

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by

Department
for Education

Created by

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Education



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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 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 2022. 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 2020/221	
Total amount allocated for 2021/22	£17,599
How much (if any) do you intend to carry over from this total fund into 2022/23?	£00.00
Total amount allocated for 2022/23	£17,340
Total amount of funding for 2022/23 To be spent and reported on by 31st July 2023.	£17,340

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>Children in Year 2, 3 and 4 attended swimming lessons.</p> <p>Year 4 - Autumn term 2022.</p> <p>Year 3 and 4 – Autumn 2022 and Spring 2023.</p> <p>Year 2 Spring and Summer 2023</p> <p>Year 1 got the opportunity to attend 3 swimming sessions in Summer 2023. This meant that all the children in Years 2, 3 and 4 had a total of three terms swimming as per NC requirements. All children in school have been taught about water safety and safe self-rescue</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>	<p>N/A</p>

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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	N/A
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A
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?	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: £17,599		Date Updated: September 2022	
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: 35%
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 develop opportunities for extra physical activities during the school day and continue the promotion of healthy lifestyles.	<p>Regularly update and buy PE/Games equipment for children to use at playtimes and renew equipment each term.</p> <p>Training of a new Play Leaders- to support raising the profile of PE at Arrow Valley First School. Play leaders to support the running of lunchtime clubs to ensure that there are lots of activities to do during this time.</p>	£6,000	<p>Children have had access to playtime equipment which ensures they have a more active playtime. Children engaged in a range of activities either independently or within a small group.</p> <p>All Year 3 pupils have been trained as Play Leaders. They work in small groups with a game of their choice and promote children to become physically active at lunchtimes. We have had increased engagement/ participation in positive physical activities at playtime for all children.</p>	<p>Continue to update playtime equipment next year.</p> <p>Continue to work with the present Year 4s to upskill them.</p> <p>Train new Y3 Play leaders ready for the summer term 2024.</p>	

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 facilitate participation in sporting activities and raising the profile of competitive sports and enjoyment of PE through both transportation to events and festivals and also improving the resourcing of activities in school.	Minibus and coach expenses to allow pupils at Arrow Valley First School to attend a range of sporting events.	£1,000	EYFS participated in an agility day. The children enjoyed competing against other pupils from different schools and also were able to experience a wider range of activities to those of within school. Year 3 participated in a Sports Festival. Enjoyed playing against other pupils in a competition.	To try to ensure that each year group are able to attend a sporting fixture next academic year.
To encourage pupils to take on leadership roles that support sport/physical activity and well being	Year 4 play leaders and KS2 well being champions.			
Pupils, staff and parents are aware of sporting activities and achievements across the school.	Results and photos to be celebrated/displayed/promoted via newsletters/Website/Class Dojo posts.			
Provide resources to help teach PE more effectively	Sports equipment for whole school		Purchasing this equipment ensures that all PE lessons are adequately resourced, helping teachers to teach more effectively.	To continue to monitor and replace equipment when necessary

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				41%
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:
Use of skilled sports coach to deliver PE lessons that enable staff to observe and also team teach lessons to increase their confidence, knowledge and skills in the subject.	Staff to watch specialist PE teacher to upskill their own confidence and knowledge of the subject.	£7,000	Teachers have benefitted from having the CPD knowledge of learning new skills that they can now teach professional next year in their own PE sessions.	Moving onto next year where teachers will have more opportunity to observe lessons and upskill themselves

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 12%
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 provide all pupils with the opportunity to experience new sports and activities.	During the year we had team colour events: Bocca, Archery, Bowls and Ultimate Frisbee. This inspired our children to know about other sports.	£2,000	Pupils enjoyed all activities as they were something different to the PE session. They enjoyed the competitiveness as well.	Continue to promote links within other first schools within the trust.
To keep equipment up to a safe standard to ensure pupils can enjoy a broad range of sports and activities safely.	Annual gym inspection Annual playground inspection		Pupils continue to enjoy a broad range of activities safely.	Continue to have the gym equipment and playground inspected annually.
Continue to facilitate a wider range of extracurricular provision for nonparticipants.	Our PE coach to run a range of extracurricular activities to encourage non-participant and Support in identifying less active children the support with alternative sports (in PE and as clubs)		Our PE coach has supported the Play Leaders to help them to develop more engaging activities which has seen more children join in at lunchtime. He has supported PE sessions from across Key Stage Two helping to support those less engaged in lessons so that they participate and gain confidence.	

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:
Specialist coaching for Colour Games and Inter School fixtures.	Utilise a specialist coach to teach children key skills such as archery and Boccia. Teachers can co-teach and gain subject knowledge from the specialist delivering these lessons.	£1,000	Inclusion has been at the heart of the 'Colour Games' and children from KS2 (Yrs 3 and Y4) as well as KS1 have competed in archery and Boccia high quality inclusive sports. Staff have given feedback and children have been engaged and enjoyed competing for their teams. Specialist delivered a variety of sports and activities that have led to successful competitive Colour Game competitions. Children were able to perform physical activities with confidence and skill and enjoyed the competition as a result. Staff were able to gain subject knowledge by co-teaching with a specialist.	Continue the 'Colour Games' next year and continue to include inclusive sports to engage all pupils. Continue celebrating children's success in competitive sport during assemblies and the physical environment in school with displays.

Signed off by	
Head Teacher:	Sarah Allen
Date:	24.07.23
Subject Leader:	Louise Newman
Date:	24.07.23

Governor:	Nicola Robinson
Date:	30.07.23

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

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