

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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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 2022. To see an example of how to complete the table please click [HERE](#).



Created by:



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2022/23	£0
Total amount allocated for 2023/24	£8,750
Total amount to spend for 2022/23	£8,750

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 2020. Please see note above	We do not currently have a Year 6 cohort.
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	We do not currently have a Year 6 cohort
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	We do not currently have a Year 6 Cohort.
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: 2023/24	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: % 45	
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:
The development of Lunchtimes to be an opportunity to take part in more physical activity.	<ul style="list-style-type: none"> Develop skill set/ training of MDSA's to ensure opportunities to promote physical activity are maximised. Increase the health and well-being of children across the school. Help children who lead sedentary lifestyles to be more active. Improve social interaction and Teamwork. 	£500	<ul style="list-style-type: none"> Children are actively using new equipment/playground markings and using it during break and lunch times. Pupil voice demonstrates that pupil are feeling fitter and more active. Children are choosing to run the golden mile during lunchtime in addition to daily class golden mile. 	<ul style="list-style-type: none"> Ensure a rota is maintained through the year and into the next year. Continue to promote the golden mile. Staff and children to take part in a 'race for life' school fundraiser event.
Development of school playground to introduce a variety of spaces through markings and provision.	<ul style="list-style-type: none"> Quote to be obtained through a range of providers playgrounds. Discussion with HT and Academy Council. A commitment to spend. 	£2,000	<ul style="list-style-type: none"> Pupil participation and enjoyment. Pupil Voice 	<ul style="list-style-type: none"> To be used across all years (Nur – Y2) with the aim to increase physical activity and co-ordination – Staff and pupils to be trained on how to use the markings effectively.
Further PE equipment purchased, to include a range of diverse additional sports, including forest schools' provision.	<ul style="list-style-type: none"> Complete a PE equipment audit and purchase equipment as necessary inline with new long-term plans. 	£1,500	<ul style="list-style-type: none"> Children are introduced to a range of new sports, They then take these up externally to school. 	<ul style="list-style-type: none"> Ensure all staff are aware of the new resources and how to use them

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: % 9
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do, 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:
Meeting with Kingfisher Team (Staff Meeting) to update and inform changes to Sport Premium and what we should be doing to raise the profile of PE	<ul style="list-style-type: none"> • Time given to prepare and deliver staff Meeting. • Agree with staff how teachers should be providing additional activity in class each day. Running the golden mile in addition to lunch times and PE lessons. 	£300	<ul style="list-style-type: none"> • PE staff meeting held. • All staff have increased daily activity in provision. 	<ul style="list-style-type: none"> • Continue to consult staff as we grow and new opportunities present themselves. • Make the most of community sports events and connections.
Work with Deanery Sports Captains to become sports leaders and run lunchtime clubs. Sports Captains to help run Sports day.	<ul style="list-style-type: none"> • PE lead to liaise with DCEA team to arrange a rota for Sports Captains to support lunchtime. • PE lead to be given additional time to spend monitoring children at lunchtime 	£300	<ul style="list-style-type: none"> • KCEA Children have actively taken part in Sports Captain's activities. Participation is high. 	<ul style="list-style-type: none"> • Continue to work with DCEA GCSE students developing programme of support. • Give Sports Captains more responsibilities linked to other events – such as sports day.
Achieve the school Games Mark at bronze level.	<ul style="list-style-type: none"> • PE lead to be given time to ensure that everything is being achieved for the games mark. 	£200	<ul style="list-style-type: none"> • School achieved the Gold games mark, children are receiving high quality PE lessons, they are experiencing a wide variety of content in PE and are attending sporting activities outside school 	<ul style="list-style-type: none"> • Maintain the Gold level Games Mark next year, possibly work towards platinum. Become a centre for excellence.
Balance Bike Intervention – SDP Priority 3	<ul style="list-style-type: none"> • Nursery & Reception children to participate in balance bike intervention. Focus on core muscle development. 	£0	<ul style="list-style-type: none"> • More pupils can ride a bike safely and confidently. Improved core muscle groups. 	<ul style="list-style-type: none"> • Balance bikes and bike-ability are part of the embedded programme for all our children. • Lending bike scheme for families hard pressed.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
Development of progression of skills documents and assessment documents.	<ul style="list-style-type: none"> Progression of skills document to be produced and shared with staff based on the planning scheme that is used across the school. Progression of skills document will then lead into the production of assessment documents. 	£300	<ul style="list-style-type: none"> Staff are aware of the progression of skills document and are confidently using it to improve quality of teaching and learning, ensuring continuity and progression across the year groups. 	<ul style="list-style-type: none"> Continue to develop a more rigorous system for teacher assessment in PE.
Staff meeting to further develop understanding amongst staff in principles of PE teaching and the importance of PESSPA.	<ul style="list-style-type: none"> Share recent CPD with staff through power point and short presentation. -Answer staff questions 	£0	<ul style="list-style-type: none"> Minutes to the meeting are in staffroom and copy of video clips/power point available to staff at request. 	<ul style="list-style-type: none"> Ensure staff are adequately assessing children and using documents to progress planning and teaching.
Children enjoy and participate in PE lessons with confidence.	<ul style="list-style-type: none"> Children have an active role in planning PE lessons with adult support. Growing independence as we go through the year groups. Some control over boy / girl / mixed groups. 	£0	<ul style="list-style-type: none"> Pupil voice survey in PE Monitoring and Assessment in folder. Uptake to girls' football / boys netball etc. PE lessons are of a high quality. PE lessons follow planning but are adapted where necessary. Staff feel confident and safe when delivering PE lessons. Behaviour of children is improved and participation of lessons higher. 	<ul style="list-style-type: none"> Keep staff updated on any updates/ changes. Training to be monitored and continued into the next year, ECT's to take priority. Questionnaire for training needed to be completed by staff.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				23%
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>Offer a wide variety of curricular sporting activities within PE provision such as Martial Arts, Fencing, Archery.</p> <p>Offer a wide range of extra-Curricular opportunities, girls' football, boys netball, forest school activities, wheelchair basketball, martial arts.</p> <p>Development of Forest Skill and Forest school's accreditation.</p>	<ul style="list-style-type: none"> • Liase with various organisations to ensure that a wide variety of sporting activities are offered to children. • Staff use their expertise, and we buy in specialists to provide our children with additional experiences which they can access within the community. • Forest Schools Leader training completed. Sessions for small groups started to support the completion of training. 	<p>£1000</p> <p>£1000</p>	<ul style="list-style-type: none"> • School is providing an additional opportunity to try alternative sports which link to our community. • Children take up the after-school opportunities as additional active time. • All children actively participated in the forest schools' sessions; pupil voice showed that the children enjoyed each session. 	<ul style="list-style-type: none"> • Continue to provide high quality provision and a range of learning opportunities that broaden the children's experiences. • After school clubs offer a range of opportunities that the school and the community can sustain beyond a taster. • Continue to build Forest Schools events. Include some of the same events in whole class sessions. • Regular Forest schools skills sessions are planned for all year groups.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: % 20
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:
Swindon Hub School take part in: Dance Festival - Spring Multi Sports Event - Summer	<ul style="list-style-type: none"> • Enter team into Dance Festival. • All children take part in Swindon Hub Multi – sports event. 	£1,100	<ul style="list-style-type: none"> • Wichelstowe Dance Festival becomes an annual Event – run by Kingfisher & Deanery. • Swindon Sports Hub Multi-sports becomes an annual event. 	<ul style="list-style-type: none"> • Longevity in Wichelstowe Dance Festival, more school attend. Building of community event. • Longevity in Swindon Hub Multi-sports event – becomes annual event additional Year groups join. Event grows.
Family Sports Day, mixture of competitive events and collaborative events.	<ul style="list-style-type: none"> • PE lead to spend time organising events and tracking results. • Order relevant stickers, certificates and any trophies we see fit. 	£550	<ul style="list-style-type: none"> • Children have participated in a competitive sports day, receiving stickers and certificates, building confidence, resilience and team spirit. 	<ul style="list-style-type: none"> • Develop house teams – build up school events throughout the Year. • Look to increase events from beyond summer term to all year round.

Signed off by:	Sharon Bishop
Head Teacher:	Sharon Bishop
Date:	05.07.23
Subject Leader:	Hannah Baddeley – Specialist / Jess Henry - Champion
Date:	05.07.23
Governor:	
Date:	