingrained into every aspect of school life and children understand the importance and relevance of it in order to live a healthy, active lifestyle.</p> <p>Next steps – continue to enhance the quality of provision at lunchtimes.</p> <p>Audit training requirements of new staff to ensure teaching quality remains high.</p>

<p>Physical activity is encouraged across the curriculum.</p>	<p>EYFS have outdoor provision with bikes, body boards, obstacle courses, large construction, benches and climbing frames. Year 1 take part in Forest School in the Autumn Term. Active learning across the curriculum; times tables dancing/singing, active punctuation, outdoor maths activities/ English hook lessons etc.</p>		<p>activities. 100% of children in EYFS achieved both physical development goals.</p>	<p>New playtime equipment purchased.</p>
<p>Greater engagement of sports: Leaders inspiring and motivating our younger children</p>	<p>Greater engagement of sports: Samba Soccer skills intervention will run from September 2022 to the end of academic years. Focus will be on developing football skills in KS1 and Year 3. Ryan Foley (JAG) will work at lunchtimes to enhance provision of games/activities that the children are undertaking in their lunch hour. Craig Brown (CB Sports Development) will work with PP students on Fridays to support them in their physical development. Dom Bownes Lindor (Sports Impact) will work with EYFS students and deliver the P.E curriculum once a week. (Every Monday or Autumn Term).</p>	<p>£0 £5238.30 £9120 £2000</p>	<p>The external providers have worked hard to promote physical activity across the school. Children enjoy more active playtimes. Skills are practised in team games with coaches, use of equipment e.g. basketball hoops. Teamwork is encouraged with imagination equipment. High levels of skill seen in our children which is reflected in competitive sport achievements. Children understand how to use exercise and movement to support concentration or emotional dysregulation. They understand the importance of physical health and its links to wellbeing.</p>	

Disadvantaged children have access to extracurricular sports clubs.	Orleans has a strong relationship with many outside sports providers that use the school as a venue. All PPG pupils are offered opportunities to attend clubs through funded places.			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
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:
Sports Leaders Year 6 students will be chosen for the role of Sports Leader. There will be 10 students in total. KP to speak to Year 6 staff about the requirements for the role. A letter will be sent out to parents and children will be invited to apply for the role. Leaders to be introduced in assembly and badges will be issued. Training of Sports Leaders- Kidz Fit will provide training in	Sports Leaders Sports Leaders will be given a voice in the leadership direction of P.E. Children will develop effective leadership skills and gain personal communication and organisational skills. They will provide a range of sports activities at lunchtimes for pupils across the school. They will show an awareness of and promote healthy lifestyles in the physical activities that they promote.	£380	Sports Leader Training took place on 12.10.22 with an instructor from Kidz Fit. 10 Year 6 pupils were trained for the Sports Leader roles. The Sports Leaders understand what their role involves and the importance of being excellent role models when leading sport activities. The leaders are able to set up and lead lunchtime activities with small groups of children. They get involved in planning the skills that will be taught in the activities and they evaluate how well their sessions	Use the current sports leaders to train up the new sports leaders (current year 5's). To continue to promote the importance of keeping children moving throughout the day and the positive impact this has on their learning. Ensure all sports council

<p>October. Once trained, the children will have a timetable and they will have a clear understanding of their role in the school community - meet with KP every half term.</p>	<p>Kidz Fit to train sports leaders - Autumn Term.</p> <p>Sports Leaders to assist with the running of Sports Days.</p>		<p>have gone on a weekly basis.</p>	<p>meetings are booked in for the whole year early on.</p> <p>High-profile of sport and school success in competitions provides motivation for other children to play competitively.</p> <p>Next Steps:</p> <p>Complete staff confidence questionnaires.</p>
<p>Sports Council</p> <p>Children will be asked to apply for the role of Sports Councillor. Sports Council members from Y1-5 to meet termly to discuss PE and how to continue to raise the profile of sports across the school community. Council to feedback on ways to maintain healthy lifestyles, P.E lessons and the curriculum. The council will participate in organising the events for sports day in Summer 2023.</p>	<p>Sports Council</p> <p>Meetings will take place every half term. This will give children across the school a platform and a voice to portray their ideas, suggestions and feedback about P.E.</p> <p>Sports councillors will assist with the running of Sports Days.</p>		<p>The sports councillors have attended two meetings in the autumn term. They are able to give feedback about their P.E lessons in the meetings. The councillors want to promote the Movement Mile across the school to ensure that all classes are completing it regularly. They have been encouraging their teachers and class to be more involved in the Movement Mile.</p> <p>The councillors have been taking their role seriously and have shown that they want to have a more active leadership role in their P.E sessions. This has been relayed to staff members who will encourage the councillors to give demonstrations/models in the lesson. They will also be in charge of handing out/looking after equipment.</p>	<p>PE lead to monitor impact of GetSet4PE.</p>

<p>PE Lead</p> <p>Attend PE Subject Lead Conferences -</p> <p>Keep informed of updates to protocols and advice through AfPE.</p> <p>Get to know the sports councillors and sports leaders in the school.</p> <p>Provide training or CPD for staff.</p>	<p>PE Lead</p> <p>Meetings with Sports Councillors and Sports Leaders.</p> <p>Regular updates to SSP documents and accompanying timetables.</p> <p>Pupil voice and staff voice.</p> <p>P.E subject monitoring.</p>		<p>(8.9.22)The P.E Subject lead Conference provided an opportunity to find out about the matches and fixtures in the borough for this academic year.</p> <p>Regular meetings have been held with the sports leaders. This has helped leaders to evaluate the activities that they have led and to think about what they would like to do in future sessions.</p>	
<p>EYFS physical development</p> <p>Promote the physical development skills in the Early Years setting.</p>	<p>EYFS physical development</p> <p>Liaise with EYFS Phase Leader about the equipment that they require to promote physical development in the Early Years setting. KP will place orders for equipment and check how the equipment is being used in the Early Years setting.</p>	£382.07	<p>The EYFS staff are using their new equipment in their early years provision. The children are using the equipment (e.g football goals, target throwing) appropriately and it is promoting the use of physical skills in the outdoor Early Years setting.</p>	

<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<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>Delivering high quality P.E lessons</p> <p>Staff use the GetSet4PE website to plan their P.E lessons. Differentiation and adaptations evident in all lessons.</p> <p>All pupils should progress well against the NC end of key stage expectations.</p> <p>Ensure all staff are confident with teaching all areas of the P.E curriculum.</p> <p>Understanding of the skills and overall health benefits that PE can develop amongst the children and staff.</p> <p>Year 4 are taught swimming by specialist coaches at Isleworth Pool.</p> <p>Monitor staff attitudes towards teaching of PE.</p>	<p>Teachers take responsibility for looking at the planning for their P.E lessons. Teachers order resources as necessary.</p> <p>Teachers to deliver high quality indoor and outdoor PE lessons.</p> <p>Staff to have access to more activity ideas and resources in order for them to achieve this.</p> <p>Staff have the freedom to adapt these lesson plans for the needs of their individual class and pupils within this as well as using their own expertise and experience.</p> <p>TAs to support teachers when teaching PE to help organise equipment.</p> <p>Staff will wear appropriate P.E clothes when teaching P.E lessons.</p> <p>P.E subject monitoring by subject lead - continuous.</p> <p>Observe the teaching of P.E lessons.</p>	<p>GetSet4PE subscription (paid July 2020. Next due 2024)</p>	<p><u>Feedback from P.E subject monitoring October 2022</u></p> <p>Staff are using the GetSet4PE plans and resources to deliver the P.E lessons on a weekly basis. Staff are enjoying teaching the content of the lessons.</p> <p>Children enjoy well organised PE lessons where they build on prior knowledge and develop skills.</p> <p>The school performs well in borough wide competitions and tournaments. Pupils have a good understanding of the games they are playing and tactics involved.</p> <p>Audit staff competencies.</p> <p>GetSet4PE supports the knowledge of teachers which has in turn offered the children a higher quality of learning.</p>	<p>Carry out PE learning walks to monitor staff effectiveness and confidence.</p> <p>Liaise with other local schools to share knowledge and expertise.</p> <p>Continued use of pupil voice questionnaire.</p> <p>Continued communication with sports captains.</p> <p>Offer opportunities for team teaching/modelling to new members of staff for September - 2 x ECTs.</p> <p>Offer drop in sessions for how to use Complete PE effectively.</p> <p>Introduce and informally implement the assessment tool GetSet4PE offers.</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				

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>Variety of sports:</p> <p>Children will continue to learn a variety of sports through our P.E curriculum - Get Set 4 P.E. High quality resources will be available to the children.</p> <p>The profile of PE and sport being raised across the school as a tool for whole school improvement.</p> <p><u>Spring term</u> Participate in National Skipping Day 24th March 2023 https://www.skipping-workshops.co.uk/skipping-workshops/</p> <p><u>Summer term</u> Sports Day events</p> <p>To increase sporting opportunities and participation in borough competitions for SEND children in the school.</p>	<p>Variety of sports:</p> <p>Broader experience of a range of sports and activities offered to all pupils through the P.E curriculum.</p> <p>Skipping Workshops (Booked for spring term)</p> <p>Sports Days to include a variety of sports that cater for all different skill areas of PE. The morning should be an 'all participation' event.</p> <p>Participation in the Rise Swimming Gala and Panathlon.</p>	<p>£600</p> <p>£400</p>	<p><u>Sports council Pupil voice feedback</u></p> <p>The children are being exposed to a range of sports through their P.E curriculum. The children are enjoying their P.E lessons.</p> <p>Provides opportunity for participation in competitive sport.</p> <p>Teamwork is promoted.</p> <p>More children of all levels and abilities (academically and physically) have had the opportunity to represent the school in sporting events.</p>	<p>To ask new staff if they have an additional skill they could offer to our sports programme in school.</p> <p>Reintroduce National Sports Week to enable the promotion of lesser known sports.</p> <p>Look into more affordable options for Marble Hill Park.</p>

Wider use of space: Wider use of space to facilitate more activities which all children can participate in together - Marble Hill Park.	Wider use of space: More space at Marble Hill Park allows for a wider growth mindset in pupils. The focus will be on getting the wider space for upper Key Stage 2. (Summer term)	£1300		
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Key indicator 5: Increased participation in competitive sport				
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>Matches and Fixtures:</p> <p>Greater participation in competitive games and competitions. School teams to be trialled, selected, and trained to compete with local schools in a range of sports such as football, rugby, and netball.</p> <p>Borough wide sports competitions against other schools in swimming and athletics.</p> <p>Continue to offer extra-curricular opportunities for all pupils to take part in sport and physical activity.</p> <p>Parents and children notified of selected children via newsletter and during merit assemblies. Celebration and recognition of participation, representation, and success.</p>	<p>Matches and Fixtures:</p> <p>Increased participation in competitive sports.</p> <p>Active communication with event organisers.</p> <p>The profile of PE and sport being raised across the school as a tool for whole school improvement.</p> <p>Craig Brown (Teams coach) to train teams on a Friday.</p> <p>Teams wear their sports kit to represent the school at fixtures.</p>	£150	<p>Provides opportunity for participation in competitive sport.</p> <p>Teamwork is promoted.</p> <p>The school has achieved well in the girls football league and came 4th in the Borough Netball League.</p>	<p>High-profile of sport and school success in competitions provides motivation for other children to play competitively.</p> <p>Next steps – to maintain rate of participation (i.e. number of children having opportunity to participate) in inter-school competitive sport.</p>