

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



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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](#)



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£2,721.45
Total amount allocated for 2022/23	£17,860
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2022/23	£17,860
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£20,061.75

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	86%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	64%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	79%

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?

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: 2020/21	Total fund allocated:	Date Updated:		
<p>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</p>			Percentage of total allocation:	
			16%	
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:	Sustainability and suggested next steps:
We aim to engage all pupils in having at least 30 minutes of physical activity each day.	Curriculum based PE alongside extra-curricular sports clubs. Introduction of new equipment alongside play leaders used to engage maximum participation at break/ lunch times. Sports Performance Team restructured to improve attainment through PE and physical activity. There has been a clear focus to engage our least active pupils in a friendly environment.	£3203.75	Positive experiences related to physical activity has seen children take ownership in their own and peers' involvement. Empowering pupils by making them play leaders has given a new lease of life on the playground with pupils keen to try new activities and encourage others to participate. There has been drastic improvements with playground behaviour due to the activities offered which then has a positive impact when pupils transition back into class.	Play leaders setting activities up with clear direction has allowed children to prepare for their break times and guided them into a different activity each day. A change in playground staffing has allowed many more activities to take place and offer something for everyone. These simple yet effective steps have brought about continuity at potentially difficult times and this is something that will continue. The rise in staff awareness relating to sedentary lessons has brought around a positive change in lessons when needed and the use of various intervals to boost this being on the rise. This is something we will look to continue and

				improve on even more. Over time as the Sports Performance Team become more embedded pupils will hopefully seek their guidance and advice for sporting opportunities.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 3%
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:
More pupils being involved with extracurricular sport. Meeting as many needs/desires as possible to maintain enthusiasm for activities. Improving attainment with the draw of numerous activities. Creating opportunities to improve self-worth with a sense of pride through sporting representation.	Provide transport to and from competition to offer the opportunity of school representation to less fortunate. Having after school clubs for every year group. Publicising sporting results through social media and our sports board. Working alongside the local SGO in order to create more opportunities through friendly competition whilst working with local grass roots teams. The restructuring of the 'Sports Performance Team' will continue to have a positive effect and produce maximum opportunities throughout our cohort.	£512.00	A renewed SGO offering competitions for our pupils has brought a real sense of pride and achievement to a host of children. They have proved, as incentives, to aid attainment for many pupils. Key values for our children are being learnt first-hand through physical activity and making an impact in everyday situations. Children's growing desire to show skills learnt through physical activity have made a lasting impact on maintained participation. Developing positive School to Club links has allowed more opportunities for pupils to become interested in specific sports that have followed into school.	Communication has been a major benefactor for our children as a result of extracurricular sport allowing them to have relatable life experiences to draw in in every day issues. This has made for a better schooling environment for our children and have seen an improvement in many pupils' behaviour. Again a big focus for us will be targeting children who have shown less interest in PE lessons in order to try create positive memories and participation in future physical activities. A focused activity during break was an area in which we have targeted pupils in order to provide as many opportunities as possible for engagement in physical

				activity.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				53%

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:
Standardised planning and delivery of lessons will be providing consistency in teaching. All classes will work using clear pupil and teacher expectations. This will be a target for Sports Performance Team.	Use of an online service allows staff to plan and review their own lessons and benefit from fellow professionals input and resources. White board in the hall gives teachers somewhere to display lesson objectives and key vocabulary. Using the same PE support in KS2 and KS1 separately aids consistency.	£10,600	Children now have continuity in their learning of PE with clear outcomes for them and guidance to achieve this. The Sports Performance Team actively monitor this and ensure that consistency is apparent as well as diverse lessons for all pupils. These have helped the running of lessons and time management allowing us to provide lessons of quality with the aid of our positive behaviour plan.	We will be continuing with our use of standardised planning to help maintain our continuity. We will aim for more staff training to strive for the best possible standard we can set for our children through teaching. Sharing assessment will also contribute.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				8%

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>Using a variety of equipment and utilizing links within our local community to offer as many opportunities into sport as possible. This will also see our existing links with both amateur and professional clubs in our local community.</p>	<p>Liaising with local clubs will open up new activities whilst being inclusive alongside continued involvement in sport. Further building on our close community relationships with clubs will aid our school's development and will allow us to provide experiences to a wider range of children. Purchasing a variety of new equipment will unlock the chance to deliver new sports and activities to our pupils.</p>	<p>£1600</p>	<p>Communication between ourselves and local clubs have proved valuable throughout the year and allowed us to target more children and encourage more involvement in physical activity. This has had a direct impact on more children playing for local clubs. Regularly offering new equipment at break times with play leaders has led the way to us seeing continued rise in physical activity and also allowed children to take ownership of their involvement and form key relationships and memories all linking back to physical activity. This has also proved beneficial for behaviour at the times which has overall contributed to a happier school environment for our pupils. As relationships grows stronger with local clubs, parents are becoming more involved which is also creating a more positive environment for pupils.</p>	<p>The rise in participation in physical activity over the year has indicated that positive links are being made and lead us to believe this will be a contributing factor for our school going forward. Having a school council and play leaders has given a voice to our pupils and allows us to cater to the diverse needs of each individual. We are aiming to continue to be more involved in local clubs to help achieve maximum participation both in and out of school. This has seen a willingness from local clubs to provide us with a service through the form of a taster session as a one off PE lesson or after school club which have been very popular and something we wish to continue. Local initiatives have helped boost engagement with pupils and this is something that is already being secured for upcoming years.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				21%
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:
To offer children of all sporting abilities the chance to compete both in school and externally. Create a positive feel based around pride and teamwork. Develop children's resilience and sportsmanship through physical activity.	Working with local clubs will boost participation in a competitive environment. Taking multiple teams to a broad variety of sporting competitions in partnership with School Games. Provide transport to such competitions allowing us to target a wider audience. With a growing interest of competition, children will learn resilience through tougher competition not only within our school and inter school but possibly at higher level competitions too.	£4146.00	In relation with the School Games, taking numerous children to a wide portfolio events have helped provide opportunities to more children and target those previously not involved in competitive sport. Clayton Village have become a well-established school in competitive sport which has given pupils a real sense of pride and a can do attitude. This has become relatable to their own life and has had a knock on effect to attainment. A huge resurgence of the local SGO and School Games have created (and seek to create) many opportunities. These competitions and experiences are proving invaluable with children receiving an overwhelming amount of self-belief and pride.	Through competitive sport a number of children have developed vital communication skills and a real sense of self-worth. With peers seeing the positive effect on pupil's more and more children are expressing an interest in competitive sport, these are needs we will be looking to cater for with the help of local clubs and a continued involvement in competitions through School Games. The maintained content with school within our academy will hopefully bring many opportunities to build an even broader competition calendar for our pupils.

Signed off by	
Head Teacher:	Heidi Rahim

Date:	20/07/23
Subject Leader:	Jamie Waterman
Date:	20/07/23
Governor:	
Date:	20/07/23