



2022-2023

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](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.

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](#).



Details with regard to funding

Please complete the table below.

Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17, 440
Total Spend	£14,230.09
Carry Forward	£3209.91

Swimming Data

Please report on your Swimming Data below.

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	
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	100%
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	90%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90%
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 (to provide swimming teaching in both key stages, above the requirements for the end of KS2)

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					
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:
Increased variety of ‘guest’ and professional activities run by local clubs. Introducing new sports to try. Invitations to parents to contribute, to increase family participation. Additional Swimming Lessons over and above the National Curriculum to support PE programme, and increase number of pupils who regularly swim.	Cricket and football clubs run by Somerset Cricket and Yeovil Football Club, partly subsidised by the clubs, After School Club supported by funding. Badminton and Archery Equipment purchased to increase range of activities Parent-run Rugby, Country dancing and rounders clubs in place.	£180.00 £725.82 (Badminton Equipment and nets) £1232.94 (Archery Equipment) £ 270 (additional Swimming tuition)	Children reported they wanted to participate in Cricket after trying it out. Coach reported improvement in ball skills and team confidence. Attendance at Rugby Club Attendance at Country Dancing Club Attendance at Running Club sustained. Increased parental involvement in sports across the school.		Revisiting school teams for team sports. Develop provision for running, consider the daily mile etc. P.E survey November 2023.

Sensory programme and site developments for sensory needs over time physical trails and resources.	Traverse wall purchased to support climbing, strength and confidence.	£5515.00	Pupils have a wider range of freely accessible resources to support development.	Mobility and balance development. Relaxation and stretch programmes.
	Continued clearance of bank area to allow climbing and building activities New resources for pupils across the site, including nursery to access hall and gym equipment.	£460.33		

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

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:
OPAL Programme- Year 2 objectives (roll out to develop site)	Staff training for all staff from OPAL to support risky play.	Admin £50	Staff now confident to implement loose parts play.	Planned climbing space, on large playground.
	Parent workshops and meetings to support risky development. Staff representation in place.		Loose parts available for pupils.	Work with governors to develop policy related to active play.
	Clearance of the bank to develop risky play environment for pupils to be independent.	£500	Support staff running play activities to keep children active in break and lunch. More confident to support play in the bank area.	

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	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
Implementation of revised PE curriculum. Clear progression model for all staff to follow.	Staff sessions on PE curriculum. Progression published on the school website, accessible for parents.	Admin £200	All staff now able to deliver PE sessions with support from PE apprentice. Pupils have a consistent progression model to follow, to build on key skills year on year.	Staff survey to allocate training sessions to areas where colleagues are less confident.
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:
To support children to access a range of Sports after school clubs.	Termly sports clubs run by staff. A range of clubs including opportunities for tennis, dancing, football, netball, rounders and multi-sports, running. Staff attending Cross-Country fixtures (voluntary)	Sports Apprentice/TA supporting after school clubs and lunchtime provision including admin £4896	Over 50 % of pupils access clubs throughout the year in a range of activities. Ash pupils regularly scoring highly against other schools in Cross-Country competition.	Planned clubs for 23-24.

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:
For pupils to have access to regular fixtures including Cricket, Netball, football and Gymnastics/ Athletics. To ensure girls have access to competitive sport fixtures across a range of activities.	Supporting pupils to attend Cross-Country events throughout the year.	Admin £200	Pupils achieve a sense of collaboration and teamwork. They talk confidently about their increased resilience in sport situations. This has also impacted on team activities in school. Lots of pupils have tried running for the first time.	Consider joining with another school to facilitate offsite competitions. Partner with local secondary schools for sports provision. Make better use of YSGA

Signed off by	
Head Teacher:	Rebecca Bennett
Date:	July 2023
Subject Leader:	Melissa Gibbons