

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 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](#).



Created by:



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Details with regard to funding

Please complete the table below.

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| Total amount carried over from 2021/22 | £0.00 |
| Total amount allocated for 2022/23 | £19,510.00 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £0.00 |
| Total amount allocated for 2022/23 | £0.00 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £19,510.00 |

Swimming Data

Please report on your Swimming Data below.

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| <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> | 79% |
| <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> | 43% (Boys 45 / Girls 40) |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 11% |
| <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 |

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.

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| 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: Approx 15% (Playground equipment, Sports Leader attire) |
| 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: |
| <ul style="list-style-type: none"> • Children to start the day with a form of exercise as a whole school initiative (Zumba, Morning mile). • Raise awareness for children that being active is part of a normal school day. • Children to be aware that sporting tasks and active challenges are available to them during social time as well as during planned physical education time. • ActivALL wall available at break and lunch – children encouraged to use as often as possible. • Sports Leaders Challenges – lunchtime active tasks where all children are invited to take part (link to House Games). | <ul style="list-style-type: none"> • Staff encouraged to complete 5-10 min ‘Active Classroom’ tasks on a daily basis. • Children encouraged to participate in morning Zumba in Wraparound care. • Re-introduce the Morning Mile at the start of the school day – may be done during alternate Collective Worship time. • Organised activities during break and lunch times whereby a variety of equipment is available to children of all age groups – to encourage sporting social time. Sports Leaders to support at both break and lunch times, some staff offer lunchtime MUGA activities. | <p>ActivALL cost £3000.</p> <p>Sports Leader Kit £148</p> | <ul style="list-style-type: none"> • Children to be more alert during lesson times. • Children more aware of the benefits of a more physical playtime. • Children learn a variety of new skills through active play with all ages of children. • Uptake in interest of competitive matches and interest in Bassetlaw Games increases by 20%. • Children to develop competitive strategies and coping mechanisms for winning and losing at school sports events. | <ul style="list-style-type: none"> • Purchase new playground equipment that allows for a variety of playtime sports to take place. <ul style="list-style-type: none"> - ActivAll walls. • Ensure staff are kept up-to-date with new ‘Active Classroom’ processes. • Staff Rota for morning activities. • Sports Leader Rota for lunch tasks. |

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| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: Approx 20% | |
| 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: | |
| <ul style="list-style-type: none"> • All children to receive quality PE sessions of 2 hours a week, one with specialist teacher and 1 with class teacher – some classes WTFA. • Curriculum buy-in for full lesson planning and learning objectives, also includes ‘Tracker’ tool. • To attend at least 6 Bassetlaw School games competitions – shared through letters home and school journal. • To utilise external providers offering specialist sports days/events: <ul style="list-style-type: none"> - Golf - Rugby - Basketball - Dance - WTFA • To purchase new equipment for development of ‘other’ sports (orienteering) and to add to current supplies, will also include Cross-Curricular access. | <ul style="list-style-type: none"> • Some classes shared session with specialist, so progression can be seen in each activity block by non-specialist and ideas shared. Other sessions where class teacher takes lead for their own activity area - teacher (initially) given choice of activity to allow for confident teaching. • Full SOW created, learning objectives evident and progression per child and per lesson is clear and concise. • Full SOW and all lesson plans available through online portal in in school staff ‘Teams’ folder. • Lesson plans also printed and available to all staff in the PE office. • Staff kit worn when PE sessions delivered. • St John’s to attend at least 50% of BSG sessions. • Selection of Golf, Rugby, Basketball, | | <p>£495 Primary PE Planning</p> <p>£675 BSG plan</p> <p>£2093 WTFA</p> | <ul style="list-style-type: none"> • Increase in quality of PE delivery, children spoken to more clearly using technical terminology, children aware of importance of physical exercise, warm-ups, muscle groups, types of exercise etc. • Staff showing greater organisation and confidence in delivery of sport. • Community links will excite and engage children and parents, children might be more inclined to be more active in school, knowing the skills they are developing are linked to community clubs and practises where those skills can be further developed in their own time. • WTFA to introduce after-school club for Y2 – Y6 boys and girls, increase uptake in BSG and | <ul style="list-style-type: none"> • Positive links made with external and local clubs so that attendance can be yearly within the school setting. • Worksoop Town FC to be bought-in to deliver PE sessions and run lunchtime and Extra-Curricular clubs. • Maddie Ward Cricket coaching for Summer block. • Further Golf and Taekwondo dates to be added to calendar. • Dance specialist Miss Rebecca to deliver sessions for Summer Showcase. |

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| | Dance, Football clubs/athletes to attend and deliver sessions to a variety of age groups. | | extra-curricular sport. • Children more aware of sporting challenges available at school during a week – increase in uptake of Sports Leaders House Games challenges and Extra-curric. | |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | Percentage of total allocation: Approx 20% (Some costings included from previous Key Indicators) |
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| Intent | Implementation | Impact | |
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| 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?: |
| <ul style="list-style-type: none"> • To purchase a Primary PE curriculum that includes lesson plans for a variety of Primary School sport. • To observe qualified staff on delivery of PE sessions in and around school. To buy-in an external provider for half a day to deliver PE to KS2 & FS2 children so that staff may observe and learn from a variety of techniques and styles of lesson (WTFA). • Cricket and Rugby Days added to calendar for KS1 & KS2 children, staff in attendance for direct CPD. • House Games & EIS Sports Day | <ul style="list-style-type: none"> • Primary PE Planning online curriculum purchased. All staff have access through their own log-in. • Lesson plans and yearly curriculum is made clear to staff and all physical plans printed and organised and placed centrally for staff to access. • Staff to attend Rugby and Cricket sessions to observe and develop PE knowledge from specialists. • WTFA – staff to observe for CPD purposes during their class sessions. • Staff to take charge of specific team sports and athletic events for their year group in order to run | SEE ABOVE FOR COSTINGS | <ul style="list-style-type: none"> • Staff more at ease with sports they are to deliver – full progression of lesson along with outcomes and video support will ease concerns about how the lesson should look as a whole. • Staff more confident in their overall delivery due to having observed specialists. • Staff better organised for delivery of 3 part lesson, breaking down skills and working them back towards a game type activity. |
| | | | Sustainability and suggested next steps: |
| | | | <ul style="list-style-type: none"> • Regular CPD for ‘Active Classroom’ ideas to be shared. • Staff observations with specific constructive feedback. • Continued invitations from sporting specialists in the region. |

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| | <p>and complete a whole school House Games event and a whole school Sports Day. Staff required to use own individual knowledge to work on appropriate skills required by the children, to successfully complete a variety of team and individual sports. Staff work alongside SLs to officiate House games and work in staff team to officiate athletics event at EIS.</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: Approx 20% (Some costings included from previous Key Indicators)</p> |
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| Intent | Implementation | | Impact | |
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| <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> |
| <ul style="list-style-type: none"> • External providers offering specialist sports days/events. <ul style="list-style-type: none"> - Worksoop Town FC - Madeline Ward Cricket Coaching - DRUFC - Ex-Harlem Globe Trotter (Basketball) - Miss Rebecca’s Dance - Josh Thompson Muay Thai - EnrichEducation. Quidditch event for UKS2. | <ul style="list-style-type: none"> • Various events calendared for multiple or specific year groups. All children encouraged to engage in all specialist sessions. • | <p>£480 Harlem Globe Trotter</p> <p>£972 Miss Rebecca’s Dance</p> <p>£60 Madeline Ward Cricket Coaching</p> <p>£4000 Specialist Muay Thai & in-</p> | <ul style="list-style-type: none"> • CPD for staff through observations. • Children gain wider knowledge of sporting activities. • Children are given exciting experiences to use their bodies in various ways through a variety of team and individual sports, and to learn about how their bodies can change, grow, adapt to physical exercise. • | <ul style="list-style-type: none"> • To develop the Orienteering package for whole school use. • Continued links with community sports clubs and practices. • Continued invitation to clubs to be part of sporting events at ST John’s annually or bi-annually. |

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| | | class support £904 Quidditch Event | | |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: Approx 25% (Some costings included from previous Key Indicators) |
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| 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: (Approx.) | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> To buy-in to the Bassetlaw School Games full package, allowing all age groups to compete in a variety of sports against children of similar ages with the Bassetlaw region. Therefore allowing children to learn about rules and regulations; fair play; honesty; how to be supportive of others; deal with win and loss and how to drive forward with the determination to win, to improve or just to do better. To organise weekly/monthly sports fixtures against local schools for a variety of age groups, whereby children can work with and against mixed year groups. Develop inter-school relationships with children from the local area. Participation in school sports day – to be developed in to a week of activities, whereby children will compete against others of their own age and compete for their House teams. | <ul style="list-style-type: none"> Attendance in at least 6 School games activities. All year groups 1-6 to have competed in atleast 1 of the school games sports days. KS2 children to have all had competitive local matches. All children to compete in a wide range of sports for House teams. EYFS to be more age specific. One focussed day of sport. | <p>£1000 bus fares (Approx)</p> <p>£795 EIS Hire</p> <p>£3570 Bus cost for KS1 & KS2</p> <p>£350 Parent Bus</p> <p>£600 Medals & Stickers etc</p> | <ul style="list-style-type: none"> Children are more aware of sporting activities/fixtures that take place during the various terms. Children are more driven by competition, are more determined to compete and to win, showing passion and desire to belief in themselves and drive themselves onwards to improve. Children have a greater understanding of rules and regulations, leading to honest and fair play. Children work collectively as part of the school family, developing their team bonding skills even within mixed year groups. Children know that all levels of ability will be encouraged to participate. Children are able to experience the feeling of win and loss, which helps to develop their coping strategies, determination, supportive roles, all key indicators of the games. | <ul style="list-style-type: none"> Use funding to buy-in to the Bassetlaw School Games full package each year to ensure all children are given the opportunity to develop the skills of the games. To consider organising local school calendared games to develop community relationships between staff and children. To further develop KS1 involvement in competitive sport and activities. To develop Sports Day to incorporate new athletics events. Work on parental engagement. |

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| Signed off by | |
| Head Teacher: | G Rizzo |
| Date: | 31/07/2023 |
| Subject Leader: | A Bell |
| Date: | 30/07/2023 |
| Governor: | |
| Date: | |