

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



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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 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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St Nicholas Catholic Primary School: Sports premium

Key achievements to date:	Areas for development
<ul style="list-style-type: none"> - All children receive high quality PE lessons supported by CPD provided by south Dartmoor sports partnership and the PE leader. - Assessment at the start and end of units demonstrate that children make progress. - CPD on PE teaching, using the STEP approach (modifying space, task, equipment, people) has supported non specialist teachers in differentiating lessons providing appropriate stretch and challenge to children of varying abilities. - CPD videos created by the sports coach has supported teachers in the quality delivery of lesson content where they have been less confident. - The PE curriculum is broad, balanced and progressive allowing children to develop skills in a range of sports and physical activity. - Some groups of children have engaged in sports competitions with particular successes being had in football. - OPAL is established in the school. The recruitment of a play leader has ensured that children are provided with a range of play opportunities covering the 16 different types of play needs, that promote physical activity and support social interactions. - The Early years' grounds have been developed, enabling a larger outdoor space for children to play and learn. The purchase of bikes, scooters and a frame supports the physical development of the children and promotes physical activity. - The purchase of a range of sports equipment for play time alongside the teaching of how to use it in assemblies has promoted the children's enjoyment and engagement with sports and games that they may only usually access in PE- for example basketball and tennis. This has allowed them to continue the development of skills. - Sports day provided children with a cycle of competitive sports to engage with and was well attended and supported by parents. 	<ul style="list-style-type: none"> - Further training for all staff to ensure that the principles of OPAL are further embedded, allowing children to benefit from positive playtimes. - Widen the offer of clubs that promote physical activity or sports to allow children to develop skills and passion for a sport. - Greater participation from a wider group of children in competitions and festivals. - Following the departure of the PE lead, provide appropriate training and support for the new PE lead to ensure the sustainable development of the subject within the school. - Encourage children to travel to school in a healthy/ environmentally friendly manner – thus increasing physical activity and helping towards building a green school. - Continuation of CPD in the teaching of different PE topics, for example dance, gym.

Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2022/23	£18,760
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2022/23	£18,760
Total amount of funding for 2022/23 To be spent and reported on by 31st July 2023.	£18,760

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>Year 6 children had access to a series of 6 swimming lessons in summer 22 where self rescue was taught.</p> <p>Swimming lessons to be rescheduled for KS2 22-23.</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 2021.</p> <p>Please see note above</p>	53 %
<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>	40%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	49 %

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?

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.

Academic Year: 2020/21	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:	
			32%	
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:
Support and training for teachers and TA's in PE delivery by using Dartmoor Sports Partnership.	Support and CPD for teachers and TA's. 12 local cluster events <ul style="list-style-type: none"> • Bespoke PE impact days x 3 • DSSP CPD of focus activities x3 (1 per term) • SSCO 1:1 advice, guidance and support • PE Lead virtual/face to face meetings 	DSSP - £4800	Impact days have been successful with all children across the school engaging in high quality PE lessons and tournaments in: <ul style="list-style-type: none"> • ultimate frisbee • athletics • cricket 	Continue with Dartmoor sports partnership to provide teachers with PE CPD and the children with new experiences through impact days.
Children in EYFS to have access to resources that support their physical development and encourage regular physical activity.	Purchase of bikes/scooters and A frame benches.	£1, 000	Pupils in reception and nursery have developed core strength, gross motor skills and balance through having regular access to bikes, scooters and climbing equipment.	

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:
To benefit from an extensive program of festivals, training, competitions and community events organised by the South Dartmoor Sports Partnership.	Subscribe to the South Devon Dartmoor Partnership	As above	<p>Children will be inspired to take up new sports or engage further with current levels of activity.</p> <p>Create inspirational role models who together, break down barriers, and foster a world of inclusion while supporting Special Olympics' expansion of sports</p> <p>Physical exercise is seen as high priority at the school, beyond competitive sports.</p> <p>Impact days have been successful with all children across the school engaging in high quality PE lessons and tournaments in:</p> <ul style="list-style-type: none"> ● ultimate frisbee ● athletics ● cricket 	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				9%
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:
PE lead receives specific support to lead the subject area and ensure high quality activity across the school.	SL to attend PE subject leader CPD sessions: Day 1 Thursday 1st December @ South Dartmoor College Day 2 Thursday 2nd February @ Coombeshead Academy Day 3 Thursday 16th March @ South Dartmoor College Day 4 Wednesday 17th May @ Coombeshead Academy	£475 +4 days cover= £700	<ul style="list-style-type: none"> Action plan in place Evidence of high quality PE PE lead is able to support other staff as needed. Progression in PE skills is accurately tracked. Planning uses accurate AFL to build on childrens' learning in PE 	New experienced PE lead in place in Sept 2023.
PE lead will monitor the delivery of PE to ensure at least good provision working closely with other providers	Release time for PE leads (AC/EC)	3 x 0.5 days for termly monitoring and working alongside teachers £600	<p>SL has developed knowledge of subject leadership through CPD and shadowing more experienced teachers.</p> <ul style="list-style-type: none"> PE lead to monitor the impact of the sports partnership PE lead to observe sessions being taught. EC is supported in developing subject leadership, enabling her to 	Curriculum leader release time 23-24 to support PE lead in monitoring the subject. New experienced PE lead in place in Sept 2023.

			take on the role fully in 23/24, sustaining the development of the subject going forwards.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 56%
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 and develop Outdoor play and learning in break and lunch times so that all Children are able engage in active social play that promotes activity and wellbeing.	Employment of an OPAL play-leader to oversee the day to day management of OPAL provision and resources.	£9,000	The 16 different types of play need are provided for.	For OPAL to continue , the play leader role needs to be maintained.
	Replenishment of playtime OPAL and play sports equipment.	£500	All children are active at play times. Engagement in play activities at lunch time has increased.	Training for all lunch time support staff in OPAL principles and supporting play.
Provide transport to ensure all children are able to access festivals, competitions and events.	Provide, or subsidies transport to festivals, competitions and events.	£250	Children are engaging with others outside of their year group.	Continue to replenish play equipment and continue to use assembly time to teach children how to use equipment appropriately.
Staff are available to accompany children to events such as cross country and the Exeter school's football league.	Staff are released to supervise children to attend events.	£435	Weekly play assemblies have taught children how to use play equipment and celebrated play successes	
			There is a range of quality sports equipment that engage children and motivate participation.	

<p>Financial barriers are removed for children to access high quality extra curricular activities</p>			<p>Continue to engage children in physical activity outside of organised PE lessons, after school clubs and organised sports.</p> <p>Staff and child questionnaire.</p> <p>Impact on mental wellbeing and attainment?</p>	
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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:
Interschool competitions to promote competitiveness and fair play in students.	Sign up to Dartmoor Sport Partnership	As above	<ul style="list-style-type: none"> Children will have a better understanding of fair play and competitive sports. Children will be more emotionally resilient. 	

Key indicator 6: additional swimming percentage of total allocation:5%

Ensure all children can swim. Many children have missed out on swimming because of the pandemic and there is an urgency to catch up on where the school used to be. Some children are still reaching Year 6, not being able to swim.	Year 5/6 to swim and assessments to be carried out.	per student per session Pool hire £1000	<ul style="list-style-type: none"> All children meet the national standard for being able to swim by the end of Key Stage 2. All pupils develop confidence in the water and have an understanding of water safety. Use a range of strokes effectively 	Swimming lessons to take place in years 3 and 4 to allow for catch up time for children who do not meet the standard.
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Signed off by	
Head Teacher:	

Date:	
Subject Leader:	
Date:	
Governor:	
Date:	