

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 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 carried over from 2021/22	£0
Total amount allocated for 2022/23	£17960
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17960
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17960

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 2020.</p> <p>Please see note above</p>	70%
<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>	78%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	86%
<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>	Yes

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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:	Date Updated:		
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:	
			%	
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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?:	
Ensure all KS2 pupils have at least 2hrs of curriculum PE per week providing a broad and balanced PE curriculum based on pupil enjoyment, developing key skills & increasing fitness.	A gymnasium, hall, AstroTurf and hard surface area are used and well maintained for lessons and extra-curricular activities. Sports equipment is independently checked each year & replaced.	£1260	KS2 – Yr5 3 x 1hr lessons per wk. Yr6 2 x 1hr lessons per wk. Gold Award for Sports Mark Pupil Voice Extra-curricular registers.	Sports Equipment will be checked annually.
Swimming Year 5 access to a local swimming pool.	Booking of Knypersley First School.	£1681	Student opportunity to learn how to swim and be safe in and around water	Looking into possibility of timetabling at the leisure centre in the future.
Competitions in school and personal challenges completed to encourage children to be active in school and as after-school competitions.	Termly meeting with Sports Council. Sports Council have helped to organise intra-school activities. Council members have written articles for the school newsletter to publicise, intra-house activities, Sports day etc.	£150	Encourage healthy lifestyles.	Continue to involve the sports council to improve PE provision.

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Comprehensive enrichment programme providing a range of activities for each year group and genders.	A new half termly extra-curricular sports timetable is given to each form for sports captains to publicise. These are publicised on social media and the school website, with the link sent out to parents.		The dodgeball club has been very popular. Clubs well attended. (Club registers/spreadsheet, PP register completed)	Complete a google form with whole school students to increase participation from adapting timetable to meet student demands.
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Certificates for sporting achievements. Renew sports trophies for sports awards, presented during special mentions assembly.	Photocopying cost for certificates. Purchase of medals.	£226	Special mentions have helped to promote intra-school activities & inter-school competitions.	Continue to promote intra-school & inter-school competitions.
Enhance reporting of PE celebrations within the community using social media and the Biddulph Times to celebrate success, build confidence and promote a positive image amongst stakeholders and the wider community.	Regular twitter and FB posts highlight sporting effort and success. Quarterly write-ups in the Biddulph Times to promote good news stories and the school.	£235	Use of social media helped to engage parents and celebrate success within the community. Parents make positive comments on social media to support students.	Continue to use social media and the Biddulph Times as promotional tools for the school.
Develop the PE Department rewards, so that students are recognised for good work in class.	PE champions are given out half termly for performance in PE Lessons. Year 8 Subject champions for attendance and effort, along with school colours are given out to chosen students as part of the whole school presentation evening.	£150	In line with whole school Champions award system, Sports Champions awards (previously superstars) have given students greater focus to achieve and have celebrated the success of others in assemblies.	Continue to award sports champions each half term.
		£10		

<p>Use the school council to help run intra-schools events, organise school teams and promote the PE enrichment timetable.</p>	<p>Run regular sports council meetings.</p>		<p>The sports council has given students a voice which has positively impacted PE curriculum changes. E.g. the development of gymnastics, choice of lunchtime clubs, new equipment for playground leaders.</p>	<p>These initiatives will continue to provide and develop student's life skills and qualities that employers will look for in the future.</p>
<p>Develop assessment at KS3 using the Heart, Head & Hands Assessment Criteria.</p>	<p>PE teachers use the upgraded criteria to make the assessment more accurate and fairer to those who have strength in sports leadership/coaching/knowledge of the activity etc.</p> <p>Internal moderation between specialist and non-specialist teachers to improve consistency.</p>	<p>£300</p>	<p>The introduction of Heart, Head & Hands Assessment has rewarded those students who have a good knowledge of Health & Fitness as well as sporting knowledge. It has also rewarded those students who display mental toughness.</p>	<p>Continue to develop the implementation of the new assessment policy.</p>
<p>G&T day for Year 3 / 4 from 1st Schools. Celebrate success, build confidence and promote a positive image amongst stakeholders and the wider community. To strengthen PE staff teaching relationships with students from our feeder schools to improve transition.</p>	<p>Invite targeted students who are gifted and talented to James Bateman to improve transition to our middle school. Event led by our own G&T PE students.</p> <p>Use own facilities, cover for PE staff, certificates and G&T booklets with school brand.</p>	<p>£300</p>	<p>Newsletter article on website First School attended in summer term and it was a great success.</p>	<p>This is an annual event</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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Increase confidence of teachers to teach specialist gymnastics to higher ability.</p> <p>PE leader and other staff leading PE to attend appropriately chosen CPD.</p> <p>Monitoring and support for non-specialists</p>	<p>Lindsay Digby Gymnastics Coach – Burslem Gym Club – Biddulph Valley Gym Club</p> <p>All England Basketball course CPD – Two teachers attended a practical course held at Fenton Manor Sports Complex with teachers from the Staff Moorlands Sports association. This was arranged and organised by James Bateman’s PE Lead.</p> <p>England Rugby Coaching Award attended</p> <p>Rugby coach from Congleton rugby coach has led lessons for whole school pupils. Pe teacher shave observed and team-taught lessons</p> <p>Regular monitoring of non-specialist staff lessons, pupil voice, regular conversations and support given.</p>	<p>£60</p> <p>Sport England Funded STT</p> <p>STT funding</p>	<p>The standard of gymnastics lessons has improved and PE teachers now feel more confident to deliver the activity. Greater enjoyment seen from students.</p> <p>Sport England report submitted. Can be viewed on request. Impact shown from students completing questionnaires prior and post project implementation. Better tactical awareness in lessons.</p> <p>The delivery and coaching standard within school lessons and clubs has improved due to enhanced knowledge base of teacher. More students attended club. School entered in local competitions for both boys & girls.</p> <p>PE Department monitoring sheet</p>	<p>Gymnastics lessons timetabled into curriculum</p> <p>Basketball lessons timetabled into curriculum</p> <p>Knowledge and experience will continue to be used within lessons and the enrichment programme.</p> <p>Continue to develop monitoring system.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		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>Engagement of children through varying games / activities taking place at break and lunchtime.</p> <p>Health and Sports week Whole school Race for Life.</p> <p>Those students (whole year group) who missed out on lessons due to covid provided with a swimming festival to increase water confidence</p> <p>Outdoor education centre visit organised and available to all pupils in order to provide a broader enhanced curriculum experience. Watersports</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Year 6 students trained up during curriculum time. Year 7 Young Leaders trained during curriculum time – Autumn 2nd HT Year 7&8 run Playground Leaders sessions during lunchtimes.</p> <p>Use of speaker/music system Produce certificates, resources, equipment. Registration and medals</p> <p>Swimming festival run at Biddulph Leisure centre prior to watersports visit</p> <p>Students taken to Astbury Water sports centre for half a day. Experience of stand-up paddling, canoeing, kayaking, team building, rafting.</p>	<p>Funding allocated:</p> <p>£150</p> <p>£450</p> <p>£2600</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Increased participation during lunchtimes.</p> <p>Newsletter write up on website – whole school participation.</p> <p>Students really enjoyed the event. Majority reported feeling more confident in the water. See newsletter, photos, write up in Biddulph times.</p> <p>Students more confident in water. Majority said they did much better in the activity than they thought they would.</p>	<p>Sustainability and suggested next steps:</p> <p>Continue and develop sports festivals and events to increase participation, to develop sports leaders and to broaden the range of sports on offer across the Biddulph Trust.</p> <p>Will run next academic year</p> <p>Hope to run this as an annual event.</p> <p>This is an annual event which is always successful in providing students with new exciting experiences to enrich their lives.</p>

<p>Pupils are tracked with regard to uptake of clubs & sports, progress in lessons.</p> <p>Forest Schools continued to support targeted students mental health, social skills and to support academic development.</p> <p>Develop Curriculum Provision for handball to improve transition to high school, increase inter-school competitions opportunities, to develop invasion games involving hand-eye co-ordination.</p> <p>Develop Orienteering within the curriculum to help pupils compete at a level equal to local schools at the POTOC school's championships. To improve literacy within PE. (Cross-curricular)</p> <p>Development of gymnastics within the curriculum</p>	<p>Pupils not attending a PE Club will be consulted about the choice of potential new activities.</p> <p>Forest schools will run on a Friday afternoon with targeted students.</p> <p>See indicator 3.</p> <p>Support provided by POTOC to create a new updated map of the school premises.</p> <p>Different skills now learnt by students, progression of students and enjoyment of lessons.</p>	<p>£200</p> <p>£2020</p>	<p>Registers are kept to record participation levels and to identify patterns in take up. This will then be used during the following year to further increase participation levels by targeting certain evenings and activities.</p> <p>This has been a great success to improve support, behaviour and wellbeing of targeted pupils.</p> <p>Pupils experience further problem solving using playing cards, code breakers and compass work.</p> <p>PE curriculum, permeant course seen around school. Results from POTOC competition.</p> <p>Photos, lesson plans, assessment. Results from competitions within</p>	<p>Hoping to continue this using PE premium funding.</p> <p>This will continue.</p> <p>This will continue next year.</p>
<p>Additional achievements:</p>		<p>£</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:
Local specialist coaches employed to encourage students to attend local sports clubs and ensure pupils are able to take part in competitive sport.	<ul style="list-style-type: none"> ➤ Lindsay Digby Gymnastics Coach – Burslem Gym Club – Biddulph Valley Gym Club ➤ Simon Jones Congleton Rugby in lessons 	£(£30 per hour 10 weeks for Year 5&6) £300	Attendance at clubs, increase in skill level and application within the curriculum. Entry in competitions.	Develop links with outside clubs. Focus on work with Chatterley Vics as students can access club readily.
Increase opportunities within netball	Improvement of facilities, student invitations to clubs, hosting of inter-school competitions	£1450	Hosting more inter-schools competitions in netball, Increase in numbers at netball club. Increase is progression in netball.	Host festivals for first schools, continue to host Staff Moorlands events.
To offer inter-school competition opportunities: increasing numbers of pupils joining external clubs including Rugby, Football, Cricket, Netball, tennis, Dance and Gymnastics.	Continue attending and hosting competitive events when competitive sports return. Using local transport company to ensure pupils can participate in competitions in a range of venues.	£6955	Team results, team photos notice board Newsletter articles, write-ups in the Biddulph Times, registers.	

Signed off by	
Head Teacher:	
Date:	

Created by:



Supported by:



Subject Leader:	
Date:	
Governor:	
Date:	