

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](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 2022/2023, 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 2022/23	£19850
How much (if any) do you intend to carry over from this total fund into 2022/23?	£
Total amount allocated for 2022/23	£
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£

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 2023.</p> <p>Please see note above</p>	77.8%
<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>	75.6%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	75.6%
<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/ No

Academic Year: 2022/23	Total fund allocated: £19850	Date Updated: July 2023
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Key indicator 1: 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:
Ensure that staffs confidence and knowledge is to a high standard therefore CPD will be provided to teaching staff who are RQT's, NQT's or request additional support.	ACES, Rhinos staff, EB Education and PE lead to provide CPD for RQT's, NQT's and any other staff who request or show the need for additional support. Disseminate any National Strategies of key information from PE network sessions. Focus on making sure that lessons are inclusive and differentiated	£9200	Information and guidance about ensuring lessons are inclusive and demonstrate differentiation has been shared with staff. ACES and Rhinos staff to provide CPD opportunities for staff who are less experienced or those who have requested the support in specific areas. Elise has provided excellent CPD for staff and staff have commented on how beneficial this has been.	
The children should become competent using specific relevant vocabulary to the PE learning both in lessons and when applying any of the skills to physical activity and school sports.	Key vocabulary progression document has been created and introduced to the staff. This is displayed in the hall and outdoor areas for the staff to use during their PE lessons as well as in the KS2 playground so that the Learning Challenge and Vocabulary can be shared and referred to.	£200	Vocabulary progression document has been created and displayed on PE display in the hall. Reference to this should be made during the lessons and the key vocabulary for the lesson should be added to the display.	In the process of getting display boards for the MUGA and KS2 playground so that learning challenges and key vocabulary can be shared during all lessons.
Improve the delivery and consistency of the PE provision across school. Ensure that pupils are being taught a varied and balanced curriculum that is suited to their level of development.	All staff to be more competent in the delivery of the school PE curriculum. Monitoring of lessons and planning will take place by PE lead to ensure	(£9200 ACES)	Lessons taught have been done to a good standard.	Continue to monitor planning and the delivery of PE.

<p>Subject Lead to be aware of any updates and new initiatives which can be used to support the delivery of PE.</p>	<p>the teaching is consistently to high standard.</p> <p>Subject lead to attend meetings and training sessions held by Leeds West Leeds School Sport and Well School Partnership West Leeds.</p>	<p>£200</p>	<p>Meetings attended and updated information which is relevant, discussed and passed on to staff. Regular meetings with SLT and then this is disseminated down to staff where appropriate.</p>	
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Key indicator 2: 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		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:
All pupils to enjoy being active and want to increase their own physical activity and fitness levels.	Ensure that children in Reception-Y5 complete WUSU daily and Y6 children to complete a mile at least 3 times per week. All staff to promote good activity levels during these activities to act as positive role models to the children and inspire them to achieve more	£500	Resources and training has been delivered to lunch time staff about active lunch times and possible activities which could be done to enhance the children physical activity. More children are engaged in this.	Considering changing WUSU to potentially 10 mins of skipping to increase the level of engagement.
Develop provision for physical activity at lunchtime. By Year 4 and 5 pupils being trained as playground leaders.	ACES have delivered this training to all KS2 pupils during Summer 2023 All children in KS2 will be taught through the use of ACES. Smaller group of Y4/5 children to be provided with further training on how to be an affective play leader using Inspiring to Aspire training how to be an effective sports leader and to maximise physical activity at lunchtime.	£4500	Y4 children have been trained through a course using inspire to aspire modules. Bibs will be worn by these children to make them easily identifiable.	Ensure that further groups of children receive the Inspire to Aspire Training. Monitor and praise the success of the current lunch time leaders.
Ensure PE resources are fit for purpose and allow pupil's to be challenged in PE lessons (e.g. challenge for more able pupil's though size of ball, size of hoop etc)	Ensure that the resources in school are varied such as; indoor only foam balls, different sizes of air-filled balls, different sizes of footballs and basketballs. Storage of PE equipment to be improved to ensure that it is more accessible and the resources can be better looked after.		New equipment has been purchased to support the delivery of PE lessons. Discussions were had with staff to see what they required to improve their delivery and these requests were met. Javelins,	

			frisbees and hurdles were purchased in addition to a range of balls, skipping ropes etc.	
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Key indicator 3: The profile of PE and Sport 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:
<p>PE and school sport to be celebrated in assembly. Encourage all pupils to aspire to being involved in assemblies – including sharing successes out of school.</p> <p>Staff now have access to a PE intent which incorporates all aspects of PESSPA. This has been written with the PE LTP in mind.</p> <p>Share and raise the profile of Sport through class assemblies.</p>	<p>Achievements in PE and school sport to be celebrated in assembly, in the school newsletter and the school twitter feed. Successes out of school to also be celebrated.</p> <p>Introduce the new PE intent as part of staff meeting/training. Ensure staff are aware and understand the intentions for PE and how the curriculum lends itself to deliver this successfully providing the children with a broad and balanced curriculum which is engaging and provides the children with a range of opportunities.</p> <p>Class assemblies will be planned for by PE Lead for events which take place either locally or which are European/World events. These will cover a broad range of sports to raise awareness including sports for people with disabilities.</p>	£	<p>Achievements have been celebrated on Newsletters, twitter, school website PE section as well as on a display in school for all to see.</p> <p>All staff are aware of and have been following the new PE intent and LTP. This has ensured a broad and balanced curriculum which provides staff and children with a basis and skill set which are transferable to a range of more traditional sports.</p> <p>Assembly slides have been shared throughout the year to raise the profile of events which are local and global. Links to Geography learning as we always look at the location of the events.</p>	<p>Twitter/Website and class pages reflect PE and sporting events in school.</p> <p>Display board in the school hall also allows these to be celebrated.</p> <p>Children have more often understanding of the sporting events which take place and can relate this to why they are learning certain skills.</p> <p>Continued use of this for the future year.</p>

<p>Continue to use the document which has been created to record assessment in PE – so that all pupil’s abilities are monitored in the different areas of PE.</p>	<p>Remind staff to use the new PE assessment document to ensure that the progress of their children is monitored and then gaps in their learning can be addressed where appropriate. Staff to ensure they know what pupils can do and what they need to do next to improve.</p>		<p>The assessment system has been adapted this year so that staff now complete this as part of the lesson so that they are able to react to what they are seeing both within lessons and to identify groups of children who either require additional support or challenge in the following lessons. This has been a positive move forward and staff seem to agree that there are benefits to this rather than at the end of the term.</p>	
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<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p>
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>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved and engaged.</p>	<p>Additional Sports on offer – curriculum time to engage all pupils – Dance, climbing, OAA, Tchoukball, Kabadi, Skipping, Gymnastics</p> <p>Extra-curricular – Dodgeball, Netball, Football, Multi Skills, Dance, Benchball, Gymnastics</p>	<p>£3000</p>	<p>In terms of extracurricular activities we have provided a wide range of after school clubs for children to increase participation and engagement with activities which have been aimed at a range of groups of children. Basketball, Football, Athletics, Gymnastics, Dance, Multi Skills have been offered this year but to a wide range of pupils for example dance has been to Y3,4 & boys and</p>	<p>Plans are already in place for this to cover a broader spectrum.</p>

<p>Provide pupils with the opportunity to experience working alongside specialist coaches from clubs in the local area.</p> <p>Expose pupils to a wide range of sports and activities during 'National School Sports Week' 18th-24th June 2023.</p>	<p>Communicate with local clubs to secure relationships with them and then provide the children with a wider range of experiences which can in turn lead to more competitions.</p> <p>ACES offering alternative activities as well as staff in school such as Dance, YOGA and cross country running.</p>	<p>£1000</p>	<p>y2 children. Gymnastics has been aimed at Y1/2 pp children, Y5 and Y6.</p> <p>Tennis coach has been in to work with KS1 Local Private school offered Street Dance to Y6 pupils. Links with Rugby and children experiencing live events to capture their engagement within the sports.</p>	
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<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation: %</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<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>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>Ensure competition is accessible to all pupils in all Key stages.</p>	<p>Organise competitions for both KS1 and KS2 Team fixtures/friendly competitions and School Games competitions, plus competition through Local authority support package as above, and Well School Partnership. This will also improve links with other schools at the same time providing excellent competition opportunities for children in all year groups. Provide opportunities across the Owlcotes MAT for children to compete. ALL children in KS1 and KS2 to take part in OWLCOTES CUP during Summer 2</p>	<p>£750</p>	<p>There have been opportunities for children to participate in a variety of events across the year from Multi skills to races day and Pudsey Olympics. Classes have also provided the opportunity to carry out mini competitions in class through PE sessions. Skipping practice and then the festival</p> <p>The format of the Owlcotes cup had to change because of the number of pupils this involved. It now only incorporates the Y6 children from our school who deliver this for Y4 children from across the MAT.</p> <p>We have had some events which have taken place in the MAT for football</p>	<p>Pkan in more inter class opportunities in term 2 for this to happen as this lends itself to this more than Term 1.</p> <p>Each year group class could have a competition at the end of a half term against each other</p>
<p>Ensure that competition is included in PE SOW so that all pupils access competition situations within lessons.</p>	<p>Use the competition element included within SOW to ensure that pupils take part in informal competitions as part of their PE lessons as well as encouraging the children to beat their own personal best through lessons.</p>			
<p>Keep a record of pupils that have taken part in competitive sport so that all pupils have the opportunity.</p>	<p>A 'Whole school sports tracker' is used to ensure that all children take part in competitive sport. Children who have not taken part in competitive sport the previous year are targeted for this academic year.</p>	<p>£500</p>	<p>School sport and club tracker in place. Teachers have tried to encourage others to take part in events and in some cases this has been successful.</p>	
<p>Pupils in Year 2 and Year 4 to have the opportunity to take part in a skipping</p>	<p>All pupils in Year 2 and Years 4 to learn different skips and be trained by</p>	<p>£500</p>	<p>Y4 won several medals 5 Bronze, 2</p>	<p>Children to continue to practise</p>

<p>competition.</p> <p>All children in Y1 and Y6 to be taught basic skills linked to cycling in Y1 and then in Y6 the safety aspects of being out on a bike on the local streets.</p> <p>Wider range of school staff to support in taking children to events to allow more events to be attended</p>	<p>Skipping School.</p> <p>Children in Y1 and Y6 will experience Balance ability and Bike ability training sessions. Y6 then complete the City Centre Cycle.</p> <p>More staff trained to drive the school Minibuses. All events shared with staff at the beginning of each half term so that they can sign up to what they are going to take children to.</p>	<p>£200 (+funding from other budgets)</p>	<p>Silver and 6 Golds Y2 won the overall event with 2 bronze, 5 silver and 2 gold medals!</p> <p>Y1 children completed their balance ability training. 64.4% of Y6 achieved Level 2 Bikeability 82.2% of Y6 achieved Level 1 or 2 Bikeability</p> <p>A wider range of staff have taken children to events</p>	<p>and develop their skipping skills even when not in that year group.</p> <p>Higher expectation that children will complete the training to begin with and then take part in the cycle.</p>
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Head Teacher:	Kathryn Dickson
Date:	19.7.23
Subject Leader:	Amy Wyatt
Date:	19.7.23
Governor:	Guy Gibson
Date:	21.7.23