

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
2022 - 23

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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021 - 22	£0
Total amount allocated for 2022 - 23	£17,390
How much (if any) do you intend to carry over from this total fund into 2022 - 23?	£0
Total amount allocated for 2022 - 23	£17,390
Total amount of funding for 2022 - 23. To be spent and reported on by 31st July 2022.	£17,390

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 2021.</p> <p>Please see note above</p>	70% There were a number of children from Asylum Seeking families who joined in Feb 23. These children were unable to swim.
<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>	40%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	40% As we live in York, water safety is also discussed in other lessons as well.
<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>	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: Sept 23	
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					Percentage of total allocation:
					%
Intent	Implementation		(Desired) 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:
<ul style="list-style-type: none"> Ensure all teachers and children have access to the resources they need to deliver the curriculum offered Embed Play Leaders and restock equipment to support Audit of play adventure trail – mend where needed Reopen stage area To develop the PE curriculum to ensure appropriate coverage and time allocation Review PE allocation across school All staff encourage children to take part in active play at breaks Allow children to come to school in PE kits on those days they have it (See Y5 Speak Up Speak Out) 	<ul style="list-style-type: none"> Audit and check all PE equipment in hall and in outdoor shed Purchase necessary equipment to replace lost or damaged Commission sport safe to survey the condition of the equipment and improve where needed Purchase of equipment to be used at break times Review progression documents – introduce I know statements, vocabulary and clear expectations Provide adult to monitor sessions and support with behaviour when appropriate Monitor coverage of PE objectives Play leaders to encourage children to engage in different activities – particularly in KS1 	£2762 including repairs to existing equipment	<ul style="list-style-type: none"> PE lessons are resourced and children know how to use them appropriately Children are regularly exercising through PE lessons and during play time More time for PE lessons 		<ul style="list-style-type: none"> Continue to monitor use of equipment and storage Upgrade where needed Embed the Play Leaders across KS1 and KS2 Pupil Voice to be completed Reintroduced Y6 lunch time football club Summer 24

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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:
				%
Intent	Implementation		(Desired) 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:
<ul style="list-style-type: none"> Encourage more children to engage in healthy and active lifestyles as less than 10% of pupils take part in out of school activities. We want to continue to upskill adults to feel confident in delivering a quality, holistic curriculum and demonstrate enthusiasm and confidence to inspire our children to try new sports Increase profile of sports by encouraging chd who do attend clubs outside of school to share their successes Offer more clubs at school Review Live, Life, Love curriculum to ensure that being happy and healthy is embedded in the curriculum and the children understand what this means for every day life 	<ul style="list-style-type: none"> Identify where we can provide further opportunities for Y6 through planning meetings with teacher and links with external providers Redesign and develop our curriculum which will meet the needs of all learners. This will be done through staff as well as external providers PROUD awards issued to those children including those who achieve out of school as well Use Newsletter to promote clubs in school and out of school Wellbeing newsletter issued termly 	£4500	<ul style="list-style-type: none"> Behaviour incidents at lunch time remain low Children are asking to lead clubs themselves Pupils have experienced a broader curriculum delivered by staff with greater expertise Children are willing to bring in awards from external clubs and celebrate in worship 	<ul style="list-style-type: none"> Assess whether this is able to continue financially Look at paid clubs and how we can support children in accessing these Review the curriculum in light of data and monitoring Staff and pupil voice

<ul style="list-style-type: none"> • Provide a broader range of clubs for children to access • Develop the role of Wider Curriculum lead • Increase awareness of other sports and activities by inviting clubs and representatives in to school – York City Knights • Provide catch up swimming lessons for those children still unable to swim at the end of Y4 	<ul style="list-style-type: none"> • Identify which clubs are popular and what activities the children would like to take part in • Use these results to direct clubs • Monitor uptake • Ensure PP and SEND chd have fair access to clubs and support parents and chd • Purchase of OAA, archery and orienteering equipment • Play leaders resources 	<p>£1728 – transport to events</p> <p>£336</p>	<ul style="list-style-type: none"> • More children taking part in after school clubs • Increased access to different sports – particularly for the less common sports that our children would not know about 	<ul style="list-style-type: none"> • Further develop other activities not readily available to them • Continue to promote different activities
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		(Desired) 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:
<ul style="list-style-type: none"> To offer our pupils some competitive opportunities Buy in to our local sports partnership YSSN to offer pupils a range of competitive and non-competitive opportunities Access AHS competitions and ensure attendance as much as possible 	<ul style="list-style-type: none"> Map out a safe, competitive fixture programme that pupils can get involved in. Liaise with staff, timetable and deliver. Speak with YSSN (York School Sports Network) and choose the relevant package. Communicate with YSSN and take part in activities that are suitable for our school Liaise with AHS re competitive activities to ensure attendance 	£0 - YSSN membership	<ul style="list-style-type: none"> Children to be able to participate in more activities eg Brownlee Triathlon 	<ul style="list-style-type: none"> Buy into the YSSN again next year and review each term. Hopefully this will not be impacted by the pandemic.

Signed off by	
Head Teacher:	Helen Coles
Date:	Sept 23
Subject Leader:	Rebecca Langley/Gareth Jones – Wider Opportunities leader
Date:	
Governor:	
Date:	

Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

Supported by:   **SPORT ENGLAND**  **UK COACHING**  **UK active** Manchester Metropolitan