

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 2021/2022, 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 2023. To see an example of how to complete the table please click [HERE](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£10,862.15
Total amount allocated for 2022/23	£19,560.00
How much (if any) do you intend to carry over from this total fund into 2023/24	£10,670.00
Total amount allocated for 2022/23	£30,422.15
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£19,752.15

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 2022.</p> <p>Please see note above</p>	20%
<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>	16%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	10%
<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

	Teacher/lunchtime supervisors to teach children how to look after equipment/put it away after lunchtime. Use a rota for equipment and access and amend whenever necessary.		Each class has been timetabled to use the trim trail, play basketball and football so that there is a fair usage. This has helped behaviour during playtimes as there are less children playing one sport or in one area.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
To ensure that the school makes the most of all opportunities and expertise offered locally, so that children can participate in events that are beyond the capacity of the school by itself.	Membership of INSPIRE TOGETHER LCCC Chance to Shine Programme	£1550 N/A	The children have reported having a positive experience when taking part in the competitions and festivals run by 'Inspire Together'. They have had the opportunity to achieve personal success, inspiring further participation and raising aspiration. Year 5 and 6 had free cricket sessions delivered by LCCC and Year 6 had an after-school club during Summer term 2. The children were very engaged and reported that they thoroughly enjoyed the sessions. The coaches highlighted several children with exceptional talent and have encouraged the children to consider training with the club.	Hire the equipment from the SSPAN, such as quidditch, to widen our children's opportunities. To post on social media or via similar means to celebrate the achievements of Physical Education, Physical Activity and School Sport at Bridge with our families. Complete whole school data tracker to show gaps in PE provision and ensure more children have the opportunity to take part in extra-curricular physical activities through clubs and sporting events.

<p>To INSPIRE Disengaged pupils, those who have not represented the school before, young people who feel that sport and physical activity is 'not for them'.</p> <p>Ensure PE and Sports information such as competition dates and achievements are shared with the children and the wider school community, promoting high quality PE programmes celebrating the success of the children involved.</p>	<p>Football coaching</p> <p>Mini Whispas</p> <p>To share sporting achievements in assembly.</p> <p>Regularly contribute to the school newsletter.</p> <p>Send out flyers for sporting opportunities from internal and external providers.</p> <p>Create, update and maintain the PE display in the office area.</p>	<p>N/A</p> <p>£300</p> <p>N/A</p>	<p>We had four weeks of free after school football coaching with Primary Sports Education to develop engagement and sportsmanship. The children have asked for this to continue in the new academic year.</p> <p>Girls in Years 4, 5 and 6 who were chosen by their class teachers partake in 'Mini Whispas'. In all groups, the girls reported greater enjoyment and confidence at the end of their sessions. They had the opportunity to take part in a variety of sports of their choice and perform to the school leaders and photos of which were shared in our school newsletter.</p> <p>Sporting achievements are regularly shared and commended in assemblies, including sports day whereby the children were rewarded for their 'sporting values' such as honesty and determination.</p> <p>All sporting events have been shared in our monthly school newsletter, which has encouraged more children to want to take part in future competitions.</p> <p>Parents and staff have utilised free opportunities passed on by the school from third parties such as cheaper tickets to see LCCC.</p>	<p>To develop a school football team for both the girls and boys, enabling us to take part in local tournaments.</p> <p>Continue to highlight underrepresented groups and offer interventions and opportunities to reengage them in sport using the participation tracker (above).</p> <p>Continue to update the PE display so all visitors, families and children can see our schools sporting achievements and activities.</p> <p>To increase family engagement in sports by inviting more parents to sporting events.</p> <p>Look at the school swimming data and identify children who are unable to meet the national requirements at the end of Year 4</p>
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			Parents are able to see the school PE kit on the noticeboard in the office area however, more needs to be done to develop the board and share our schools' successes.	then offer top up swimming sessions to them in Year 5.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				36 %
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 ensure that all teaching staff have the confidence, knowledge and skills to teach our REAL PE scheme of work.	We have continued to use real PE for our teacher led PE lessons and have renewed our subscription.	£695	Many staff have reported that they find the real PE platform easy to use and to follow when teaching PE.	New staff who will be supporting swimming to be identified each year and complete the appropriate training. Staff who have already completed training to update it every three years.
To ensure that all teachers have the required subject knowledge to teach PE	18.01.23 CPD from Real PE - Every class teacher observed a modelled lesson taught by Pete Forster from REAL PE and had the opportunity for follow-up questions and discussions.	£845	There is now consistency in the PE lessons taught by the class teachers. Some staff said it was useful to watch model lessons, however, the staff who were more experienced with real PE said that were already confident with their understanding and delivery.	Headteacher and PE lead to carry out check of the swimming pool and qualifications to ensure the safety of all pupils.
Provide CPD opportunities for staff throughout the year by PE Specialists, Future Active or other outside agencies that come in to work with the children.	All teachers are released to observe our sports coach teaching a range of different sports across the year to develop their own subject knowledge and delivery in PE.	£8890	Teachers have improved knowledge of the sports themselves as well as the delivery of them.	Staff work together and share good practice, which develops confidence and staff more willing to support competitions and clubs.
Continue to ensure all staff to complete Swimming Wet and Dry Tests to ensure Health and Safety requirements are met.	All staff involved in swimming or required to cover swimming have the relevant training and have completed	N/A	Kathryn has now completed her first aid training meaning she can now be	Offer a wider variety of extra-

<p>Continue to identify staff who need First aid training to support sporting events, playground duties and PE lessons within school.</p>	<p>the relevant tests.</p> <p>Sports coach to complete first aid training and staff in school to have their training updated as needed.</p>	<p>N/A</p>	<p>the designated first aider at sporting events allowing less adults to attend.</p> <p>More support staff have completed first aid training meaning there are more adults available to support sporting events.</p>	<p>curricular clubs.</p> <p>Continue to monitor the scheme of work in place for PE and refine as necessary.</p>
<p>Continue to monitor the scheme of work in place for PE and refine as necessary.</p>	<p>We have bought into the Get Set 4 PE scheme to inform our PE curriculum and the lessons led by our coach to gain the depth, coverage and progression needed across the school.</p>	<p>£370</p>	<p>There is now a much clearer progression in PE lessons, within a lesson, unit and across year groups. We now teach a wider variety of sports and have tried to align these with the competition calendar. This has enabled our children to take part in a larger variety of sports during their time in KS2 and partake in more opportunities, which in turn prepares them for PE at upper school.</p>	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
7 %

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>Make sure your actions to achieve are linked to your intentions:</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>
<p>Look in to viability of expanding the range of extra-curricular clubs.</p> <p>Provide opportunities to engage students</p>	<p>Skipping Henry led an after school skipping club to Years 3, 4 and 5 for a half term each.</p> <p>Mini whispas</p>	<p>£720</p> <p>Stated above.</p>	<p>Students are using what they have learnt with Henry in the playground, with more children skipping during breaktime and lunchtime leading to more activity and better behaviour.</p> <p>Stated above.</p>	<p>Organise outdoor and adventurous activities such as fencing, archery, climbing and orienteering in to and outside of the curriculum so that children are given the opportunity to experience a wide range of sports.</p>

<p>to develop confidence and a joy for physical activity.</p> <p>Identify students who would benefit from a different approach to physical activity which will develop their confidence.</p>	<p>Two SEND pupils funded to go to the summer HAF club to continue their physical development.</p> <p>Accessible PE equipment ordered to support children with SEND.</p>	<p>£1280</p> <p>£124.65</p>	<p>The HAF project is yet to start as it takes place over the summer holidays. However, both families were supportive of their child attending and teachers are hopeful this will help them to continue to develop their fine and gross motor skills.</p> <p>The equipment will arrive at the start of the new academic year.</p>	<p>Using the equipment we already have in school or by hiring some from the SSPAN, run clubs which are inclusive of children with SEND.</p> <p>Make links with more local sports clubs.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2 %
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>Continue to enter a variety of competitions and festivals through Inspire Together and local Leagues.</p> <p>Include SEND and those who are reluctant participants to ensure they are involved in the competitions available to them.</p> <p>Organise competitions with other schools/DG4 competitions to provide different opportunities for students</p>	<p>Membership of INSPIRE TOGETHER</p> <ul style="list-style-type: none"> • Y3 HWB Festival • Fencing • New Age Kurling (SEND) • Sportshall Athletics • Basketball • Saffron Lane Athletics Competition • Quad Kids Athletics <p>We also signed up to take part in the Y4 HWB Festival and our DG cricket competition but these were both cancelled by the organisers.</p> <p>Buses funded by school to pay for travel to and from events and competitions.</p> <p>All children to take part in an end of year 'Sports Day' that is accessible so that all children have had the opportunity to take part in a phase wide intra-competition.</p>	<p>Stated above.</p> <p>£720</p> <p>£32.30</p>	<p>SSPAN competition calendar.</p> <p>Our children were successful in a variety of sporting opportunities, including:</p> <ul style="list-style-type: none"> - Qualifying to the county finals of the Leicestershire Basketball League. - Qualifying for Year 3 and 4 from the Saffron Lane Athletics Competition for East Leicester to the city wide 'Quad Kids' Athletics Competition. - We also had many medals at Saffron Lane, including two golds, three silvers and one bronze. <p>We have achieved a gold award for the School Games Mark showing our participation and inclusivity in competitive sport.</p>	<p>Continue membership of SSPAN.</p> <p>Use participation spreadsheet for clubs and competitions as a tool to encourage participation for children with SEND and PP.</p> <p>Organise more competitions and opportunities with our development group and other schools in the area.</p> <p>Identify children with exceptional talent and signpost them to local sports clubs.</p> <p>Order a school sports kit so that children look and feel part of a school team when participating against other schools.</p>

Signed off by	
Acting Head Teacher:	M.Vig
Date:	20.7.23
Subject Leader:	E.Warren
Date:	19.7.23
Governor:	G. Scott
Date:	20.7.23