



Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool



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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 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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£0
Total amount allocated for 2021/22	£19490
How much (if any) do you intend to carry over from this total fund into?	£0
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023	£19,100

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 2020. Please see note above	53%
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	53%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	53%
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 £3888 (20% of total allocation)

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: 6%	
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 increase the number of children being physically active in school	<p>Inside Classrooms: Purchase subscription to imoves.com: Utilise different content areas on a daily basis: - Active Blasts - Dance etc</p> <p>At Breaktimes: -Active Breaktimes and Lunchtimes - Sporting and Play Equipment / Areas to support this -Buddy Bench – to promote inclusion for children without a friend to play with at breaktime -Line markings for Active Mile around the edge of the playground (done by Kier as part of garden volunteering project June 2023) -Olympic Torch Relay event June 2023 to inspire whole school to be more Active using the Active mile markings.</p>	£1196.40	<p>iMoves and other resources such as GoNoodle and Cosmic Kids Yoga have been utilised to facilitate the children being active in the classroom (link to topics).</p> <p>Improved resources widened the range of activities on offer for children to take part in active play at lunch times.</p> <p>The buddy bench has reintegrated children into friendships/active play and increased the number of children included in active play at breaktimes.</p> <p>Balance bikes bought in previous years spending is utilised on weekly basis by children in EYFS</p> <p>Overall this has resulted in an</p>	

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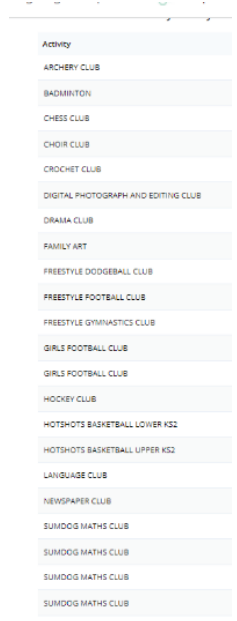


	<p>Extra Curriculum:</p> <ul style="list-style-type: none"> - 'Well being Wednesday' led by PE teacher for 15mins in playground for pupils/parents -Breakfast club - Extra - curricular clubs - Liaise with internal / external providers - Monitor participation levels through registers 		increased number of pupils being physically active / decreased sedentary behaviour.	
To provide opportunities for physical activity outside of school	<p>Provide opportunities for physical activity at home:</p> <ul style="list-style-type: none"> -Spotlight on PE in newsletter -School website / Covid-19 physical activity workouts by PE Teacher -Northamptonshire Sport / Virtual School Games -imoves Home Learning Hub -This is PE / Supermovers / Boogie Beebies / Disney Dance / Cosmic Kids / Joe Wicks 	£0		
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				13%
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 continue to develop the PE curriculum through improved resources	<p>Purchase of equipment for PE curriculum</p> <p>Items:</p> <ul style="list-style-type: none"> Kurling equipment Table Tennis equipment Agility Ladders 	£2494.19	Improvements in enjoyment, engagement, confidence and learning outcomes in lessons.	

	Nerf Howlers Tennis Balls Indoor tennis balls Storage Bags Wheelie Bags			
Raise Profile of Olympic Values in PE in School	<p>Planning to focus on Olympic and values, sports and athletes to inspire children to take up sports.</p> <p>All children to participate in Torch Relay fun run event in school.</p> <p>Children to be chosen to represent HA in EMAT Olympic Festival and EMAT Ability Games in Summer term</p> <p>Medals/Stickers</p>	<p>£0</p> <p>£27.76</p>	Pupils were very effusive and excited by these trust led events. They enjoyed interacting with Olympians. All pupils participated in fun runs, and teams represented Stimpson Avenue at the Ability Games (SEND) and Olympics (KS2).	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				3%
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:
Improve the quality of planning and delivery in PE lessons to develop positive attitudes to learning	<p>Develop PE Curriculum resources for staff members within school and across East Midlands Academy Trust</p> <p>Upskill teaching staff in desired areas of the PE curriculum through CPD (meetings / practical sessions</p>	£0	<p>Staff training in curriculum resources / physical activity / Dance</p> <p>Improved quality of provision / knowledge, skills and understanding of staff / better lessons / outcomes for children</p>	<p>Continue to develop PE resources alongside other PE teachers within East Midlands Academy Trust</p> <p>Continue to lead staff training in relation to PE resources developed and priority areas to develop confidence/ greater</p>

	/ online learning) Purchase subscription to PE Passport	£660		competence in teaching PE
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 52%
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:
Additional achievements:				
Children are knowledgeable about Sports and actively participate in clubs and sporting activities	Continue to use internal / external providers, enabling coaches to tutor groups in a range of different sports clubs After school clubs subsidised for SEND and Disadvantaged to ensure children can access any clubs they wish and do not miss out through cost. Specific children's attendance at clubs is fully funded where necessary. Specific children targeted and encouraged to take up an after school club.	£4586.70	Participation in 18 different extra-curricular clubs weekly. Effusive, positive response from pupils in clubs	Continue to develop the extra-curriculum internally (recruiting / training existing teachers / staff to lead clubs) and externally (external providers Continue to develop the PE curriculum map to plan to include a wider range of sports

				
Access to high quality resources during after school clubs. Enough quantity of resources to enable access for all	<p>Purchase of additional PE resources to support after school club sessions, along with a sports coach to help.</p> <p>Golf Equipment Archery Equipment Chess Boards / Sets</p>	£884.42	<p>Initial spend ensured that all planned PE sessions have been fully resourced leading to greater participation and active minutes in clubs Equipment audit by PE coordinator linked to club planning shows all activities are well resourced High levels of uptake into extra-curricular clubs.</p>	Continued monitoring of PE resources for wear and tear and purchasing plan to ensure all sports offered as after school clubs are adequately covered. Continue to widen range of resources so a wider variety of sports can be offered.
To develop and introduce a Forest School	<p>PE teacher to complete L3 training 2022-23 (paid for in previous Sports Premium spending) -Level 3 Outdoor First Aid Training</p> <p>PE teacher to liaise with KIER to renovate the garden area as</p>	<p>£0</p> <p>£150</p> <p>£0</p>	PE teacher has been completing Level 3 Training this year. He has developed the Forest area in the school garden and led a Forest school group in Reception the Summer term as part of the training.	Forest school is an area that will be developed moving forwards.

	<p>part of their community outreach days (June 2023)</p> <p>Purchase of equipment for Forest School Curriculum</p> <p>Items Tools – Bowsaws, Drill Bits, Hammers, Hand Drills, Bit and Braces, Loppers, Billhooks, Fire Safety, Fire Lighting Equipment, Gloves, Safety Glasses, Tarpaulins</p>	£1864.31		
<p>Children attending additional opportunities such as:</p> <p>Bikeability:</p> <p>Ride High</p> <p>Summer Camps run in the Summer Holidays by Freestyle</p> <p>Northampton Saints Rugby Football Club Intervention Programmes:</p> <p>Tackling Character Programme</p> <p>Foundations in Writing Programme</p>	<p>Children from upper KS2 were given the chance to participate in a Bikeability sessions to help with awareness on the road.</p> <p>Children from lower KS2 were given the chance to participate in a Horse riding sessions to help with awareness on horses / riding skills / care for them.</p> <p>Children across key stages to work with NSRFC coaches developing character / gross/ fine motor skills</p>	<p>Bikeability, Ride High and Summer Camp all paid for by Pupil premium budget</p> <p>£2400</p>	<p>All children involved passed the course and are now equipped to be safer on the roads.</p> <p>Effusive and positive response for all the children involved.</p> <p>Effusive and positive response for all the children involved.</p>	<p>Push for more to attend next year.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6%
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 increase opportunities for pupils to take part in competition	<p>1.To actively participate in inter-school competitions offered by Northamptonshire County Sports Partnership and Northampton Town Football Club Pass Programme and EMAT Olympic Festivals.</p> <p>-To increase the number of children involved from all pupil groups.</p> <p>-To ensure participation from both boys/girls is similar</p> <p>2.To actively provide competitive opportunities in extra-curricular clubs.</p> <p>3.To provide competitive opportunities in Physical Education (where appropriate)</p> <p>4. Weekly Celebration Assembly highlighting success of children involved in school teams</p> <p>5. MIDAS Training for PE / Art lead</p>	£1165.01	<p><u>Competitions:</u></p> <p>Football – NTFC / EFL Kids Cup / Premier League All Stars Tag Rugby Sportshall Athletics Net / Wall Festivals Basketball EMAT Torch Relay Fun Run EMAT Ability Games EMAT Olympics</p> <p><u>Past Achievements in Previous Years:</u></p> <p>Greater number of pupils involved in all forms of competition. Similar representation from boys/girls. Greater representation from all pupil groups. Positive/effusive responses from pupils. Pupils developing skills of teamwork, leading others and sportsmanship in PE/School Sport. Increased pupil confidence and self-esteem through achieving personal challenges and goals. Greater aspiration/ pride / aspiration in representing the</p>	

	to drive Minibus		school in competitions. School Games Gold Mark for consecutive years 2017/18 and 2018/19 before COVID-19	
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