

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



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:

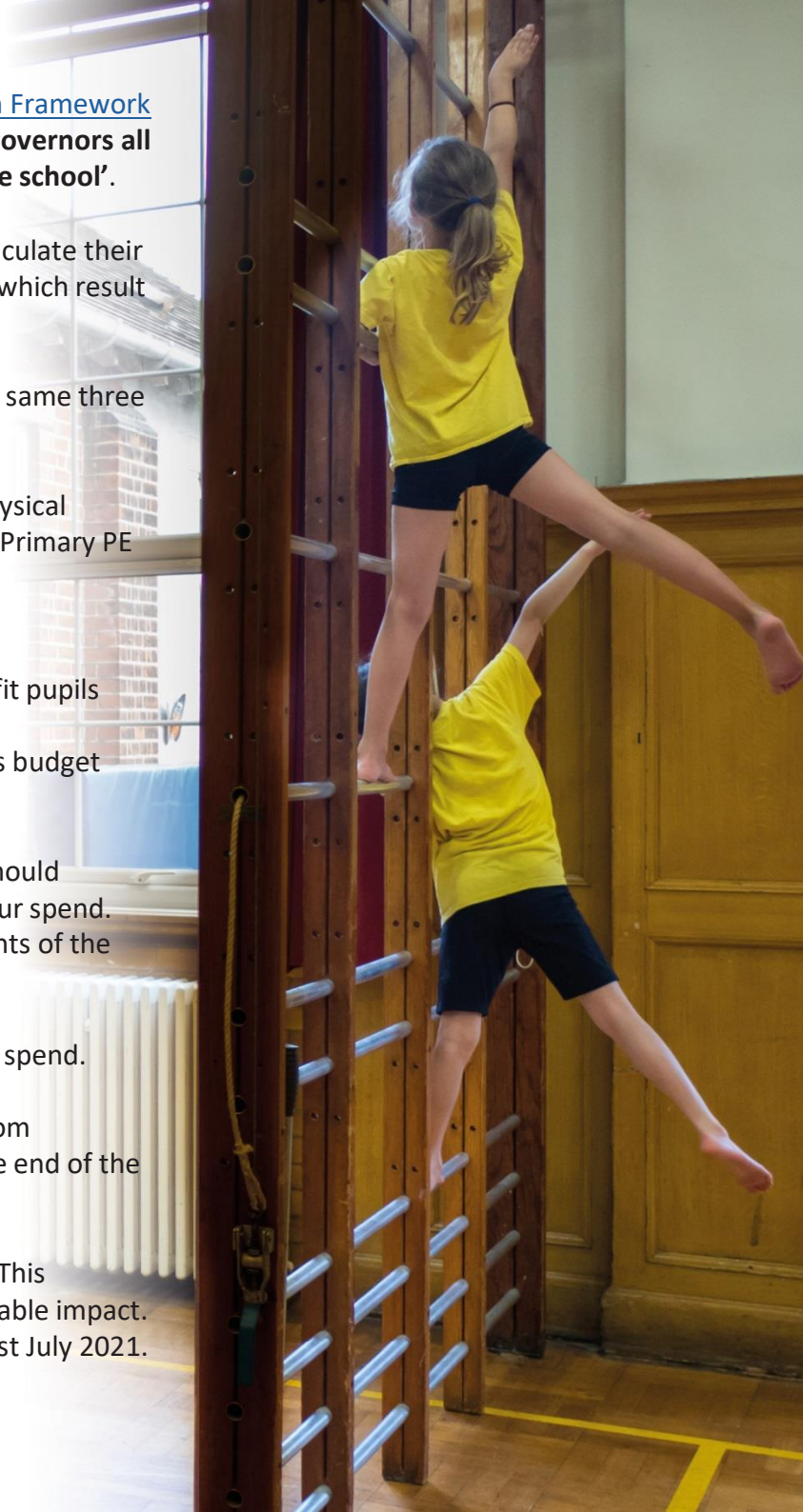
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 2019/2020, 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 2021. To see an example of how to complete the table please click [HERE](#).



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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2024:	Areas for further improvement and baseline evidence of need:
<p>School Gold Games award achieved, July 24</p> <p>https://media.yourschoolgames.com/documents/FINAL_School_Games_Mark_Criteria_2023-24.pdf</p> <p>Y6 children trained as playground leaders. Beginning to work with PE to develop planned provision for lunchtime activity.</p> <p>KS2 actively taking part in various competitive sport:</p> <ul style="list-style-type: none"> • Tag Rugby (Mixed) • Football Boys/Girls/ Mixed • Athletics • Basketball <p>Funded more opportunities for specialist coach led extra curricular activities</p> <p>Given staff confidence to host and run extra curricular activities, open to all</p> <p>KS2 took part in local football matches Local Schools.</p> <p>Visitors from varying areas of sport to promote inclusion and remove barriers.</p>	<p>Up skill staff on assessment.</p> <p>Developing the PE portfolio with further evidence of child participation</p> <p>Ensure that staff are confident with the knowledge, skills and vocabulary for the subject following consistency across school.</p> <p>Continue to identify opportunities for EYFS within continuous provision.</p>

<p>Work ½ termly with Wickersley Partnership trust and timetable of competitive sport.</p> <p>Year ¾ participate in Sports football tournament at Bramall Lane (SUFC), Gifted and talented event.</p> <p>Get active club established for children during ‘walk to school weeks’ etc who are unable to walk to school. (Active walk).</p> <p>Tracking system in place to assess children in PE, particularly looking at the development of basic skills.</p> <p>Ongoing plan of CPD for all staff using external provider to support. Increased access to competitions.</p>	
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Total amount for this academic year 2024/2025 £17,650

<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 2024.</p> <p>Please see note above.</p>	56%

<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>	34%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<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>	Yes/No

	<p>Continue to engage with Active Walk WOW, living the streets https://www.livingstreets.org.uk/about-us/</p> <p>Additional PE sessions delivered to KS2 during Summer 1 with a focus on summer sport</p>	<p>£500</p> <p>£250</p>		
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				11%
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 raise the profile of PE in school with both children and parents. Enable a broader range of sports to be accessed.	To complete evidence gathering for school games quality mark. Engage with wider cross school competition through links with the Rotherham DSAT hub. Year 5 & 4 playground friends to be selected and trained by Playground Leader Lead before taking the initiative in setting up and running the young leaders programme. Specific skills lessons taught in school/PE – following guidance of Complete PE Scheme. Continue to share and celebrate pupils sporting achievements outside of school via the weekly newsletter. Create a 'PE' display. PE leader to monitor and evaluate the uptake of clubs and gather	£2000 equipment/ Display Playground leaders	Every pupil in school has access to skills development through games curriculum – challenge appropriate to abilities. All pupils engage in competitive sport within school. Pupils fitness levels improve. Children develop a wider range of skills and experience different sports. Parents to be aware of sporting achievements of our pupils.	Plan in place for ongoing training of next year group by the year group before, alongside adult playground leader. Replenishing of PE equipment due to wear and tear.

	pupil voice. Purchase equipment to enable pupils			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				66.5%
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:
Improved quality of children's physical education across school to ensure they are competent and confident.	Use SJD staff for at Daily breakfast club/sporting opportunities.	£9750	Teaching staff and TA's access professional development through observations and Team Teaching with Sports teachers.	Continuous cycle of CPD for staff which includes TAs. All aspects of PE covered by each staff member over time.
Continue role modelling of healthy active lifestyle behaviours by all school staff to reach all children.	Continue to work with Wickersley Partnership trust, delivering high quality PE teaching in Y6. Partake in half termly local.borough wide competitions	£2000	Pupils are engaged and are keen to learn and improve during PE lessons.	Regular review of curriculum by subject leader to check progression and challenge as pupils become more adept at basic skills.
Improve use of assessment tool by all staff and external providers.	Arrange termly meetings for TA's/teachers and Sports teachers so that reviews of LTP's and assessments can be discussed and completed. Have deadlines for PE assessment data to be inputted. PE subject leader to provide updates when relevant through staff meetings/emails/discussions with individuals. (AME) PE subject leader to plan and undertake a series of lesson		Assessment tool used regularly and with increased accuracy - at the end of each phase 80% of pupils are established within the end of KS Attainment Target, 15% exceeded expectations, with only 5% emerging. Almost all pupils, when questioned, say that PE lessons are challenging and enjoyable. TAs fully engaged in PE lessons working with targeted groups of pupils to ensure appropriate challenge.	

	<p>observations and/or team teaching with LKS2 teachers and with those to review last observations to look at teaching, learning and assessment in physical education.</p> <p>PE subject leader to meet with a broad range of pupils to talk about their PE lessons and to ascertain their knowledge and understanding of the subject.</p>			
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				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:	Sustainability and suggested next steps:
Competitions and opportunities for children. Sports day	<ul style="list-style-type: none"> Identify those opportunities that appeal the demographic on local competition calendars. Plan and organise a sports day which enables children to achieve their personal best, compete with each other and celebrate sports. Children across a number of year groups have the opportunity to take part in sessions within school Staff to engage children and their families in targeted physical and emotional well-being activities and resources. 	Half termly specialists events £1,235	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Pupil survey about how competitions made them feel and what they enjoyed about the competitions and how their perceptions have changed.</p> <p>Identifying those who typically do not volunteer to compete at events and identify outlets for them to represent our school.</p> <p>Continue to make links with the local community to broaden children's horizons.</p>	<p>Continue to gather evidence about the impact of competitions on children's attitude towards PE. Continue to foster links between local clubs and the activities that we promote.</p> <p>Introduce virtual competitions across the 'family of schools' so that children are still able to demonstrate personal best achievements.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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?:	Sustainability and suggested next steps:
All children given the opportunity to access competitive sport. Access further inter-school Competitions through links with Doncaster DSAT schools.	Enable for more opportunities for children to take part in more competitive sporting events locally; DSAT Games Cross Country Hockey Football Tag Rugby Rounders Multi-skillss School subsidise transport costs of transport to reach events. Sport's coach to prepare and train pupils for competitions in order to raise the profile and encourage more engagement in sport outside school.	£1265	At least 60% of children across KS2 given opportunities to take part in inter-school competitions. Children's voice speaks positively about competitive sport.	Explore more competitive sport opportunities within the pyramid/trust.

Signed off by	
Head Teacher:	Leyton McHAle
Date:	29 th July 2024
Subject Leader:	Mat Webb

Date:	
Chair of Local School Board:	David Frow
Date:	