



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

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](#) (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

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 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 2020** 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 2020. 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.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> Established member of staff undergoing training as L3 forest school leader. Trained member of staff will be able to offer forest school sessions during the year for all year groups, this will provide physical opportunities for all children in this area. Internal CPD support for NQT in identified areas of PE and impact seen in confidence and PE teaching. All children year 2 to 6 have still accessed at least one competition within the partnership during the pandemic. Some of these have been virtual while others have been face to face. School has won the small schools league for the 6th year running ! 	<ul style="list-style-type: none"> To re engage all children with opportunities for extra curricular sport and external competitions. To develop further our sports leaders and embed our virtues curriculum through the vehicle of sport. To monitor and evaluate curriculum PE looking at inclusivity.

Meeting national curriculum requirements for swimming and water safety.	
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 2022.	75% 2021 2022 cohort
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	75% 2021 2022 cohort
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	75% 2021 2022 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?

Yes/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: 2021 / 22		Total fund allocated:		Date Updated: July 2022	
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>					Percentage of total allocation:
					%
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 re engage all children in curriculum PE sessions with each child receiving at least 2 hours of curriculum PE across a wide variety of sporting activities.	<ul style="list-style-type: none"> Reformed long term plan because of single year groups and ensuring progression of skills through all areas taught. 	£100	<p>April 2022 – All children engaged in 2 hours of curriculum PE across the school. Curriculum mapping outlines activities children will participate in to ensure progression of skills and breadth of physical activity curriculum. Long term plan, progression of skills and planning document to detail what is being taught when by each year group has been completed for the following academic year. The impact of this will be a detailed overview of progression within and across year groups enabling children to learn more, know more and remember more. All year groups have been</p>		
To participate in full offer from Rutland schools sports partnership providing further opportunities for physical activity.	<ul style="list-style-type: none"> All children have access to opportunities for physical activity through inspire, develop and excel opportunities in partnership with Rutland SGO. 	£2150			
Re establish sports leaders in school to promote and engage all children in physical activity through the daily boost.	<ul style="list-style-type: none"> Leadership programme for sports leaders through Rutland schools sports partnership following the programme daily boost. 	£500			

<p>Provide energise club to ensure all pupils including those less active to participate in regular physical activity.</p> <ul style="list-style-type: none"> To ensure all children are challenged in swimming and increase confidence in teaching swimming by all teachers. 	<ul style="list-style-type: none"> Employ a swimming teacher for weekly KS2 swimming sessions 	<p>£1000</p>	<p>exposed to opportunities for physical activity through the sports partnership to date. This exposure impacts positively on their love of physical activity as well as giving them opportunities to experience and get involved in a wide variety of sports beyond school. The leadership programme will begin in Term 6.</p> <p>July 2022 -All leaders completed the programme successfully.</p> <p>April 2022 -Energise club was run in term 3, 20 children attended after school club for year 1 and 2. The impact of this opportunity was seen in the PE curriculum lessons with teachers reporting an improvement in general health and fitness levels.</p> <p>Swimming teacher employed at Oakham school to assist with KS2 swimming lessons. Out of 12 children attending the recent swimming gala 10 achieved a top 5 position in the first stage of the gala and went on to the county gala.</p> <p>July 2022 - 75% of children can</p>	
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			swim 25m in a range of strokes and perform a safe self-rescue.	
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		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 provide physical learning linked to well being and mental health needs as part of the mental health strategy led by the committee. To link our school virtues curriculum to school sport. To introduce children to taster 	<ul style="list-style-type: none"> Completion of forest school training for leader to provide sustainability and experiences in this area for all children Sports leaders to design personal challenges for individual children using the chosen virtues. Children across the school to 	<p>£5000</p> <p>£200</p> <p>£400</p>	<p>April 2022 – A member of staff is now trained as a forest school leader and 4 year groups have participated in a 6 week block of sessions so far this academic year. Children report that they love the freedom provided through the philosophy of forest school and the opportunity to explore new outdoor experiences, they enjoy taking risks, team building and being outdoors in all weathers. Impact of this has been seen in the</p>	

<p>sessions exploring holistic health of individuals.</p> <ul style="list-style-type: none"> • To close gross motor gaps through early identification in physical literacy screening and intervention. • To promote a range of inclusive sports for all our children. 	<p>be engaged in a variety of sessions exploring holistic health.</p> <ul style="list-style-type: none"> • To engage in physical literacy provider through schools sports partnership. • Participate in inclusive sports offered through the partnership. 		<p>development of physical confidence in individual children and improved stamina in physical activities for certain individuals. Healthy living day on 14th January focused on holistic health and the impact of this was seen in the further development of sports leaders leading circuit type activities to transfer to playground activities and opportunities as well as having the opportunity to try new physical activities. 19 children in EYFS and year 1 children were identified for physical literacy interventions in terms 1 and 2, impact of these interventions has been seen in curriculum PE sessions as well as having an impact on fine motor activities and general coordination. All children will be retested in Pentecost 2.</p> <p>July 2022 – All children showed improvements in all areas of the testing from Advent 1 to Pentecost 2.</p> <p>Inclusive sports – so far we have entered the Boccia league for 6 SEND chd.</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
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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:
<ul style="list-style-type: none"> To re engage staff in assessment through statements on O track with specific areas identified eg gymnastics, games and swimming. Continued support provided for RQT in identified areas. To provide support for identified adult to continue to lead physical literacy interventions. PE lead to continue to keep updated on subject knowledge to lead staff across the school. 	<ul style="list-style-type: none"> Provide opportunities for staff development in this area to include internal moderation of skills and PE lead to support staff with assessment. Support to be provided through PE lead and external support through partnership. Identified adult to lead arranged small group sessions. Engagement with other PE leads at PE meetings, attendance at PE conference and links made 	<p>£1000</p> <p>£500</p> <p>£500</p>	<p>April 2022 – All staff are uploading formative assessment to O track and this is useful when looking at skills that need further development through other areas of PE. It also ensures that the PE lead can track areas of strength and development across the school.</p> <p>Cricket coaching is taking place in term 5 led by Leicestershire cricket. CPD for staff including our RQT will also take place this term. RQT is also attending football training with a specific focus on girls.</p> <p>Sensory circuits – We currently have 9 children across the school engaged in sensory circuits.</p> <p>April 2022 – PE lead has attended one meeting with all PE leads. So far we have entered 18 sports competitions and development</p>	

<ul style="list-style-type: none"> To ensure all teachers leading swimming trained on the ASA level 2 teaching of swimming. 	<p>with Rutland schools sports partnership.</p> <ul style="list-style-type: none"> To engage with the training offered through Rutland schools sports partnership. 		<p>opportunities. July 2022 – Across the year 29 events were entered.</p> <p>April 2022 - Swimming training has been postponed until the next academic year. Life guarding training to take place August 2022 for EYFS and KS1 staff at Oakham C of E.</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:
%

Intent	Implementation	Impact		
<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>
<ul style="list-style-type: none"> All children across school to learn skills and develop character through forest school. To ensure all children have access to physical activity across a range of sports. 	<ul style="list-style-type: none"> All children to participate in a 6 week block of forest school . To provide opportunities for all children to participate in a range of sports extra curricular and in curriculum time. Participation will be tracked to ensure that all individuals have these opportunities. 	<p>£500</p>	<p>All children have had 6 weeks of forest school session. Impact of sessions detailed above.</p> <p>July 2022 - 12 different extra-curricular sports clubs have been offered this academic year.</p> <p>July 2022 - 77% of children have attended at least 1 extra curricular club.</p> <p>Children across the school have attended 12 sporting activities during curriculum time including dodgeball, basketball and badminton.</p>	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
<ul style="list-style-type: none"> To provide a wide range of opportunities to school based competitions externally and internally on the school site. To ensure all children's participation in these opportunities particularly tracking children in vulnerable groups. 	<ul style="list-style-type: none"> Engage fully with all competitions offered through the schools sports partnership both remotely and physically. Utilise sports leaders to organise and lead internal house competitions. Track participation of all children across the school in extra curricular activities and competitions particularly focusing on vulnerable groups. 	<p>£500</p> <p>£500</p>	<p>July 2022 - Through the academic year we have entered 29 competitions in a range of sports. Our gymnastics team won the Rutland event to get through to the county championships coming second.</p> <p>July 2022 - 12/14 PP chd in KS1 and 2 have attended extra curricular clubs. 14/14 PP chd in KS1 and 2 have taken part in a level 2 or level 3 competition. 22/26 SEND chd in KS1 and 2 have attended extra-curricular clubs. 28/28 SEND chd in KS1 and 2 have taken part in a level 2 or level 3 competition.</p>	

Signed off by

Head Teacher:	Alison Chambers
Date:	20.9.2022
Subject Leader:	Hannah Smith
Date:	20.9.2022
Governor:	Chris Thomas
Date:	