



Evidencing the impact of the Primary PE and sport premium

2022-2023 – Sports Premium Evaluation

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 2023.**

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.



Building Personal Success

Total amount allocated for 2022/23	£ 23,160
Total budgeted so far for 2022 / 24	£ 21,172

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.</p> <p>Please see note above</p>	46% swam at least 24m
<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>5m unaided (front crawl, back stroke & breast stroke) = 68%</p> <p>10m unaided (front crawl, back stroke and breast stroke) = 38%</p> <p>25m unaided (front crawl, back stroke and breast stroke) = 26%</p>

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	78% can achieve at least 8 of the 12 outcomes
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

Academic Year: 2022/23	Total fund allocated: £23,160	Date Updated: 7 th November		
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>Headline Intended Impact on Pupils – All pupils will be active on average 60 minutes a day, 7 days a week.</p> <ul style="list-style-type: none"> Provide a range of activities - implementation of new extra-curricular timetable. Increase the number of clubs for children to therefore increase participation. 	<ul style="list-style-type: none"> Increasing the range of clubs provided: Street Dance, Skipping, Handball, Football, Tennis, Basketball. 	£2,600	<p>The attendance of the number of children attending clubs was good in July 2023. (Overview of extra-curricular activities that the children participate in. Extra-curricular registers of attendance)</p> <p>Pupils receive a consistent PE provision, which enables to develop and improve their skills. The children enjoy their PE lessons and work to improve their techniques.</p>	<p>Continue to liaise with families and pupils to ascertain the clubs and activities that pupils want to be attending. Continue to provide high quality extra-curricular clubs that become parent paid and therefore do not require any funding or teacher led and so free to attend PP funding and free places given where applicable to support families who need extra - help accessing these clubs</p>
<ul style="list-style-type: none"> Develop provision for physical activity at lunchtime by; Increasing the amount of playground resources to provide playground activity facilitated by MDS's and year 6 play leaders. 	<ul style="list-style-type: none"> Play leaders trained/equipped to deliver/oversee activities such as throwing and catching, skipping, construction. Mid-days trained by AHT on more interactive games Equipment and resources to be bought for facilitation of activity 	£1,000	<p>Children when observed choose to be physically active across a typical week at lunchtime on the back of new equipment and the play leaders lead active play activities.</p> <p>Sports equipment is of a good quality. Children use the resources to improve their skills. Through Rights Respecting School Council, the children are pleased with more choice at lunchtimes but would like even more equipment.</p>	<p>Lunchtime activity (pitches) facilitated by PE Team. Research new activities. Continue to observe/include/encourage pupils with behavioural/emotional needs to participate Now they are trained, MDS</p>

<p>To support in learning through improving lunchtime behaviour (pitches).</p>	<p>with MDS and independent active play.</p> <ul style="list-style-type: none"> • PE team to oversee the running of football pitches to continue utilising structure games. Pupils encouraged to take the lead. • Additional resources of the club <p>Pupils have access to organised games which focuses pupils with behaviour/emotional needs.</p> <p>Ensure all equipment is audited and kept in good condition. To continuously research and find more sustainable active games the children can do during lunchtime.</p>		<p>Lunchtime behaviour has improved with less behaviour reflections. Pupils enjoy participating in games.</p>	<p>to continue to provide the training to the next cohort of year 6 play leaders to allow for sustainability.</p> <p>Complete PE membership is sustainably priced and SLT can continue to fund this beyond the funding.</p> <p>To buy into the SLA with Langdon school to provide links with university students to run clubs before, lunchtimes and after school.</p> <p>Continuing to report and celebrate pupil success in assembly has no long term cost and is part of the whole school drive to ensure PE and School Sport are central to the lives of all pupils. Videos can be updated yearly and show progressions from year group to year group (assessment).</p> <p>SLT values the impact of the fitness clubs on attendance and behaviour and is committed to funding these areas if the Primary PE and Sport Premium is discontinued</p>
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Continue W.O.W Living Streets	<ul style="list-style-type: none"> Pupils collect badges for each W.O.W completed. 	£1280	This is a priority which is driven by the DHT. Encouraging children to walk to school, scooter or bike. The sheds had to be extended as there was an increase in the number of bikes and scooters.	
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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:
<p>Headline Intended Impact on Pupils – All pupils’ personal development will be developed and celebrated.</p> <p>In addition, supporting the target for all pupils to be active on average 60 minutes a day, 5 days a week</p> <ul style="list-style-type: none"> Celebrate and assess the whole child through Physical Education ensuring strong personal development. Continue celebrations by introducing PE and School sport to Celebration assembly every term to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved. Promote physical activity outside of school and celebrate 	<p>Challenge the personal development of all pupils by:</p> <ul style="list-style-type: none"> Celebrate and assess Physical Education in line with Complete PE success outcomes that challenge Physical, Cognitive. Social and Emotional outcomes. Record formatively and summative. Achievements in PE and School sport to be celebrated in class assembly (match results + notable achievements in lessons from the book.) Different classes to showcase PE learning online (EG Dance/Gymnastics performance). 	Free	<p>PE is celebrated and being fit is promoted. Children exceeding their own goals and targets set. (see PE attainment data).</p> <p>Children did not have as many opportunities to participate in competitions as the school would have liked. This will be focus for next year.</p>	<p>Complete PE membership is sustainably priced and SLT can continue to fund this beyond the funding.</p> <p>Continuing to report and celebrate pupil success in assembly has no long term cost and is part of the whole school drive to ensure PE and School Sport are central to the lives of all pupils.</p> <p>Videos can be updated yearly and show progressions from</p>

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Intent	Implementation	Funding	Impact	Sustainability and suggested next steps:
<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>Headline Intended Impact on Pupils – All pupils’ will receive 2 hours high quality physical education every week. 100% of pupils will be developed in their physical, cognitive, social and emotional learning. Supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week.</p> <ul style="list-style-type: none"> To ensure all children are participating in two hours a week of high quality PE the Quality of teaching and learning in Physical Education will be developed through staff CPD for all class teachers. 	<p>Quality of teaching and learning in Physical Education will be developed through staff CPD for all class teachers. Support for PE leader included.</p> <p>School coach and PE lead have been given time to team teach or have groups allocated on timetable Example SC -1 hour every week was dedicated to supporting teachers with PE – not covering 2 x 45 minute sessions every week were timetabled for sports interventions/lunchtime clubs 1hr45min/week were dedicated to supporting pupils in structured games at lunchtime</p>	<p>£5800</p>	<p>Staff confidence has improved in teaching PE. The groups for SEND need to be further implemented.</p> <p>Lunchtime behaviour has improved with less behaviour reflections. Pupils enjoy participating in games.</p> <p>Pupils receive consistent PE provision which enables them to develop and extend their skills. Increased pupil participation in PE. Pupils strive to improve their technique and effort in PE.</p>	

<ul style="list-style-type: none"> Utilise interactive PE curriculum to ensure high quality delivery and consistency of the PE provision. To have the right equipment and storage in order to maintain the quality of the equipment. 	<ul style="list-style-type: none"> Level 5 Primary PE specialism course to be booked for PE subject leader. Ensure Complete PE annual membership is paid. Half term holiday sports clubs run – linked to booster sessions Quality and quantity of resources for lessons purchased to allow for High Quality Physical Education and pupil attainment. 	<p>£1,350 £150 Complete PE membership</p> <p>£2000</p> <p>£4000</p>	<p>This has been completed</p> <p>Half term clubs offered to children with G&D. This will be expanded for the following year.</p> <p>Staff feel more confident in teaching all areas of the curriculum. However, this still needs to be a priority for the next academic year.</p> <p>The children receive high quality PE provision which is differentiated to the children’s needs. They are challenged from their starting points. This needs to be improved next year to ensure there is consistency across the school (ECTs and new staff).</p>	<p>As PE Staff (Kai) has completed the Level 5 certificate in Primary PE subject specialism and leadership. This allows sustainability going forwards as PE staff can then continue to upskill staff in house if/when the funding stops</p> <p>Staff will all be confident and delivering good or better PE lessons. Continued CPD can come from sharing good practice in school and working with other schools plus our Level 5 qualified PE staff.</p> <p>Interactive SOW includes over 6500 videos showing outcomes of learning. These videos linked to lessons provides continued CPD beyond the SSP</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Intent	Implementation		Impact	
<p>Headline Intended Impact on Pupils – All pupils’ will be exposed to new areas of activity.</p> <p>Supporting the target for all pupils to be active on average 60 minutes a day, 5 days a week</p> <p>Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.</p> <p>Focus particularly on those</p>	<ul style="list-style-type: none"> Extra-curricular – Dodgeball, Dance, Netball, Football, Multi Skills, fitness Additional Sports on offer – curriculum time to engage all pupils – Dance, climbing, and Skipping Arrange a pupil survey to ascertain what pupils would like. 	<p>See above KPI 1</p>	<ul style="list-style-type: none"> Specialist coaches deliver high quality sessions to pupils who normally do not have exposure to such sports as fencing/street dance. 	<p>Staff will work together and share good practice which will lead to better confidence all round and more staff keen to get involved thus ensuring the extra activities will not only continue but there will also be an expansion.</p> <p>Continue to liaise with families and pupils to ascertain the clubs and activities that are pupils want to be</p>

<p>pupils who do not take up additional PE and Sport opportunities.</p> <p>To equip PMLD/ASD with resources to deliver appropriate sessions.</p>	<ul style="list-style-type: none"> • Involve external coaches to run clubs in new sports (fencing, street dance) • Allocation of funds to PMLD/ASD leads to use their knowledge of pupils needs to purchase resources. 	<p>£500</p>	<p>PMLD/ASD pupils were able to access appropriate activities and were well resourced.</p>	<p>attending.</p> <p>Continue to provide high quality extra-curricular clubs that become parent paid and therefore do not require any funding or teacher led and so free to attend</p>
<p>To provide more sporting opportunities to children in PMLD.</p>	<p>Horse riding sessions for children in PMLD</p>	<p>£1740</p>		<p>PP funding and free places given where applicable to support families who need extra - help accessing these clubs</p>
<p>Providing wider opportunities</p>	<p>Rowing machines</p>	<p>£1083</p>		<p>Met government expectations for swimming standards</p>
<p>Intensive swimming sessions</p>	<ul style="list-style-type: none"> • Year 6 booked for two week intensive swimming at London Aquatic Centre 	<p>£6,300</p>		

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?:
<p>Headline Intended Impact on Pupils – Increase the number of pupils participating in an increased range of competitive opportunities. Supporting the target for all pupils to be active on average 60 minutes a day, 5 days a week and supporting personal development of all pupils.</p> <ul style="list-style-type: none"> Ensure provision of competitions is inclusive and accessible to all – linked to life skill development. 	<ul style="list-style-type: none"> Continue to drive effective class v class system for engaging in competition in lesson time. This means there will be an in class competition for all classes at the end of each unit. Use of pitches and lunchtime competitions. Focus on personal development (key life skills) through competition, bespoke to pupils needs. School wide competitive sports day 	<p>Free</p> <p>£100</p>	<p>Cross school and year group events have provided competition experience.</p> <p>Sports day was highly successful with a variety of activities to enable children to demonstrate their skills.</p>
			<p>Sustainability and suggested next steps:</p> <p>Competition will be imbedded as a normal element of learning through continued access to class v class competitions in class/lesson time. (SOW). This will bear no cost if the SSP funding stops</p> <p>Continued timetabling of PE Team on pitches/lunchtime competitions for additional participation in competitive sport.</p>

Head Teacher:	Paven Kettory
Subject Leader:	Paul Gillingham
Date:	7th November (late evaluation)