

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Reported September 2022, review July 2023

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Commissioned by



Department
for Education

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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 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 2019/20	£
Total amount allocated for 2020/21	£
How much (if any) do you intend to carry over from this total fund into 2021/22?	£
Total amount allocated for 2021/22	££18 620
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	££18 620

Swimming Data

Please report on your Swimming Data below.

Data below reported in July 2023

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	Current data based on year 6 cohort 22- 23
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 2021. Please see note above	Year 6 pupils 2022_23 (42%) 33/78
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	Year 6 pupils 2022_23 (32%) 25/78
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Year 6 pupils (27%) 21/78

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

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: £18 620		Date Updated: 23.9.22		
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		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: Rated out of 5 (5 being highly sustainable and 1 being unlikely to sustain)
1a Activities built into playtimes, specifically at lunchtime to widen participation in activities such as ball games, snug equipment, gym equipment		PE coach to model activities at lunchtime PE coach to introduce games ideas during lessons PE coach to support Playgroundpals (year 6 pupils) Use pupil voice to monitor playtimes and adapt accordingly	Money from centralised sports premium budget	Pupils will build social skills and increase physical activity, beyond simply playing football each day. Play has improved with children participating in competitive games with a greater deal of resolution outside (see lunchtime room concerns). Activity, is now evident through observation on the playground and pupil voice. The playground is now organised into different zones and the children from Years 3-6 are free to go wherever they wish and join in a variety of activities - some adult-led and others run by the children.		4 New games can be introduced and pupils take on more responsibility for leading once established.

1b Increase variety of clubs on offer, especially at lunchtime to enable all the opportunity to attend, especially PPG pupils	Clubs promoted through the newsletter and through assemblies Monitor PPG to ensure take up of opportunities Visitors to school to develop interest eg rugby club, golf etc	Money from centralised sports premium budget	Children will be invited for participation in clubs Pupil voice will ensure clubs provided appeal, particularly to PPG Basketball, football and multi-sports have all been covered this academic year as clubs.	4 Chn will want to attend clubson offer football, multiskills, art, sewing, computer, basketball (spring term)
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1c Small group interventions for identified pupils, spent with SEN LSA e.g. gymtrail	By invite only, chn build teamwork, social skills, fine and gross motor skills.	Money from centralised sports premium budget	Pupils will become more confident as they develop social skills alongside physical skills. Measured through Pupil voice and LSA observation. SEND children have been encouraged and invited to take part in inclusive sporting events. Multiple SEN sessions offered in school to develop fine and gross motor skills.	4 Sustainable as LSA has this intervention on Provision map
1d Plan sporting opportunities during to the school year	Sports coach to be involved in the organisation of sporting events and work with teaching staff to support with planning and organisation	Money from centralised sports premium budget	Evidence through events planned	4 Inter school tournament across the MAT 13.10.22
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:
2a Incorporate sport and PE as a way of developing resilience, mindfulness and wellbeing	Lead coach to liaise with SENCO and SLT regarding the development of wellness action plan. Sports coaches to take the lead to develop wellbeing through their sports sessions and beyond. Displays around the schools reflect how important sport is to physical and mental health	Money from centralised sports premium budget	Pupils will develop resilience monitored through pupil voice. Pupils and staff will feel the benefits of exercise, lead healthier lives and feel better about themselves. Other curriculum lessons will be more productive as pupils will have a better mindset and approach to their learning. Yoga has been built into the curriculum. Pupils have learned about mindfulness and body awareness. They learned yoga poses and techniques that will help them to connect their mind and body. PE lessons look to improve wellbeing by building strength, flexibility	4 Staff will notice an improved resilience amongst their pupils.

			and balance.	
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2b Sports links across the curriculum	Any school event involves the sports coach in the planning stage Teaching staff to seek support from the sports coach Displays	Money from centralised sports premium budget	Chn will see meaningful links between physical activity and other subjects eg Science Sports are celebrated weekly in assembly - Teachers, including ECTs have worked with the Sports Coach to link PSHE and sports	4 Liaison with coaches
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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:
3a All staff including ECTs to have greater confidence and knowledge and understanding of how to teach PE	ECTs observe and replicate the lessons seen ECT to team teach with sports coach Act on feedback from coach	Money from centralised sports premium budget	ECTs will confidently use PE and will teach it with confidence PE lessons are planned using the Get Set 4 PE platform, which aligns with our core values, our whole child approach to PE and the objectives laid out in the National Curriculum. Get Set 4 PE scheme is planned so that progression is built into the scheme which ensures our children are increasingly challenged as they move up through the school. Teachers are supported with resources to know how to prepare children for their next phase of education. These resources include the Get Set 4 PE progression of skills document, progression ladders and knowledge organisers.	4 ECTs to receive support from coach and mentor

3b PE is well pitched and scaffolded and personalised	Lesson plans show consideration to individual need. More able always challenged	Money from centralised sports premium budget	All children will succeed in PE More able will be challenged as will be evident in the observations. More able signposted to additional clubs STEP principle is used to ensure teachers understand how to differentiate for certain groups of children. Make this easier or make this harder tasks are written throughout the LPs.	4 Ensure there are opportunities for those who excel but also those who dislike PE and who require more encouragement
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
4a Pupils to be able to experience sport away from the normal lessons	Provide taster sessions, organise school activity week to incorporate additional outdoor and adventurous activity (Danbury activity centre)	Money from centralised sports premium budget	Pupils will experience different sports and activities and will ideally find something to engage them. Encourage through assemblies and children bringing in their trophies and certificates Children have attended a range of tournaments this academic year and closer connections with Witham Rugby and Football club have been formed.	3 Contacts need to be made and yearly events need to take place to enable this to be sustainable

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:
5a Develop a greater level of participation and competition through a range of inter class, inter MAT school and local school competitions	Engage with other schools to organise and participate in competitions	Money from centralised sports premium budget	Chn will develop greater resilience and respect for each other through competition. Fair play and peer support will improve. Social skills will increase further Children value being recognised for their sports and have asked for this to continue.	3 Sustainable if Covid restrictions are not imposed Inter school tournaments (13.10.22)
5b Promote the local sports clubs and competitions on offer e.g. holiday clubs	Investigate what is on offer outside the school eg secondary school, local clubs Add information to newsletter Display information around the school	Money from centralised sports premium budget	Monitor additional activity uptake through pupil voice Clubs outside of the National Curriculum have been able to be run as a result of having the correct equipment. Individual children's sports achievements are celebrated in celebration assembly and the recognised on the board.	3 Once information is given, no guarantee the clubs will be utilised by pupils.

Signed off by	
Head Teacher:	Mrs M Harrington/Mr D. Sheehan
Date:	September 2022 Reviewed July 2023
Subject Leader:	Mr. Mark Morris
Date:	23.9.22
Governor:	
Date:	

