

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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:

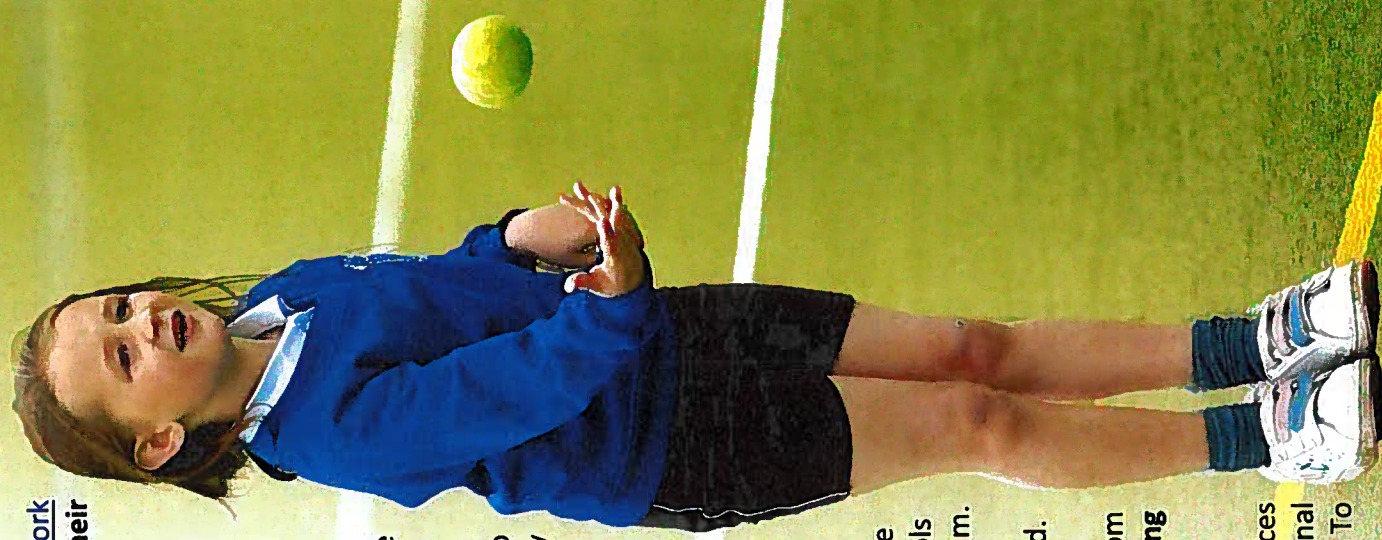
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 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 allocated for 2022/23	£19,552.00
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£18,524.72
Total amount of funding to be carried over to 2023/24	£1027.28

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	* due to covid and this Year 6 cohort having both Year 3 and Year 4 lesson disrupted this information has been gathered from parents/carers rather than school-based data. Out of 92 children we only had 62 responses. If parents were unsure or not responded we have assumed the answer was no.
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 2023. Please see note above	51/92 55%
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	46/92 50%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	45/92 49%
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: 2022/23	Total fund allocated: £19,552.00	Date Updated: 19.07.23	Percentage of total allocation: 8%
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			
Intent	Implementation	Impact	Sustainability and suggested next steps:
<p>Your school focus should be clear what you want the pupils to know and be able to do and what they need to learn and to consolidate through practice:</p> <p>To enable wider opportunities, experiences and activities within the school day in order to create a wider impact on pupils' activeness as well as their emotional and social well-being.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Premier Coach taking lunchtime structured activities x 2 weekly</p> <p>Before school and after school clubs offered to all children</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Pupils are offered a range of sports and activities which are organised and planned. This means the children have further opportunities to develop more competitive play whilst in a structured way.</p> <p>Range of clubs offered this year included: dance, gymnastics, table tennis, basketball, dodgeball, football, netball, multi-sports, rounders, and gardening. Children have a deeper understanding of how to play their chosen sports which have taken part outside of the school day.</p>	<p>Allowed more pupils to engage in competitive playing during the day as well as supporting pupils to lead more active and healthy lifestyles as well as trying sports and activities they might not have otherwise.</p> <p>Children have been involved in deciding which clubs they would like to take part in through our school council to ensure interest. A range of clubs offered to keep interests high and where possible have made children aware when clubs have linked with fixtures e.g rounders club in take was higher after explaining it was</p>
	<p>Funding allocated:</p> <p>£330 £329.98 £960</p>		

	Premier Education lunch time active sessions		<p>To support engagement across lunch times Premier Education have run lunch time sessions in order to promote active play and positive social interactions as well as allowing further opportunities for competitive sports.</p>	<p>in support and preparation of an upcoming fixture (added motivation). Allowed for further opportunities for children to engage actively with others during lunchtimes. This can be continued with any adult including lunch time supervisors moving forward too.</p>
Year 6 Young Leaders to engage even more children at lunchtimes	Nil	Nil	<p>Year 6 Young Leaders were trained to deliver high quality playground sessions which have included differentiated activities to include all pupils. They have encouraged less-active children to take part in physical activities which has supported children overall activeness and mental health.</p>	<p>This will continue with the new cohort of Year 6 – current Year 5 will hopefully be inspired to want to take on the role following the Year 6's lead.</p>
Travel Tracker	Nil	Nil	<p>Pupils' modes of transport tracked and rewarded with a monthly badge when children walked/scooted or part walked to school.</p> <p>Club Data 2022/23 Whole school club data: 47% took part in a club 41% of the boys took part in a club 54% of the girls took part in a club 38% of the PP children took part in a club 37% of the SEN children took part in a</p>	<p>Motivates children to walk/bike/scoot to school, encouraging a healthy lifestyle not only for them but for their family. We hope to continue this scheme again next year.</p>

		<p>club</p> <p>Year 3</p> <p>49% took part in a club</p> <p>38% of the boys took part in a club</p> <p>62% of the girls took part in a club</p> <p>37% of the PP children took part in a club</p> <p>43% of the SEN children took part in a club</p> <p>Year 4</p> <p>37% took part in a club</p> <p>30% of the boys took part in a club</p> <p>43% of the girls took part in a club</p> <p>40% of the PP children took part in a club</p> <p>40% of the SEN children took part in a club</p> <p>Year 5</p> <p>37% took part in a club</p> <p>30% of the boys took part in a club</p> <p>46% of the girls took part in a club</p> <p>33% of the PP children took part in a club</p> <p>13% of the SEN children took part in a club</p> <p>Year 6</p> <p>63% took part in a club</p> <p>62% of the boys took part in a club</p> <p>65% of the girls took part in a club</p> <p>44% of the PP children took part in a club</p> <p>50% of the SEN children took part in a club</p>	
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>			<p>Percentage of total allocation:</p>
			<p>23%</p>

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 inspire our pupils to lead active and healthy lifestyles by giving them access and information to a range of sports opportunities.	Following the success of the visit of Sam Oldham (an Olympic gymnast) we re-invited him in to school to inspire a new group of children.	£260.30	Inspirational assembly, which had a positive impact on children's motivation and allowed them to have a better understanding of what hard work and resilience can do in life.	Memorable experience that children will take away with them after their time at St Laurence. Supports the message of hard-work and resilience to achieve your goals. Experience also allows for the opportunity to inspire them to get involved in gymnastics or a sport of their interest. We will look to do more of these next year.
	Diwali Workshop	£155.29 £223.71	Year 5 completed a Diwali workshop where they learnt about the story and meaning of Diwali through dance and movement. Engaged all children in year group and allowed active learning to take place.	Active learning, making learning more memorable and therefore sustainable.
	Year 4 swimming	£1218.00 £1421.00 £1116.50 £143	Provided children with the chance to build upon their swimming abilities gained in Year 3 as well as develop their swimming strokes and learn self-rescue strategies needed in the real world.	Swimming is an important for survival and an imperative life skill. It is important we allow the children when we can the chance to leave us as competent swimmers who understand self-rescue and water safety as well as

	Year 2/Year 3 mixed transition PE session	Nil	<p>Year 4 Swimming data</p> <ul style="list-style-type: none"> 53% can swim 25m 42% can use a range of strokes effectively 57% can perform safe self-rescue in different water-based situations <p>To support in the transition of our Year 2 children from the infant school an active sports session took part with our Year 3 and the Infant's Year 2 classes. This was a great opportunity to promote PESSPA across both schools.</p>	<p>being able to swim at least 25m. Therefore, the more children who can reach this level the better. We aim to continue these booster lessons next year.</p> <p>This was a memorable morning which not only supported in the transition of the upcoming Year 2 cohort but also highlighted the role of PESSPA.</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: 16%
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:
			Evidence of impact: what do pupils now know and what can they now do? What has changed?:

<p>To develop teacher confidence and knowledge in delivering high quality PE lessons that allow skills to be built upon through the school</p>	<p>GetSet4PE</p>	<p>£740.00</p>	<p>Invested in a three- year package with GetSet4Pe which has massively supported teaching staff in delivering high quality PE sessions which are interesting and varied whilst builds on the necessary skills. The resources have also supported with the Year 6 Young Leader development as this tool was used to support a development programme before the Young Leaders started engaging children on the playground. It allowed them to think about differentiating activities as well as creating engaging, active and fun games to get more children involved.</p>	<p>This programme has supported teachers' development in delivering high quality PE lessons this year. Therefore, if we were to not invest in this programme teachers' knowledge and understanding of lesson structure and skill development has been supported and built upon making this sustainable. The programme offered key lessons which were adapted and taught to the Year 6 Young Leaders allowing for a more successful and therefore sustainable implementation of the Young Leader Programme.</p>
	<p>Gymnastics CPD given to all teachers</p>	<p>£350.00</p>	<p>As identified by teachers who asked for more CPD on gymnastics this session supported in the delivery of high-quality gymnastic lessons involving the wall bar equipment.</p>	<p>Gave teachers more confidence to plan for and use the big gymnastics equipment including the bars on the walls. Also gave teachers ideas on how to use safely and with differentiation to meet all the needs of their children and to ensure inclusivity.</p>
	<p>New equipment to support better teaching and learning opportunities</p>	<p>£4.16 £330</p>	<p>Having the right equipment and enough equipment when delivering high quality lessons is key.</p>	<p>Allows teachers to deliver high quality PE lessons and enable pupils develop core skills and be active in every lesson.</p>

Key indicator 5: Increased participation in competitive sport

Percentage of total allocation:		Impact	
8%		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Intent	Implementation	Funding allocated:	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>To offer sport for all including taking part in a variety of sporting events which include both competitive and developmental approaches as well as targeting gifted and talented and those with special education needs.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Intra- School Fixtures including SEND and gifted and talented focused events as well as competitive and developmental opportunities</p>	<p>£50 £85 £250 £175 £321 £246 £499.10</p>	<p>These opportunities have given a wide range of children new experiences to take part in a wide variety of sports, represent our school and feel the positive effects of playing in a team. This has included both competitive and developmental opportunities. This is something they will take away with them when playing sports in the future. Each child has also received a medal to celebrate this and as a reminder of their achievements as well as being celebrated in our celebration assemblies. Next year, we hope to take part in as many competitions and opportunities as possible to encourage sport for all.</p> <p>Festivals/developmental events: 68 pupils have represented the school this year in a sports festival (non-competitive) 53 of these children were boys 15 of these children were girls 13 of these children were PP 11 of these children were SEN 17 of these children competed in more than one sport this year.</p> <p>This year the whole school have participated in our Sports Day as well as having the opportunity to</p>
	<p>Inter-school competitive events including whole school Sports Day and an optional table tennis</p>		<p>These events will continue next year.</p>

	competition for each year group.		sign up and take part in a competitive table tennis competition run by our Year 6 Young Leaders. This has encouraged a competitive nature as well as leadership skills, developed resilience and allowed pupils to practise losing and winning in a supported manner.	
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Head Teacher:	Mr. A. Murphy
Date:	21/7/23
Subject Leader:	Sarah Bailey
Date:	21/7/23
Governor:	
Date:	