

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting
Tool Revised July 2022

Commissioned by



Department
for Education

Created by



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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](https://www.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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£ 0
Total amount allocated for 2021/22	£ 18530
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 0
Total amount allocated for 2022/23	£ 18480
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 18480

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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. 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	
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 2022. Please see note above	97%
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	83%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	97%
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

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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: £18480		Date Updated: June 2023	
Key indicator 1: The engagement of all 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:
					31%
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?:
PE FOR ALL : All children to receive 2 hours of high quality PE education per week regardless of their starting points or experience To prioritise additional opprotunities in the school day for active minutes & learning to support improvements in social, emotional and physical well-being EXTRA-CURRICULAR PE: To continue to provide opportunities for additional physical activity before, after and during playtimes and lunch times to allow pupils to practise, consolidate and apply their learning.		Pupils wear PE kit on allocated PE days to allow sufficient time to be spent on physical activity and maximise allocated time to physical activity. Continue to drive initiatives such as Daily Mile (KS1-2) Wake-up Shake up (KS1), Go Noodle, Bike-ability (KS2) Balance Bikes (EYFS &KS1), Woodland Wednesday (EYFS), Swimming lessons (Y5) and sensory circuits (SEND) Development of extra-curricular provision including full afterschool timetable, holiday provision, active breakfast club, lunch and playtimes to give children exposure to new and challenging experiences		Extra- curricular Play, CPD & Equipment	All children EYFS-KS2 participating in 2 hours high quality PE per week and barriers for loosing time changing/sourcing kit have been removed 73% of children have participated in extra curricular provision due to range and variety of clubs on offer 13% of children have participated in holiday clubs 55% of children attend KS2 active breakfast club including 70% PPG children and 58% SEND
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					15%
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?:
Building pupils' vocabulary to they are able to participate in games, understanding the language of the particular activity Continue to build partnerships with outside clubs and organisations Continue the Annual Sports Awards to celebrate success and recognise outstanding effort and contributions of children from FS to KS2 Development of playleaders across the school to facilitate play at playtime and lunch time Engage with Yorkshire School Games Mark to maintain the 'Gold' standard Celebrating success in assemblies, newsletters and on social media. Development of Health and well-being links within the wider curriculum		Increase focus on vocabulary within planning and in delivery of lessons, with particular attention to keywords and terminology Work with School Games Co-ordinator and engage in competitions and events Ensure we meet the Gold criteria by using assurance tool and have network discussions about PE and Sport Maintain and/or develop links with outside clubs to enhance PE and Sport provision (in and out of curriculum time) Introduce 'Sports Person of the week' for each keystone in assembly to raise profile. Winners will receive trophy and certificate. Maintain strong links with schools in the BLPP network and within the Trust network to share good practice and develop partnerships. Share examples of PE on social media to celebrate and demonstrate achievements of individuals, teams and the school as a whole To host the annual sports awards ceremony in an external venue.		Sports Awards/Rewards Playleaders Hoodies Quality mark Displays	Partnership links established with Grassroots, Kixx, Barnsley Football Club, Mini First Aid, School Games, Horizon Academy, Bike-ability, BMBC & Team Activ, Love Life Football 22% of children attended the Sports Awards evening Oakhill achieved the Gold Standard 2022-23
					Development of partnerships and links with outside agencies and clubs to offer a wide variety Development of competition opportunities beyond BLPP

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				13%
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>Effective subject leadership to ensure the ambitious PE curriculum continues to allow teachers to be successful in their delivery of PE.</p> <p>Quality Assurance of PE planning to ensure detailed teaching points and support materials for lessons</p> <p>CPD programme for staff to increase their confidence led by the network leads.</p> <p>Specific CPD for SEND children including training from Occupational Therapist and Acorn Therapies for Jump Ahead, Sensory Circuits and Calming Creations</p>	<p>Progression of the PE curriculum is clearly articulated and understood by staff (Soundbites/ CPD in staff meetings)</p> <p>PE CPD opportunities for all staff and matched to the needs of the teaching team (Playground Leaders course, Cheerleading, PE Conference, Festival of Learning, Josie TV)</p> <p>PE Network meetings for PE development and analysis of what has been taught and provide support videos to provide a 'how to' guide for different sporting techniques</p> <p>PE joint observations with the PE specialist</p>	<p>Funding allocated:</p> <p>Cheerleading Professionals Training</p> <p>Equipment Conference</p>	<p>100% of staff completed Playground Leaders Award CPD</p> <p>2 successful OFSTED inspections with deep dives in PE with joint observations</p> <p>QA of all planning and updated to reflect feedback from staff</p> <p>PE Lead delivered CPD for the Wellspring Festival of Learning</p>	<p>To use a range of assessment to focus on the competences in the content as well as the physical aspects</p> <p>Increase staff knowledge so success criteria to be shared with pupils so there is a clear understanding of what is expected of them</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
<p>Additional achievements:</p> <p>To create positive experiences to support character development of targeted young people (SEND, PPG, Girls)</p> <p>Offer different opportunities/experiences within the curriculum and beyond</p> <p>Listen to the views of pupils</p>	<p>Implement active breakfast club/ jump ahead/ sensory circuits for targeted at specific groups</p> <p>Y6 residentila, Bike-ability, balance bikes to offer a range of activities and different experiences</p> <p>VOTL to find out pupils' views of PE and Sport</p> <p>Extra curricular provision to include many different activites and include EYFS to KS2</p> <p>Sports Leaders to run activities at playtime</p>	<p>Bikeability Equipment</p> <p>Sports leaders programme</p>	<p>Extra Curricular participation:</p> <p>55% of SEND</p> <p>67% Girls</p> <p>64% Boys</p> <p>52% PPG</p> <p>44% of EYFS</p> <p>62% of KS1</p> <p>76% of KS2</p> <p>39 pupils have taken part in bike-ability</p> <p>25 KS1-2 pupils have achieved their Play Leaders Award</p>	<p>Development of pupil leadership and volunteering opportunites</p> <p>Development of Holiday provison for pupils</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
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:
High quality focus in all afterschool clubs and on Sports Day Enter local competitions/ Festivals/ Events organised by School Games to cover a wide range of sports and age groups Link with outside clubs for talent identification	Contact with sporting organisations Communication of sporting opportunities to parents Map out competitions to ensure high quality coaching and preparation	Trophies Kits Stickers	5 children trialled/ represented Barnsley Boys 10 children joined new clubs (Rugby Clubs, Momentous Football Academy, Goal keeper training) 1 child accepted for Dance scholarship	Continue to develop sporting competition for all local schools

Signed off by	
Head Teacher:	Lisa McCarthy
Date:	06.06.23
Subject Leader:	Chloe Goodman
Date:	06.06.23
Governor:	Michael Sanderson
Date:	06.06.23