

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

2022/23

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



Budget Summary for 2022/23

Underspend (Figure carried forward) - £0
 2022/23 Premium - £18,740

Total Funding Available - £18,740

Spend in 2022/23 - £1375
Underspend to carry forward to 2023/24 - £17,365

1. 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 |
|---|---------------|---------------|---------------|
| | Yes | Yes | Yes |

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 2022: | Areas for further improvement and baseline evidence of need: |
|--|---|
| <p>Consistent engagement with Next Level sports activities and events. Providing opportunities for children to compete competitively.</p> <p>Children are receiving above the recommended amount of PE per week.</p> <p>PE provision is of a good quality, monitoring has consistently demonstrated this.</p> <p>A range of after school, and lunchtime, clubs are on offer for pupils to attend</p> | <p>Engage with the Schools Games events alongside the Next Level Sports games.</p> <p>Provide pupils who are PP or SEND with greater opportunities in events that are based around inclusion.</p> |

| | |
|--|-----|
| Meeting national curriculum requirements for swimming and water safety. | |
| <p>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.</p> | 77% |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> | 70% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 85% |
| <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 |

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 Underspend): | Date Updated: | |
|--|--|--|---|
| <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> | | | |
| 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: | Evidence of impact: what do pupils now know and what can they now do? What has changed? | Sustainability and suggested next steps: |
| <p>1. Develop a Healthy Active Engagement Programme to encourage more children to engage more regularly in additional physical activity opportunities</p> | <p>1. Engage in the Next Level games</p> <ul style="list-style-type: none"> Engage in the Next Level calendar for games, focusing on a range of sporting opportunities. Provide after school provision in a range of activities for each year group in turn Next Level to continue work within school developing and promoting after-school clubs. <p>2. Targeting non-engagement</p> <ul style="list-style-type: none"> Review participation registers to identify non-participants and focus after-school clubs and lunch clubs Pupil voice to identify reasons for non-participation Use new equipment to develop additional activity opportunities Use pupil voice to target areas of non-participation and identify barriers and possible new activity areas e.g. more non-traditional sports at break times | <p>£0 (Parents pay Next Level £4 per after-school club)</p> <p>£1000</p> <p>Evidence</p> <ul style="list-style-type: none"> All programmes in place and children engaging on a regular basis Extended Extra-Curricular Sport and Physical Activity Programme Participation Registers for after-school clubs PE, School Sport and Physical Activity (PESSPA) noticeboard updated Pupil voice surveys Next Level sports runs clubs at lunchtimes x2 per week. Also runs after-school clubs to increase exposure to varying sports across KS1 & KS2. All clubs have been up taken fully each time. <p>Impact / Outcomes for Staff and Children:</p> <ul style="list-style-type: none"> Fitness levels for all, but with a particular focus on the less active children, will increase. The 30 minutes a day will mean children Increased opportunities for healthy activity available Increased engagement in exercise Increased understanding of the benefits of exercise for health | <p>Continue to work with Next Level Games going into the 2023/24 academic year.</p> <p>Participation registers suggest that we must: Look at more ways in which children with SEND can be included in events. This will be achieved through a greater engagement in the School Games Participation criteria events.</p> <p>Ensure that equipment for all activities on the curriculum map is up to date and clearly available for staff to use.</p> |

| | | | | |
|--|---|---|--|--|
| | <p>3. To use the school grounds more effectively to enable more active playtimes.</p> <ul style="list-style-type: none"> Engage Next Level to train Y5/6 students to become playground leaders who run activities for the younger year groups | £0 (To be ran as part of the lunchtime clubs from Autumn Two) | <ul style="list-style-type: none"> Improvement in sense of health and well-being Greater understanding of opportunities for engaging children in physical activity Increased participation by children who normally don't engage with sporting / physical activity opportunities Increased number of children participating in school clubs Children are accessing structured, healthy physical activity at lunchtimes. | |
|--|---|---|--|--|

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

| 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>1. 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> | <p>1. Strategic Approach that ensures PE and Sport Premium Plans are embedded within and inform the Whole-School SIP with a particular focus on well-being</p> <ul style="list-style-type: none"> PE lead to engage in discussions surrounding the Ernehale school improvement plan and ensure that where appropriate, PE key indicators align with the SIP. <p>2. Celebrate school and individual sporting achievements in weekly newsletters, assemblies and in-class celebrations</p> <ul style="list-style-type: none"> Class teachers to share with the office any celebratory news relating to sporting success Parents encouraged to share sporting success with school Children encourage to share any success they might have had over the weekend on a Monday morning in class Children given opportunities in assemblies to share medals/trophies/certificates | <p>£0</p> <p>£0</p> | <p>Evidence</p> <ul style="list-style-type: none"> Pupil Voice Staff voice <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 Increased awareness of the importance of PE for health and how it can help with learning in other areas <p>Impact / Outcomes for Children:</p> <ul style="list-style-type: none"> Key Strategic Actions Identified which will have the greatest, most sustainable outcomes for our children Increased sense of belonging and well-being <p>Evidence</p> <ul style="list-style-type: none"> Learning walks Discussions with staff / Staff Voice Discussions with children Celebrations are in the academy newsletter every Friday <p>Impact on staff:</p> <ul style="list-style-type: none"> Greater understanding of simple, practical activities to support the development of children's well-being | <p>Whole-school requirement to build resilience has been identified and this will be worked on through sports and physical activity in 2023/24.</p> <p>Continue to celebrate sporting achievements in the weekly newsletter. Ensure that every event we participate in with Next Level and School Games is documented with relevant permissions.</p> |
|--|--|---------------------|--|--|

| | | | | |
|--|---|------|---|--|
| | <p>3. Engage all children to compete in house competitions.</p> <ul style="list-style-type: none"> • Purchase a house trophy that pupils will compete for • Purchase house captain badges and appoint a year 6 pupil as captain. • Year 5's to be appointed as vice captains for sustainability • Allocate houses to all pupils • Design the curriculum map to ensure opportunities between pupils of different/the same year groups at the end of a unit | £250 | <p>Evidence</p> <ul style="list-style-type: none"> • Competition Programme Summary Sheet • New Inter-House PE Competition Programme • Participation Registers • New Sports and physical activity competitive opportunities in place <p>Impact - 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 and 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 of the feeling of achieving their best • Experience of gaining awards and certificates and the feelings of achievement • Sense of belonging | <p>Look to compete in houses at sports day in 2024. Continue to elect year 5's as vice-captains on a yearly cycle.</p> |
|--|---|------|---|--|

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | |
|--|--|--------------------|--|
| 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? |
| 1. Improve the progress and achievement of all children by increasing staff knowledge, skills, understanding and confidence to deliver outstanding PE, School Sport and Physical Activity | 1. Next Level and PE lead to deliver or provide staff CPD based around needs identified from staff voice <ul style="list-style-type: none"> • Key focus on any new staff • PE Learning Walks to help identify needs • PE Lead to share any updates that impact on PESSPA provision on an on-going basis with all appropriate staff • Ensure all Trust and local guidance followed | £0 | Evidence <ul style="list-style-type: none"> • Discussions with staff • Learning walk information • Updates from PE Lead Impact / Outcomes for staff: <ul style="list-style-type: none"> • Identification of strengths and areas of staff need with regards to training • More effective subject leadership • Subsequent CPD bespoke to meet identified needs Impact / Outcomes for children: <ul style="list-style-type: none"> • Children engaged in more effective, enhanced provision from upskilled staff • Quality of PE lessons have improved as a result of... |
| | 2. Continued subscription and access given to Complete PE to support staff in delivering high-quality lessons | £500 | Evidence <ul style="list-style-type: none"> • Membership purchased • All staff have received log ins Impact / Outcomes for staff: <ul style="list-style-type: none"> • Teachers using lesson plans – increased confidence, knowledge and understanding to deliver more effective PE lessons • Staff upskilled to deliver enhanced provision in PE lessons • Improved confidence in teaching good and |

Sustainability and suggested next steps:

Continue to purchase 'Complete PE' planning to help staff with sequencing learning.

| | | | | |
|--|--|--|--|--|
| | | | <p>outstanding PE lessons</p> <ul style="list-style-type: none"> • Clear understanding of how to plan and deliver PE lessons that engage children in healthy, sustained, vigorous physical activity • More effective planning skills including clearer differentiation within lessons • <p>Impact / Outcomes for children:</p> <ul style="list-style-type: none"> • 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 • All children across the Academy are involved in more effective PE provision • All children involved in more regular, healthy, sustained, vigorous physical activity in PE • Enhanced quality of teaching, learning and assessment for children in PE • Improved challenge and engagement for all pupils • Leads to greater pupil progress and attainment in PE against national, age-related expectations | |
|--|--|--|--|--|

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.

| 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>1. Increase the range of healthy, physical activity opportunities outside of the curriculum in order to engage more children.</p> | <p>(See Details in Section 1 above)</p> <p>1. Continue to engage with Next Level Sport to extend physical activity opportunities</p> <ul style="list-style-type: none"> • Provide after school provision in a range of activities for each year group in turn including continued Dance opportunities and other competitions • Provide provision within school (Mon-Thu) teaching a variety of areas of PE providing children with an opportunity to experience different activities. This will provide experiences for new members of staff as well to further develop PE across the school. • Offer the opportunity for clubs that were not accessible in 21/22 academic year. | £0 | <p>Evidence</p> <ul style="list-style-type: none"> • Widened range of healthy activity opportunities • Extended Extra-Curricular Sport and Physical Activity Programme • Next Level runs clubs at lunchtimes x2 per week (20 children in both). Also runs after-school clubs to increase exposure to varying (16 per club) Across KS1 & KS2 • Participation Registers • Increased number of children participating in school clubs • Pupil voice surveys <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 • Increased participation by children who normally don't engage with sporting / physical activity opportunities | Ensure that we engage with School Games programmes. |

| | | | | |
|--|--|---|--|--|
| | <p>2. Non Engagement – Pupil Voice</p> <ul style="list-style-type: none"> • Target children not engaging • Increase opportunities for children to express Pupil Voice regarding PE lessons and Sport/Clubs. • Children will complete termly (3x per year) pupil voice questionnaires regarding their experiences of PE lessons • Sample groups of children from each class • Future playground leaders to collect the data • Use feedback to tackle non-participation and any current non-enjoyment issues. | <p>(Part of cost included in Section 1 above)</p> | <p>Evidence:</p> <ul style="list-style-type: none"> • E-Pupil Voice resource developed • Pupil voice questionnaires completed • Pupil responses collated and displayed on the PE display <p>Impact / Outcomes for children:</p> <ul style="list-style-type: none"> • Feedback used to tackle non-participation and any current non-enjoyment issues. • Clubs introduced catered around those who would not usually participate. | <p>Continue to take participation registers and look to develop opportunities for pupils who do not participate in any clubs outside of school.</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: |
| <p>1. Introduce additional, inclusive competitive sports opportunities providing the opportunity for all children to participate.</p> | <p>1. Participate in Next Level Competitions</p> <ul style="list-style-type: none"> Engage various members of staff to take the children, not just the PE lead every time. Liaise with the local SGO to ensure that we participate in more SGO organized events. | <p>£500</p> | <p>Evidence</p> <ul style="list-style-type: none"> SGO Competition Programme Competition Programme Summary Sheet Participation Registers Competition programme updated and extended New, additional competitive opportunities now in place Inter-house activities taken place and scores recorded PE Units of Work developed to include competitive opportunities Pupil voice Medals and certificates awarded School games events have been booked and attended with a register of participation. <p>Impact / outcomes for children:</p> <p>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 | <p>Children have enjoyed representing the academy at these events and this should continue in the future.</p> <p>Continue to encourage parents to help with picking up and dropping off of the children at sporting events.</p> |

| | | | | |
|--|--|-----------|---|--|
| | <p>2. Further develop the Inter-House PE Competition Programme</p> <ul style="list-style-type: none"> • Further develop new, inclusive competitive opportunities for all children within the PE Curriculum • PE Lead to review curricular programme and identify competitive opportunities • Currently these will be non-contact in nature • Extend competitive opportunities from within the PE Curriculum itself so competitive opportunities more inclusive are increased and available to all • Competitions must involve ALL children • Develop new templates for scoring etc • Staff to provide a mini- inter-house competition in lesson 6 of 2 Units of work over the academic year • For example, if Unit of Work is Basketball, then lesson 6 is a mini-basketball competition • Develop score sheets and House Points sheets • Introduce new PE Inter-House Sports Competition Trophy • Curriculum map has been adapted to allow competition within our setting | <p>£0</p> | <ul style="list-style-type: none"> • Understanding of 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 • Achievements recognised and celebrated • Experience of gaining awards and certificates and the feelings of achievement | |
|--|--|-----------|---|--|

| | | | | |
|---|--|-----------------------|---------------------------------------|--|
| | <p>across year groups.</p> <p>3. Engage with the local School Games competitions. Focus on inclusion and participation events.</p> <ul style="list-style-type: none"> • Sign up to the competitions once they are emailed out to schools every term. • Select children carefully based on key groups of PP, SEND and FSM. • Focus on children who have difficulties socialising or have low levels of participation. <p>4. Provide transport to and from events, including those of a competitive inclusive or participatory nature.</p> <ul style="list-style-type: none"> • Build a working relationship with the local secondary school in which we can loan their mini-bus for sporting events, reducing cost. • Ensure that staff have the confidence and adequate insurance to transport pupils to and from events. • Engage parents in transporting children to minimise costs for the academy. | <p>£0</p> <p>£500</p> | | |
| Additional Outcomes and Benefits of the funding | | | | Percentage of total allocation |
| School focus with clarity on intended impact on pupils: Intent | Actions to achieve: Implementation | Funding | Evidence and impact: Impact | Sustainability and suggested next steps: |

| | | | | |
|--|---|---|--|--|
| <p>1. Closer tracking and monitoring and recognition of progress and attainment</p> <p>2. Lessons planned to meet children's needs based on progress and attainment data</p> <p>3. Raise awareness of the benefits of PE & Sports Premium funding and increased opportunities for children</p> | <p>1) Continue to update the Sports section on the School website to share achievements, participation, events and photographs.</p> <p>2) Ensure that club lists and other key information are continually updated throughout the term with key subgroup characteristics.</p> <p>3) Swimming & Water-Safety</p> | <p>£0</p> <p>£0</p> <p>(Costs above in section 5)</p> | <p>Evidence:</p> <ul style="list-style-type: none"> Audit of website All DfE requirements met <p>Impact:</p> <ul style="list-style-type: none"> Awareness raised with children, staff, Governors, parents and carers Greater awareness by all stakeholders about our plans, actions and achievements as a result of our funding Develops a sense of achievement across the school | |
|--|---|---|--|--|

| | |
|---------------|-----------------|
| Signed off by | |
| Head Teacher: | Carmel Atkinson |
| Signed: | |
| Date: | July 2023 |

| | |
|-----------------|--------------------------------|
| Subject Leader: | Alex Roberts/James Fairbrother |
| Signed: | |
| Date: | July 2023 |