

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

2022/23

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST

Additions by:



ALLISON
CONSULTANCY



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 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](#).



Funding Available for 2021/22

DfE: Conditions of Grant - Underspend

The 2020/21 Conditions of Grant were updated to include an **in-year variation regarding the funding.**

Any unspent funding at 31 July 2021 can be carried forward into the 2021 to 2022 academic year. This applies to unspent funding from the 2020 to 2021 academic year, and also to any unspent, carry over funding from the academic year 2019 to 2020. All funding carried forward into the 2021 to 2022 academic year must be spent by 31 July 2022.

Please, now see our Budget Summary below which identifies any Underspend, our 2021/22 Premium and our Total Funding available for 2021/22. This is then followed by our 2021/22 Action Plan including related COVID19 Safe-Practice measures.

Budget Summary for 2022/23

Total amount of any unspent funding at
31st July, 2022, to be carried forward

- £0

2022/23 Premium

-

Total Funding
for 2022/23*

£19,580

19,580

*To be spent and reported upon by 31st July 2022.

PE Lead Self-Review (Tracking & Monitoring)
COVID: PESSPA Safe Practice - Action Plan Delivery - Budget (Including any Underspend)

To support you to track and monitor COVID: PESSPA safe practice, the delivery of your Action Plan, and to meet the deadline for spending any Underspend carried over from the last two years, please 'tick' as appropriate the boxes below. Please also identify in 'Red' in the 'Funding Column' in your Action Plan below where you allocate any Underspend.

1. COVID: PESSPA Safe Practice

Is COVID: PESSPA Safe Practice being followed by staff and children across your school / academy?	End of Term 1	End of Term 3	End of Term 5

2. Action Plan

Are you on track to deliver your Actions contained in your Action Plan?	End of Term 1	End of Term 3	End of Term 5

3. Budget: Underspend

Has any identified Underspend from the last two years been spent by <u>31st July 2022?</u>	Yes	No	NA



COVID19: PE, School Sport & Physical Activity (PESSPA) Safe Practice

With regards to the planning (Intent) of what we want to achieve this year, we have ensured that we have referred to all national and local COVID19 guidance available at the time in relation to each of the PE & Sport Premium Outcome Indicators.

With regards to delivery (Implementation) of our Action Plan we will amend any actions as appropriate in line with any new guidance as it emerges.

Specifically, with regards to delivery, we will adhere to all latest national COVID19 guidance including the requirements relating to:

- ✓ *The engagement of external providers to work alongside children and staff in a range of roles including teaching / coaching, extra-curricular activity provision, competition, leadership training, and CPD.*
- ✓ *Visiting and using external sites and facilities*
- ✓ *The safe use of sports equipment and resources including all hygiene protocol*
- ✓ *Competitive opportunities both within our academy and against other schools and academies*



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 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>Year 3 and 4 complete termly swimming lessons. Year 5 are given top up sessions to support those children who are not quite at 25m.</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. Please see note above.</p>	<p>72%</p>
<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>	<p>72%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>72%</p>

<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>	<p>See above.</p>
--	-------------------

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 (Including any Underspend): £	Date Updated: 1	
<p>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</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: Red = Underspend	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
<p>Develop a Healthy Active Engagement Programme to encourage more children to engage more regularly in additional physical activity opportunities</p>	<p>A Focus on Outdoor Opportunities</p> <ul style="list-style-type: none"> We will identify programmes/ CPD and resources to support active learning across whole school with a particular focus on outdoor learning which also adheres to the national COVID19 guidance. <p>1. Complete Pupil Voice survey to identify pupil interests and barriers to participation (Summer Term)</p> <p>2. Engage Key Sports to extend physical activity opportunities</p> <ul style="list-style-type: none"> Provide additional healthy, physical activity opportunities outside of curriculum time. Lunchtime clubs to be ran consistently across all key stages. <p>3. Wistow Mile</p> <ul style="list-style-type: none"> Maintain and develop Wistow Mile as part of range of activities to meet 30 minutes a day requirement Classes complete daily to engage with children physically. 	£4,375 Yearly cost of coaches.	<p>Evidence</p> <ul style="list-style-type: none"> All programmes in place and children engaging on a regular basis Participation Registers Extended Extra-Curricular Sport and Physical Activity Programme Active Playground Programme in place PE, School Sport and Physical Activity (PESSPA) noticeboard updated Pupil voice surveys Staff voice Equipment purchased Now have bank of interactive resources that classes can use <p>Impact / Outcomes for Children:</p> <ul style="list-style-type: none"> Increased awareness of the wide range of different types of healthy activity available Increased opportunities for healthy activity available Increased engagement in exercise Increased understanding of the benefits of exercise for health Improvement in sense of health and well-being

	<p>4. Bikeability</p> <ul style="list-style-type: none"> Year 5 <p>5. Identify staffing to support delivery of Activity Programmes</p> <ul style="list-style-type: none"> Liaise with all staff Young Leader to support delivery of some activities Lunchtime sports leaders. Deliver their own sporting activities at lunchtime which will be provided for LKS1/KS1 children. <p>6. Use interactive resources such as Joe Wickes and 'Go Noodle' to support physical activity opportunities.</p> <p>7. Targeting non-engagement</p> <ul style="list-style-type: none"> Use pupil voice to target areas of non-participation. This could be including more non-traditional sports at break times with children working in their own spaces Offer some extra opportunities (Coaches could provide some of these) Tiny Tikes, Chloe's Dance, Gymnastics. Questionnaire to be sent out to parent of whom children are SEN or PP to try to engage with clubs more. <p>8. Purchase additional equipment, resources and storage to support Healthy Active Engagement Programmes</p> <ul style="list-style-type: none"> Continue to use and re-stock the playground equipment to support engagement for children at playtime and break times. Purchase storage units to better help the management of sporting equipment in school. Purchase range of inclusive equipment. 		<ul style="list-style-type: none"> Increased participation by children who normally don't engage with sporting / physical activity opportunities Increased number of children participating in school clubs Increased number of children enjoying taking part in school clubs Participation across the school has increased Children that didn't engage now more active Children are accessing structured, active games during lunchtimes. Children are confident when discussing a healthy lifestyle and take responsibility for theirs. <p>(See Impact and Outcomes for Children above)</p>	
--	--	--	---	--

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: Red = Underspend	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
Support the development of the whole child through the achievement of whole school outcomes as a result of a focus on PE, School Sport and Physical Activity	<p>Strategic Approach with focus on well-being</p> <ul style="list-style-type: none"> PE Lead to link Actions contained in the Action Plan to the implementation and delivery of the new, whole-school Relationships and health education (RHE) Curriculum for primary aged pupils which becomes compulsory from September 2020, and which schools are expected to start teaching by at least the start of the summer term 2021. Develop links with and support whole-school priorities e.g. healthy eating and children's understanding between engagement in healthy physical activity programmes. Eco Lead to take control of healthy eating, going forward. <p>Focus on Mental health:</p> <p>i. COVID Safe- Competition, Leadership and Team-Building Opportunities</p> <ul style="list-style-type: none"> Implement COVID19 safe competition opportunities against self and others to develop range of personal and social skills. This would involve developing competitive opportunities for children of all abilities to support the development of the 		<p>Evidence</p> <ul style="list-style-type: none"> Cross reference made to new RHE Curriculum with staff employing physical activity / well-being activities from the Plan to support their work with RHE Staff will have a greater understanding of simple, practical activities to support the development of children's well-being COVID Safe Competition opportunities developed All CPD taken place New Competition Programme in place (within-school and OWN Trust) Increased Inter-House competition opportunities Participation Registers In-school training taken place Active Playground Programme Discussions with staff and children Some inter-academy competition in Summer Term <p>Impact / Outcomes for staff :</p> <ul style="list-style-type: none"> Improved confidence in teaching good and outstanding PE lessons
			Sustainability and suggested next steps:

whole child.

- Develop internal competitive opportunities to enhance the PE curriculum offer.

(1) Within School

PE Curriculum and Extra-Curricular Inter-House Competition Programme (CO)

- Maintain and further develop competitive opportunities for children of all abilities.
- Extend competitive opportunities from within the PE Curriculum itself so competitive opportunities become more inclusive are increased and available to all
- Develop new programme to include new, non-traditional activities e.g. – tri gold used in Year 3 and a tri gold club to be set up at the school.
- PE Planning resources used to better support staff and provide a more well-rounded curriculum for the Children.

(2) Between Academies (OWN Trust Programme)

OWN Trust competition days. Focusing on a specific sport and Key Stage.

- This includes 3 inter-academy sports competition events (1 x at each academy)
- Each academy will host and deliver a different sport / activity

2. PE CPD that impacts on whole-school outcomes

- Ensure that CPD that has taken place last year is cascaded to any new staff
- Nene Park coaches to come into school and deliver a 6 week unit for classes and staff. Staff are meant to teach the 6th lesson and the coach observe and give feedback. Staff had completed a staff voice which identified which sport unit they wanted support with.

3. Links with other whole-school initiatives

- Develop links to PHSE programme around developing a healthy lifestyle. (Focus on different year groups).

- Clear understanding of how to plan and deliver PE lessons that develop children's thinking skills whilst they are moving
- Greater understanding of how PE & Sport Premium can support achievement of whole-school priorities and outcomes for children
- Greater understanding of role competition can play in development of whole child
- Sustainability - PE Lead (s) upskilled to lead on and deliver competition programme
- Sustainability – Teaching Staff able to deliver competitive sport / physical activity with their children in lessons

Leading to the following outcomes accessible by all children. Increased pupil:

- Development of positive learning behaviours such as resilience, self-regulation, self-confidence, self-esteem.
- Wellbeing, acknowledgement of own emotions and behaviours.
- Engagement in PE lessons and enhanced development of personal and social skills and behaviour
- Engagement in lessons as a result of 30 minute a day activities
- Experience of competition against
- Experience of competition against self and others
- Experience and understanding of rules and scoring systems
- Experience and understanding of how to work as a team and how to handle winning and losing and the importance of good sportsmanship
- Confidence
- Enjoyment of sport and games across the school
- Opportunities to participate in a wider variety of activities
- Awareness of the importance of physical activity and health
- Socialisation with other children from other schools / backgrounds
- Experience sense of well-being and the feeling of achieving their best
- Experience of gaining awards and certificates and the feelings of achievement
- Increased engagement in teamwork and exercise
- Increased confidence
- Improved concentration in lessons
- Increased sense of belonging and engagement

	<ul style="list-style-type: none"> • Healthy eating initiative within school, looking to get children to eat snack which don't have any packaging. • Science, looking at the human body and the affects exercises has on the body. 		<ul style="list-style-type: none"> • in whole school life • House Captains developing communication and leadership skills • Young Leaders develop communication and team-building skills • Children having more opportunities to think, discuss, evaluate and plan whilst they are moving • Development of the whole- child (personal and social skills) • Reduced behavioural problems • Increased confidence • Improved concentration in lessons • Experience of gaining awards and certificates and the feelings of achievement • Sense of belonging <p>Ability to transfer skills to support learning across the school</p>	
--	--	--	---	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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: Red = Underspend	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"> • Increased Inter-House competition opportunities <p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> • Staff aware of and following latest COVID19 – PESSPA Safe-Practice • Enhanced subject leadership • Increased awareness of the national PE & Sport Premium Web Reporting and Action Plan Template • Clearer understanding of the updated National Outcome Indicators • A more focused action plan to enhance standards of provision incorporating greater sources of evidence and increased impact / outcome statements for both staff and children • Staff upskilled to deliver enhanced provision in PE lessons <p>Impact / Outcomes for children:</p> <ul style="list-style-type: none"> • Children following all latest COVID19 – PESSPA Safe-Practice • Effective use of the funding leading to enhanced PESSPA provision and opportunities for children • Key Strategic Actions Identified ensuring the greatest, most sustainable outcomes for our staff and children <p>Also, increased pupil:</p> <ul style="list-style-type: none"> • Experience of competition against self and others • Experience and understanding of rules and scoring systems • Experience and understanding of how to work as a team and how to handle winning and losing and the importance of good sportsmanship • Confidence • Enjoyment of sport and games across the Trust • Opportunities to participate in a wider variety of activities • Awareness of the importance of physical activity and health • Socialisation with children from other schools / backgrounds • Experience sense of well-being and the feeling of achieving their best • Experience of gaining awards and certificates and the feelings of achievement • Increased engagement in teamwork and exercise • Increased confidence 	
--	--	--	---	--

			<p>Impact / Outcomes for children:</p> <ul style="list-style-type: none">• Children involved in more regular, healthy, physical activity in classroom lessons• Improved quality in teaching and learning for all children	
--	--	--	---	--

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			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: Red = Underspent	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
Increase the range of healthy, physical activity opportunities outside of the curriculum in order to engage more children	<p>1. COVID19: Safe-Practice - Physical Activity</p> <ul style="list-style-type: none"> Review and ensure that all Physical Activity currently being delivered meets all national, Trust and local COVID19 requirements Amend or, if need be, cancel any activities that do not meet COVID19 – Safe-Practice requirements Identify and develop any new healthy, physical activity opportunities that meet COVID19 safe-practice requirements and can be safely provided Within COVID19 safe-practice identify opportunities and resources to support classroom based healthy, physical activity, active learning opportunities that help to meet the 30 Minutes a Day requirements for every class – Wistow Mile Identify COVID safe-practice activity ideas from colleagues at GAT Network Group Re-book activities that had to be postponed this year due to COVID19 <p>2. Further develop Key Sports programme to extend additional physical activity opportunities</p> <ul style="list-style-type: none"> Provide additional healthy, physical activity opportunities outside of curriculum time Focus on Key stage delivery at lunchtimes. <p>3. School Games Partnership</p> <ul style="list-style-type: none"> Children attending multiple events throughout the year. Aim is to allow for inclusion. Separate SEN events which allow children 	<p>Funding allocated: Red = Underspent</p>	<p>Evidence</p> <ul style="list-style-type: none"> All-Weather track implemented All Physical Activities taking place meet all COVID19 – Safe-Practice requirements All programmes in place and children engaging on a regular basis Activity opportunities shared with key stakeholders Sports Lead engaged Extended Extra-Curricular Sport and Physical Activity Programme More non-traditional activities in place Active Playground Programme in place Participation Registers Golden Mile is embedded and ALL key stages are accessing this. Increased number of children participating in school clubs New equipment purchased and used Widened range of healthy activities developed PE, School Sport and Physical Activity (PESSPA) noticeboard updated Pupil voice surveys Staff voice <p>Impact / Outcomes for Children:</p>

to take part when they might not get the opportunity.

4. Nene Park Competitions/Coaching

- Improve children's range of sports and sessions given.
- Improve competitive games for the children.
- Develop staff confidence and children's understanding of sporting units.

5. Pupil Voice - Targeting Non-Engagement

- Complete student voice to identify interests and barriers to participation
- Complete pupil voice with KS1 and KS2
- KS2 – To support children to become more involved in helping to shape the content and delivery of the opportunities available to them – introduce Suggestion Box
- Identify and target children not engaging with interventions to meet their needs e.g. individual activities, non-traditional activities

6. Non-Traditional Activities

- Look at less traditional activities that could build upon the new programme now in place in both the curriculum and extra-curricular programme New Tri-Golf

7. Wistow Mile

- Maintain and develop Wistow Mile throughout the whole school

8. Mental health Support for children and staff.

9. Sharing opportunities with key stakeholders

- Increased awareness of the wide range of different types of healthy activity available
- Increased opportunities for healthy activity available
- Additional activity opportunities available
- Increased engagement in exercise
- Increased understanding of the benefits of exercise for health
- Improvement in sense of health and well-being
- Increased participation by children who normally don't engage with sporting / physical activity opportunities
- Increased number of children enjoying taking part in school clubs
- Children are accessing structured, active games during lunchtimes.
- Children develop greater understanding of the health benefits of exercise
- Children are confident when discussing a healthy lifestyle and take responsibility for theirs
- Increased engagement and confidence levels of those children submitting ideas

	<ul style="list-style-type: none">• Ensure new Sports Clubs timetable disseminated to pupils and parents and uploaded to website			
--	--	--	--	--

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: Red = Underspend	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:
Introduce additional, inclusive competitive sports opportunities providing the opportunity for all children to participate	<p>1. Additional Competitive Opportunities</p> <p>(1) Within School</p> <p>PE Curriculum and Extra-Curricular Inter-House Competition Programme</p> <ul style="list-style-type: none"> • These will be inter-house competitions taking place within the PE lesson at the end of a Unit of Work • These will be based on ability so that children are engaged and challenged appropriately • Sports coaches will run these with internal staff • Currently, under COVID19 guidance, these will be non-contact in nature • Plan to run our cross country event and a Sports Day within COVID19 guidelines but only if it is possible • Maintain and further develop competitive opportunities for children of all abilities • Extend inclusive, in-school, Inter-House Competitive Sports and Physical Activity Programme • Extend competitive opportunities from within the PE Curriculum itself so competitive opportunities become more inclusive are increased and available to all • Resources and programmes introduced last year can be used again with new children as the staff expertise and resources now remain in the school <p>2. Local Inter-School Competitions</p> <ul style="list-style-type: none"> • Festivals and competitions between schools. 		<p>Evidence</p> <ul style="list-style-type: none"> • New Competition Programme in place (within-school and OWN Trust) • Increased Inter-House competition opportunities • Participation Registers • In-school training taken place • Resources to plan and deliver programme • Children on Peterborough Academy Programme <p>Impact / Outcomes for staff :</p> <ul style="list-style-type: none"> • Greater understanding of how PE & Sport Premium can support achievement of whole-school priorities and outcomes for children • Greater understanding of role competition can play in development of whole child • Sustainability - PE Lead (s) upskilled to lead on and deliver competition programme • Sustainability – Teaching Staff able to deliver competitive sport / physical activity with their children in lessons <p>Leading to the following outcomes <u>accessible by all children</u>. Increased pupil:</p> <ul style="list-style-type: none"> • Experience of competition against self and others • Experience and understanding of rules and scoring systems 	

4. Peterborough Football Club

- Support talented children to gain additional competitive experience with Peterborough United
- Liaise with Club regarding children in their Academy Programme
- In-school Mentor (PE Lead)
- Ensures academic and personal, social development is part of the whole programme alongside Football

5. Transport for Competitions

- Taxi hire
- Coach Hire
- Minibus hire

- Experience and understanding of how to work as a team and how to handle winning and losing and the importance of good sportsmanship
- Confidence
- Enjoyment of sport and games across the school
- Opportunities to participate in a wider variety of activities
- Awareness of the importance of physical activity and health
- Socialisation with other children from other schools / backgrounds
- Experience sense of well-being and the feeling of achieving their best
- Experience of gaining awards and certificates and the feelings of achievement
- Increased engagement in teamwork and exercise
- Increased confidence
- Improved concentration in lessons
- Increased sense of belonging and engagement in whole school life
- House Captains developing communication and leadership skills
- Young Leaders develop communication and team-building skills
- Children having more opportunities to think, discuss, evaluate and plan whilst they are moving
- Development of the whole- child (personal and social skills)

--	--	--	--	--

Signed off by	
Head Teacher:	
Date:	13.7.23
Subject Leader:	Ben Cowles
Date:	13.7.23
Governor:	
Date:	