

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](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£4788.00
Total amount allocated for 2022/23	£18,329.00
How much (if any) do you intend to carry over from this total fund into 2023/24?	£2843.71
Total amount allocated for 2023/24	£18,379.00
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£21,223.00

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>TOP UP SWIM – May 2023 19 children attended. (3 refusals - parents stated their child can swim at least 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 2023. Please see note above</p>	<p>93.2%</p> <p>41/44 children</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>84.1%</p> <p>37/44 children</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>22.7 % (Group 3 - 10/44 children)</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>Yes</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 allocated: £23,117.00		Date Updated:15.05.23	
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: 18.4%
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:
10 minutes a day of activity embedded throughout the day.	Staff develop a file of ideas, mindfulness/yoga sessions used/ Go Noodle use		Total: £4242.33	Activity levels during lessons have improved and teachers are using more active lessons across the curriculum (many of their own design).	Staff meeting at the end of term in order to reflect, promote and plan for activity lessons including the use of the active planner by all staff.
Further club enhancement during lunchtime (will aid those children who catch the bus and so can often not attend sports clubs after school).	Elite sport to run lunchtime clubs and lunchtime leagues e.g. football, rounders to be run. Staff to run a range of clubs both at lunchtime and after school includes cross country, football, netball, dance etc			Elite run lunchtime clubs Playground leaders has ran successfully throughout the year giving Y6 children the opportunity to develop playtime games with younger children.	Continue to build on the opportunities available- use of Elite Coaches Year 6 to regularly run sports activities as they did for ks1 sports morning during lunch.
To encourage participation in SEN sports	M Haslam to attend for two sessions throughout the year to deliver Goalball, New Age Curling, Boccia sessions Y2-6. Boccia, Tri-Golf, New age curling and Goalball competitions attended by SEN pupils.			Children thoroughly enjoyed having the opportunity to trial these inclusion type of sports. Attended all available SEND competitions and were very successful and positioned: 2 nd place runners up in goalball.	Look at running similar leagues during lunch with a view to including a wider range of opportunities. Continue links with sports partnership and M Haslam running in school sessions and attending the competitions regarding inclusion sports.

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Playground leaders to enhance	Playground leaders training as part of the Sports Partnership Timetable and development for these sessions		Large numbers of children access- more than 50% regularly. Pupil voice shows that children particularly enjoy these sessions and relationships between ks1 and ks2 are formed- creating a family atmosphere within school. Playground leaders training took place.	Build on this with sports lunchtimes where the year 6 children will run a range of games to be competed in
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 15.6%
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:
With teachers, continue to use and analyse the P.E. assessment system	PE lead to continue to monitor and offer support especially where anomalies or data suggests a fall.	Total: £3608.00	Data submitted shows less anomalies and teachers are becoming more confident in using the assessment system.	Consider how we can work more closely with Elite Sport when working on our assessment.
To raise the profile of Physical Activity with the School community	Embed the use of Parent Hub as a communication tool about Sporting events and achievements. All teachers to promote and share sporting activities through Parent Hub Use of Sports Board to display achievements Assembly focuses on PE achievement both in and outside of school.		Parents more aware of the sporting achievements and have the opportunity to celebrate with us. Children are keen to feature on this. Parents also engaging with sports partnership twitter feed.	Plans to further develop the school's social media presence eg twitter, instagram.

Involvement of Key stage 1 and reception in physical activity during lunchtimes and after school clubs	Playground leaders to develop and raise the profile of sport within KS1 and reception. Sports Partnership will train adult leaders and also child leaders in Year 5 who will be Year 6. Lunchtime staff specifically employed for this role.		Elite run lunchtime club Playground leaders continue to run active sessions. After school clubs are available to EYFS and KS1 throughout the year such as dance and maypole.	Continue to build on the opportunities available and develop these opportunities further. Year 6 to regularly run sports activities as they did for ks1 sports morning during lunch. Pupil voice early in the Autumn term to consider the ideas of KS2 and what they would like to see during lunchtime that would help activity levels.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				9.1%
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:
Upskilling of staff	Embedding of new scheme of work purchased to support staff CPD – 2 year rolling programme so first year of cycle B. Elite Sport to upskill both teachers and TAs Cricket sessions for KS1 Tennis sessions for KS1 children and staff	Total: £2111.63	TAs have reported being more confident in range of sports, gymnastics and dance based on the new scheme of work. The children enjoy these sessions and can talk about the progress that they have made. Curriculum review has taken place and checked against programme of study for the whole school.	Staff questionnaire in Autumn term and CPD opportunities planned. Offer specific support where necessary.
Identify further areas that teachers and staff feel they need support with.	Staff audit for next academic year carried out.		Key areas identified and acted upon	Autumn term for further areas.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 29.2%
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:
Continue to offer a wider range of activities both within and outside the curriculum in order to involve more pupils.	<p>Elite Sports Clubs and External clubs Sports Partnership- range of sports competitions for the children to compete in.</p> <p>Pupil voice survey and interviews conducted to identify areas for further clubs or opportunities.</p> <p>Develop the resources available in order to fully equip clubs and provide a wider range of clubs e.g. badminton, tennis and lacross.</p> <p>Support of outside sporting links in the community e.g. Boston United and Boston tennis, cricket</p>	Total: £6754.33	<p>Tennis sessions in school led to children in Reception and Year 1 taking up tennis sessions at the Tennis club on a weekly basis.</p> <p>Boston United football club had an excellent impact.</p> <p>Girls football team have entered the Premier League Primary Stars U11 National Girls Football Tournament, we won the Regional Finals and got through to the Final National rounds where the girls won the fair play trophy.</p> <p>Elite Sport are also encouraging pupils to take part in their sports clubs outside of school which link into the intra-house competitions.</p> <p>A broad and balanced PE curriculum is in place, with expertise being utilised.</p> <p>Enhanced interest in year group where few take dance or participate in school club.</p> <p>P.E. is well resources based upon requests from teachers and children to enhance lessons.</p>	<p>Continue to develop our links with sports facilities outside of school e.g. hockey, athletics etc</p> <p>Monitor curriculum changes alongside assessment to ensure that the programme is developing fundamental skills.</p>

Provide the opportunities for children to experience and develop a range of skills in a variety of different sports	Take part in School sport development days led by Boston School Sports Partnership – ensure different children are chosen for each day.		Children have attended development days in the following sports: Tag rugby, Girls football, Santa Run, Gymnastics, Dance, Netball, Basketball, Tennis, Ultimate Frisbee, orienteering.	We will continue to be part of the Boston School's Sport partnership next academic year.
Swimming enhancement	Additional swimming sessions for those who can't swim 25m confidently using a range of strokes.		Covid is still showing an impact on the number of children meeting or exceeding the swimming end of key stage expectations. This year only 21/44 47.7% reached this expectation before TOP UP SWIM. A further 16 children then achieved 25m following a week intense top-up swim programme. Therefore in total 93.2% of children reached the end of key stage 2 swimming expectation, swimming 25 m on front or back. 84.1% could use more than one stroke.	Continue top-up swim
Bikeability enhancement	Bikeability sessions to develop road safety of Year 5 and 6 pupils.		To increase the number of children who have training to keep them safe on the roads.	Annual access to level 2 and 3 training
Orienteering	Children take part in the orienteering day as organised by Boston Sports Partnership.		Orienteering has also been set up in school grounds – staff trained.	Ensure linked into long term curriculum plans.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				15.4%
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:
To raise the number of competitive sports	<p>A range of sports on offer each term and at different times of the day in order to engage a range of pupils.</p> <p>We will enter all competitions available, ensuring children are given every opportunity to demonstrate and learn new skills. This will include competitions led by:</p> <p>Boston sports partnership</p> <p>Elite – In-house school leagues</p> <p>Elite – Super Leagues</p> <p>Tennis competition</p> <p>SEND inclusion competitions</p>	<p>Total:</p> <p>£3557.00</p>	<p>We grabbed every opportunity to attend all available competitions. Including through:</p> <p>Boston schools partnership competitions entered - Football, Cricket, Athletics, Dance, X-Country, Netball, Tennis, Capture the Castle.</p> <p>Elite In-house competitions – Archery, New age curling, Tri-golf</p> <p>Elite Super Leagues entered: Boys football, girls football, netball, rounders.</p> <p>SEND competitions: Boccia, Goalball, New age curling.</p>	<p>Continue to widen the opportunities and enhance the percentage of children participating in competitions to over 80%.</p> <p>Enhance the sports clubs attendance to over 85%- to do this barriers will need to be looked at closely through pupil voice and follow up pupil interviewers with selected nonparticipants.</p>