

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
2023/2024

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** to the quality of Physical Education, School Sport and Physical they offer. This means that you should use the Primary PE and

- 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.



sustainable improvements
Activity (PESSPA)
sport premium to:

Details with regard to funding

Please complete the table below.

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 2023.**

Swimming Data

Please report on your Swimming Data below.

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](#).

Total amount carried over from 2022/2023	£0
Total amount allocated for 2022/2023	April 2023 – 6,900
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0

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.

Total amount allocated for 2023/24	(TBC)
<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>	0
<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. Please see note above</p>	0
<p>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</p>	0
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	0
<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>	No – pupils access swimming linked to their SEND and therapy needs

Academic Year: 2023-2024	Total fund allocated:	Date Updated: Jan 2024	
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
That all pupils have access to a robust curriculum that enables them to maintain and develop their physical skills linked to curriculum expectations and individualised expectations as set out within the Education, Health and Care Plan	All pupils have focused access to: Timetabled PE (specific to Pathway curriculum) Sensory Circuits/swim or other sensory based activities (Physical/Sensory, SEMH) Daily Physical Programmes (as developed with the Physio/OT team) Sports events and trips (linked to Pathway curriculum) Visits and trips that focus on physical independence (linked to the Pathway Curriculum) The further development of accreditation linked to PE – ASDAN Entry level award for PE	Jan 2024: All pupils engage in a range of physical activities beyond the recommended minimum of 30 mins daily. This enables our pupils to progress in physical activity and to meet their own, individualised physical targets which promotes physical wellbeing, independence and learning (pupils have physical programmes that align with the needs identified within the EHCP). The inclusion of an Entry level award ensures that pupil’s development and skills in this	Moderation linked to Pathway curriculum offer to ensure consistency of offer. Termly review of IEP – which is linked to outcomes within EHCP Year Annual review to explore targets and outcomes within EHCP linked to individual need

		area are recognised, enabling them to access PE in FE	
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
PE and sports within the curriculum reviewed linked to further embed best practice	Inclusion in school improvement planning – Mind – enhanced and embedded Pathway curriculum	Range of engagement has increased within the local community and pupils have taken part in a wider range of sports that are motivating and accessible.	Sharing and advertising of links to promote further engagement by pupils and by the wider community
That the lead teacher for PE and Sports is enabled to continue to raise the profile of PE and sports aligned with national and local initiatives and events	Lead teacher to use a range of platforms within school and in a broader context to raise the profile of sports and to embed within practice – including the school pupil council	Pupils are engaged and excited about being involved more widely in sports.	Links for pupils and families to wider sports activities and clubs

<p>That pupils are leaders in their own physical development</p>	<p>To work with outside professionals including</p> <ul style="list-style-type: none"> -Crewe Alex Football Club (coaches) -Cheshire Cricket Board (table top cricket – embedded within curriculum) <p>Take part in a range of events including:</p> <ul style="list-style-type: none"> -County sports events – table cricket, Cheshire FA SEND football festival, Panathlon Boccia tournament - Participation in National Campaigns – Women’s Football – Let Women Play <p>Work with and demonstrate a commitment to PESSPA</p> <ul style="list-style-type: none"> -Work towards developing School Games Mark which demonstrates our commitment to raising the profile of sport in school -Vale Royal School Sports Partnership – support <p>Training to be put in place to develop youth leaders across the school</p>	<p>Pupils are more physically engaged in daily activities and are keen to practice their skills in social times.</p> <p>Pupils are proud of their achievements and are keen to engage in sports more widely</p>	
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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:
<p>For staff to be empowered to create and deliver programmes linked to PE and sport that meet the individual needs of the pupils as stated within the Education, Health and Care Plan</p> <p>For staff to deliver a curriculum that meets individual needs but also explores a range of interesting and engaging sports</p>	<p>Curriculum PE is adapted to meet the needs of the children.</p> <p>Multiagency professional liaison for specific and individualised physical programme e.g. Physiotherapy</p> <p>Staff look at different sports to engage range of PE activities to engage and increase involvement e.g. U.V. Dodgeball and table cricket</p> <p>Courses are provided for staff – shared practice – e.g. Shooting Star Premier League</p> <p>Staff develop key skills in physical activity through joint multiagency working and are supported by wider teams to accurately deliver physical programmes</p>		<p>Children have access to an engaging and motivating physical curriculum delivered by confident and well informed staff</p> <p>Resources and environment are current, useful and enable full participation</p>	Further develop links with disability sporting charities etc to enable greater co working and learning

	<p>Lead teacher regularly attends – Cheshire School Consortium meetings</p> <p>Part of the whole school My Body team which leads theme days – which improves staff knowledge and expertise</p> <p>Equipment and resources are continually improved to enable staff to prepare and teach specialist sessions linked to need e.g. purchasing of equipment, replacing markings to support active sports e.g. boccia markings</p>		
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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:

<p>Pupils have access to sports and activities that promote physical wellbeing linked to individual need.</p> <p>That pupils are exposed to sports and activities that are accessible and aspirational</p>	<p>See above</p> <p>Pupils will have access to a growing range of sports and activities specifically linked to SEND e.g.</p> <ul style="list-style-type: none"> -Sensory swims -Hydrotherapy -UV Dodgeball -Boccia -table cricket 	<p>Pupils have increased independence and engagement in sports and activities</p>	<p>Continue to build access to wider activities linked to SEND</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>

To be involved in the wider local SEND community to engage in a range o competitive sports.	Engage with other specialist school to enable meaningful competition Engage with wider network events Build practice within these events by working with specialists within the sport	Pupils have increased physical wellbeing, sense of pride and increased sense of community	Visible representation of achievements around school
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Signed off by	
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Date:	Reviewed Jan 2024
Subject Leader:	Nicola Warham
Date:	Reviewed Jan 2024
Governor:	Quality of Teaching
Date:	