

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

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](#).



Created by:



Supported by:



Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£0
Total amount allocated for 2021/22	£0
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,770
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17,770

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: 2022/23		Total fund allocated:	Date Updated:	
<p>Key indicator 1: The engagement of all 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: % 44
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?
To provide targeted activities and support to involve and encourage the least active children. Allowing children to have the opportunity to experience and access a variety of different activities helping them create a positive relationship with physical activity.	Targeted lunchtime clubs for each year group delivering a variety of different sports and activities each term. Children can help choose what activities are being delivered based on their feedback from PE lessons, festivals, and current major sporting events such as the Olympics, world cups and grand slams.		£2,610	More children now have the confidence to take part in school festivals including those that take place off the school site. Higher engagement from pupils in PE lessons and an increased level of activity at break times as children are now wanting to play and use games and skills learned through the club.
Rothwell schools holiday provision to provide children with fun and engaging activities during the school holidays. Providing parents with high quality affordable childcare. Supporting vulnerable children with safe spaces. Linking with the HAF programme means more children on free school meals can access the provision for free including lunch.	Using sports premium to part fund the cost of our holiday club meaning all children across the school can access the provision. Parent and child feedback to help shape the delivery offer.		£5,250	Increase in numbers and requests for the provision to run throughout all the school holidays. Feedback from the children and parents.
				Build in some playground leadership roles and encourage children to share with others what they have learnt. Continue to increase the variety of what's offered to children at lunchtime. Work with community partners to increase children's access and participation levels outside of school.
				Increase in HAF to allow more children to attend. Seek cost effective ways to supply food during this time.

Created by:



Supported by:



Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: % 24
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 contribute to the Maths on the Move programme which uses physical activity to boost learning. Targeting children who need the extra support. Help to change negative mindsets towards maths.	Fund regular weekly sessions for targeted groups of pupils. Subject lead and class teachers to meet termly with deliverers to review the data.	£200	Impact data used to show improvement in maths. Pupil voice – children saying they feel more confident. Raised activity levels with children attending MOTM hitting the 30 minutes of physical activity in school on non-PE days.	Look for new ways to fund the programme in the future.
Interactive whiteboard for the hall to teach PE and get the full benefit of using the Real PE portal. To save time on set up for lessons meaning more PE time without the need for laptops and connection issues. Better sound and picture quality when teaching dance.	Get quotes for the acquisition and installation of whiteboard. Look for models that will give the best quality and longevity.	£4,000	Board is currently under order and should be with us next academic year.	

Key indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport				Percentage of total allocation:
				% 13
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:
Support through the Pathfinders cluster staff have 1 to 1 training on areas they feel they need support. Staff receive help with planning and delivery of PE. Introduction of Real Gym & Real Dance to staff for the first time this year.	Staff feedback and questionnaires on areas they feel they need support.	£2,117	Higher quality of PE lessons being delivered. Improved staff confidence meaning a greater variety is being delivered to pupils. Staff beginning to have confidence using the learning nutrition.	Continue to invest in the Real PE portal. All staff to use real dance & real gym as well as real pe going forward.
Staff attendance at the primary PE conference.	Applying early to get the best rate. Choosing the most relevant workshops based on the need identified through our action plan.	£150	Resources for swimming and other areas of PE. Sharing of best practice has helped boost staff confidence.	Apply some of the strategies used at the conference on long term curriculum mapping.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:

<p>Linking with all the schools in the Pathfinder trust to provide clubs, festivals, and competitions throughout the year.</p> <p>Children given more access to a variety of free clubs.</p> <p>To provide specialist coaching before events and competitions.</p>	<p>As a trust we set our own competition calendar (outside of the school games) and deploy support where needed.</p> <p>Feedback from staff and children help shape the offer and bring new additions to the calendar each year.</p> <p>Linking with community partners such as Northamptonshire County cricket to provide opportunities away from school.</p>	<p>£1,058</p>	<p>Increase in numbers of pupils able to take part in inter school events.</p> <p>Increase in community engagement with children joining clubs outside of school due to pathways created within school.</p>	<p>Continue to work with and develop community partner links to increase offer to our children.</p> <p>Continue to develop pathways for children to community groups and clubs.</p> <p>Link the gymnastics competitions to our after-school club to have an even greater impact.</p>
<p>PE coordinator role</p> <p>To help raise the profile of PE across the school. Support staff to deliver high quality PE.</p> <p>Help the children reach their full potential in PESSPA.</p> <p>Organize all school teams, competitions, and events including risk assessments.</p> <p>Make sure all pupils receive at least 2 hours of PE a week. Quality assures extra-curricular clubs, organise, and run intra and inter events.</p> <p>Implement staff CPD.</p>	<p>Monitor and evaluate the quality of provision.</p> <p>Feedback from staff to guide decisions on training and equipment needs.</p> <p>Keep up to date with NGB regulations on qualifications and ratios.</p> <p>Attend risk assessment training course.</p>	<p>£2,730</p>	<p>Whole school benefit from year-round support in PE lessons, planning, inclusion, and assessment.</p> <p>Increase in staff confidence in delivering PE and targeted support on offer where needed.</p>	<p>To continue to explore and implement more ways to allow children with SEND to overcome the barriers to physical activity.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				% 6
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:
Transport to and from competitions and festivals to allow more children access them.	Link with local transport companies to arrange coaches and minibuses to events.	£42	Removing barriers to allow all children to access competitions.	Continue to share transport with other schools within our trust.
Supply medals and awards for children attending events.	Share transport where possible with other Pathfinder schools to help reduce costs.	£16	Noticeable improvement in children's confidence. Feedback from children.	Research the cost of having a joint trust minibus for sustainability.
Increase participation in the school games. Improve the availability of competitions for SEND children. Have a greater number of children able to take part in competitive sport.	This year we would have entered more competitions with the KSSP. Increase the number of children able to attend our Pathfinder events. Increase level 1 and intra school events using young leaders.	£1,058	Greater number of children able to gain the experience of representing the school. More children taking part in different levels of competition in and out of school.	To continue to develop more ways for children access and take part in a variety of different events.

Signed off by	
Head Teacher:	Maria Barker
Date:	
Subject Leader:	Vicky Gallagher
Date:	
Governor:	
Date:	