

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

**2022/23**

Commissioned by



Department  
for Education

Created by



YOUTH  
SPORT  
TRUST

Additions by:



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](http://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](#).



## 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 transfer to the pool when school swimming restarts.</p> <p><b>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.</b></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><b>N.B.</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>	83%
<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>	83%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	100%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	Yes

## 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.



<b>Academic Year: 2022/23</b>		<b>Total fund: £19,300</b>		<b>Date Updated: 9<sup>th</sup> June 2023</b>	
<b>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</b>					Percentage of total allocation:
					%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>		
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:
<b>Develop a Healthy Active Engagement Programme to encourage more children to engage more regularly in additional physical activity opportunities</b>	<p><b>1. A Focus on Outdoor Opportunities</b></p> <ul style="list-style-type: none"> <li>We will identify programmes/ CPD and resources to support active learning across whole school with a particular focus on outdoor learning</li> </ul> <p><b>2. Engage 'Coaches' to extend physical activity opportunities</b></p> <ul style="list-style-type: none"> <li>Engage All Star Sports coaches to further develop healthy, physical activity opportunities</li> <li>Provide additional healthy, physical activity opportunities outside of curriculum time</li> <li>See detail in Section 3 below</li> </ul>		(See costs in Section 3 below)	<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>External providers engaged</li> <li>30 Minute a Day eTracker audit complete</li> <li>All programmes in place and children engaging on a regular basis</li> <li>Extended Extra-Curricular Sport and Physical Activity Programme</li> <li>Participation Registers</li> <li>PE, School Sport and Physical Activity (PESSPA) noticeboard updated</li> <li>Pupil voice surveys</li> </ul>	<p>Children have engaged in games and physical activities at lunchtime with coaches. This has improved the engagement of how many children engage within physical activity during lunchtimes. This will continue next year with Year 5 and 6 Sports Ambassadors and lunchtime supervisors creating lunchtime activities.</p> <p>Clubs tend to get the same children signing up. However these children have enjoyed and developed these skills. Pupil voice indicates children enjoy the clubs but children would like to access</p>

	<p><b>3. 30 Minutes a Day</b></p> <ul style="list-style-type: none"> <li>• Use the 30 Minutes a Day e-Tracker from Allison consultancy in Autumn Term to establish 30 Minutes a Day baseline of provision</li> <li>• Allison Consultancy to train PE Lead on new resource</li> <li>• All staff to complete tracker 3 times per year (Terms 1, 3 and 5), to evidence progress</li> <li>• Pre-populate class templates to support staff</li> <li>• Identify strategies and programmes to develop 30 minutes a day across the school to help meet this target in the School Sport Activity Action Plan</li> <li>• Target &amp; support children not achieving 30 Minutes</li> <li>• Identify opportunities and resources to support classroom based, healthy, physical, active learning opportunities to help meet 30 Minutes a Day requirements for every class</li> </ul> <p><b>To further support 30 Minutes a Day:</b></p> <p><b>4. 'Go Noodle'</b></p> <ul style="list-style-type: none"> <li>• Further develop the Introductory Level across the Academy and track engagement</li> </ul> <p><b>5. '5 a Day' Scheme</b></p> <ul style="list-style-type: none"> <li>• Further develop the Programme across the Academy and track engagement</li> <li>• Scheme involves a range of short activities lasting 5 minutes to improve health and fitness in a dance format.</li> <li>• All classes to engage in '5 a day' Zen type activities after lunch. Make more age related for year 4+5</li> </ul> <p><b>6. Targeting non-engagement</b></p> <ul style="list-style-type: none"> <li>• Review participation registers to identify non-participants</li> <li>• Use new registers from Allison Consultancy</li> <li>• Use pupil voice to target areas of non-participation. This could be including more non-traditional sports at break times with children working in their own spaces</li> <li>• Offer some extra opportunities (Coaches could provide some of these)</li> </ul>	<p>No charge</p> <p>(Through GAT package of support - see Section 3 below)</p>	<p><b>Impact / Outcomes for Children:</b></p> <ul style="list-style-type: none"> <li>• Increased awareness of the wide range of different types of healthy activity available</li> <li>• Increased opportunities for healthy activity available, particularly outside</li> <li>• Increased engagement in exercise</li> <li>• Increased understanding of the benefits of exercise for health</li> <li>• Improvement in sense of health and well-being</li> <li>• Increased participation by children who normally don't engage with sporting / physical activity opportunities</li> <li>• Increased number of children participating in school clubs</li> <li>• Children are accessing structured, healthy physical activity at lunchtimes.</li> <li>• Children engaging in healthy, physical activity within other curriculum subjects e.g. Science</li> <li>• Fitness levels for all, but with a particular focus on the less active children, will increase.</li> <li>• The 30 minutes a day will mean children get a 'change in cognitive activity and their focus and concentration will increase during lesson times.</li> </ul> <p><b>See Evidence, Outcome and Impact statements above</b></p>	<p>more clubs during school time (lunchtime), especially for those children who cannot attend after school. External providers have been used for this and will continue next year.</p> <p>The classes that use 30-minutes a day have noticed a difference in fitness and concentration – encourage all classes to use this next year. Audits have shown that 30 minutes a day is a struggle to fit in everyday. PE Lead to look at how these can be included easily into our timetable to encourage staff use.</p> <p>Staff remind through briefing to use 30 minute a day activities.</p> <p>Coaches and unusual sports have reduced the number of non-engagers with all children participating to some level.</p> <p>5-a-day programme and 2-3 minutes movement activities to be shared with others and demonstrate where this can fit into the busy timetable as more children are engaging in sports.</p> <p>Pupil voice has become more successful over the year. Children who engaged less are more positive about PE over the academic year. Continue pupil</p>
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				<p>audits next year.</p> <p>Staff are pleased with the scheme purchased as it supports areas to develop through activity ideas without hindering use of their skills and knowledge. Scheme will be available every year to staff now.</p> <p>Staff stay in all lessons with any external coach upskilling them.</p> <p>5-a-day to be promoted more next year.</p> <p>Continue to train and use year 5 and 6 children (Sports Ambassadors) to lead playground games and activities for the younger pupils during lunchtimes.</p> <p>Children have access to different sports on a rota throughout the week at lunchtimes meeting all needs.</p> <p>Equipment has been updated and purchased as needed to continue activity from pupils during lunchtimes.</p> <p>Children coming to school in PE kits has had a huge impact as there is more time in the session for active learning. All children participate in PE either with the whole class. All children use their personal and social skills in each</p>
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				<p>lesson.</p> <p>Refresh staff on 30 minute a day activities and how these can be used in our timetables.</p>
<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>				<p>Percentage of total allocation:</p> <p>%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></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>
<p><b>Support the development of the whole child through the achievement of whole school outcomes as a result of a focus on PE, School Sport and Physical Activity</b></p>	<p><b>1. Strategic approach with focus on Active Well-being</b></p> <ul style="list-style-type: none"> <li>Ensure the 2022-23 plans continue to support and drive forward the achievement of whole-school priorities</li> <li>Ensure the PE Intent Statement supports and links to the whole-school Intent statement e.g. mental health and well-being, and healthy eating and children's understanding between engagement in healthy physical activity programmes and the importance of healthy eating</li> <li>Ensuring links to and the embedding of Skills Builder</li> <li>Review and develop PE Curriculum Journey to ensure enough time for children to engage fully in in a broad, balanced curriculum journey that also promotes depth</li> <li>Develop links in PSHE with the Skills Builder programme including Teamwork, Staying Positive and Problem Solving.</li> <li>This is to help to embed whole school aims through opportunities for children to compete in PE and sport to build character and to embed values such as fairness and respect.</li> </ul>		<p><b>Evidence and Impact</b></p> <p><b>Also see statements in Section 5 below, but these would include:</b></p> <ul style="list-style-type: none"> <li>Competition opportunities developed</li> <li>Celebration Assemblies</li> <li>Sense of health and well-being improved</li> <li>Children bringing in healthier snack options</li> <li>Greater understanding of how PE &amp; Sport Premium can support achievement of whole-school priorities and outcomes for children</li> <li>Key Strategic Actions identified that will have the greatest, most sustainable outcomes</li> <li>30 Minute strategies in place and enhanced engagement in lessons</li> <li>Improved engagement in PE lessons and enhanced development of personal and social skills and behaviour</li> <li>Increased understanding of the benefits of</li> </ul>	<p>Improved PE lead knowledge to drive PE forward throughout the school. A new intent statement created and implemented on the website.</p> <p>PE links to Skills Builder throughout the school for each subject which corresponds with the new PE scheme being implemented.</p> <p>To continue this links next year to embed the skills builder through PE.</p> <p>PE Lead has held staff meetings and training for staff and sports ambassadors to raise the profile of PE through the school.. Newsletters produced to inform parents on extra</p>

	<ul style="list-style-type: none"> <li>PE Lead to continue to raise profile of PE and the whole-school benefits – parent leaflets / staff meetings / newsletters</li> </ul> <p><b>2. Competitive Opportunities</b></p> <ul style="list-style-type: none"> <li>Further develop competitive opportunities against self and others to develop range of personal and social skills</li> <li>This would involve developing competitive opportunities for children of all abilities to support the development of the whole child</li> <li>Further develop internal competitive opportunities to enhance the PE curriculum offer (See Indicator 5 below)</li> </ul> <p><b>3. Sports Clubs</b></p> <ul style="list-style-type: none"> <li>Provide a range of sports clubs to support enrichment and academic achievement.</li> </ul> <p><b>4. Leadership Training</b></p> <ul style="list-style-type: none"> <li>Continue leadership opportunities for 10 children by becoming sports ambassadors and leading activities at lunch time.</li> <li>PE Lead and Sports Coach to train Sports Crew</li> </ul> <p><b>5. Celebrate Achievement</b></p> <ul style="list-style-type: none"> <li>Achievement assemblies.</li> <li>Showcase sporting achievements board of Sporting Events and Activities, accessible to parents.</li> </ul>	<p>(Part of the GAT Membership in Section 3)</p> <p>£175</p>	<p>exercise for health</p> <ul style="list-style-type: none"> <li>Enhanced personal, social, team-building and leadership skills through experiences of competition (See Indicator 5 below)</li> </ul> <p><b>Additional Impact - Increased pupil:</b></p> <ul style="list-style-type: none"> <li>Development of positive learning behaviours such as resilience, self-regulation, self-confidence, self-esteem</li> <li>Development of leadership and team-building skills.</li> <li>Wellbeing, acknowledgement of own emotions and behaviours.</li> <li>Engagement in PE lessons and enhanced development of personal and social skills and behaviour</li> <li>Experience of competition against self and others</li> <li>Experience and understanding of rules and scoring systems</li> <li>Experience and understanding of how to work as a team and how to handle winning and losing and the importance of good sportsmanship</li> <li>Confidence and enjoyment of sport and games across the school</li> <li>Opportunities to participate in a wider variety of activities</li> <li>Awareness of the importance of physical activity and health</li> <li>Socialisation with other children from other schools / backgrounds</li> <li>Experience the feeling of achieving their best</li> <li>Experience of gaining awards and certificates and the feelings of achievement</li> <li>Sense of belonging</li> <li>Ability to transfer skills to support learning across the school</li> </ul>	<p>curricular activities and festivals children had participated in. To continue this next year.</p> <p>Continue this next year through GAT package and WSS package.</p> <p>To continue next year to support and engage children's sporting interest.</p> <p>Continue this next year to support older children develop leadership skills to be ready for leadership roles in Year 6. To continue this next year and for Year 4/5 (up-to 10 children) to be trained and staff to support leadership activities.</p> <p>PE to continue to create certificates of achievement to be awarded in assemblies; showcasing achievements. PE</p>
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				board to continue to be updated throughout the year with outside sporting achievements and school sporting activities. Newsletters to continue to inspire and encourage children to be active, demonstrating all achievements.
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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	75%
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:
<b>Improve the progress and achievement of all children by increasing staff knowledge, skills, understanding and confidence to deliver outstanding PE, School Sport and Physical Activity</b>	<p><b>Staff CPD Programme</b></p> <p><b>1. Identify and plan to meet staff CPD needs</b></p> <ul style="list-style-type: none"> <li>Use Staff 'CPD' Voice from Allison Consultancy to re-audit and identify staff CPD needs</li> <li>Key focus on any new staff</li> <li>PE Learning Walks to help identify needs</li> <li>PE Lead to arrange support and purchase resources to meet needs</li> <li>Ensure that CPD that has taken place last year is cascaded to any new staff</li> <li>Staff to complete audit to identify further CPD needs</li> <li>PE Lead to use resources from Allison Consultancy for new audit of Staff PESSPA CPD needs</li> <li>Based on outcomes of audit provide targeted support to meet identified need</li> </ul>		<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>Staff Voice / Discussions with staff</li> <li>Learning walk information</li> <li>Updates from PE Lead</li> </ul> <p><b>Impact / Outcomes for staff:</b></p> <ul style="list-style-type: none"> <li>Identification of strengths and areas of staff need with regards to training</li> <li>More effective subject leadership</li> <li>Subsequent CPD bespoke to meet identified needs</li> </ul> <p><b>Impact / Outcomes for children:</b></p> <ul style="list-style-type: none"> <li>Children engaged in more effective, enhanced provision from upskilled staff</li> <li>Increased PESSPA opportunities provided by staff</li> </ul>	<p>Actions have been carried out by PE Lead to class teachers following staff audit and learning walks.</p> <p>Complete further staff voice to see which areas of PE are a next focus.</p> <p>Carried out PE learning walk individually and with Stuart Allison (from Allison Consultancy).</p> <p>Teachers being in lessons with external coaches and participating has supported future lesson delivery and planning. Continue to do this in future lessons.</p> <p>PE lead has carried out CPD training to all teaching staff and provided feedback to all staff and</p>

	<p><b>2. GAT Membership Support Package</b></p> <p>Purchase membership of GAT PE and Sports Programme. Support to include:</p> <p><b>Allison Consultancy to plan and deliver Professional Learning Sessions and provide resources for PESSPA</b></p> <p><b>3 x Central GAT PE Co-ordinator Network Development Days</b></p> <p>Support to include:</p> <ul style="list-style-type: none"> <li>• Updates and guidance on latest national and Trust requirements with regards to COVID19 PESSPA Safe-Practice</li> <li>• This includes information from DfE, Youth Sport Trust, the national Association for PE (afPE), GAT and Allison Consultancy</li> <li>• Review of website and updating of PE &amp; Sport Premium information required to meet Conditions of the Grant funding including spending of the Underspend from last year due to COVID19</li> <li>• Sharing of best practice to support pupil well-being</li> <li>• PE and Sport Premium preparation for inspection: RAG Review and identification of key actions</li> <li>• Ofsted and DfE requirements in relation to PE and School Sport Premium</li> <li>• Review and update of PE &amp; Sport Premium and PE Curriculum Sections of the website</li> <li>• Website compliancy review</li> <li>• Ofsted Evidence data pack</li> <li>• Data collection Resources for PE &amp; Sport Premium</li> <li>• Review and development of PE Curriculum Map</li> <li>• PE Curriculum Journey Intent Statement</li> <li>• Linking PE Curriculum Intent Statement to whole-school curriculum intent</li> <li>• Quality Assurance of planning &amp; delivery for PE</li> <li>• Safe-guarding</li> <li>• Health and Safety Updates</li> <li>• Sharing of best practice</li> <li>• PE Lead to continue to attend PE training days and liaise with Senior Leaders and staff</li> <li>• Access to Sport Plan (12000 lesson plans)</li> </ul>	<p><b>£2,400</b></p>	<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>• Membership purchased</li> <li>• Central Development Days attended</li> <li>• Allison Consultancy engaged</li> <li>• Assessment Pack purchased and implemented</li> <li>• QA Day complete</li> <li>• QA Report</li> <li>• Ofsted- PE Evidence Handbook complete</li> <li>• Bespoke training from Allison Consultancy taken place</li> <li>• Discussions with staff and children</li> <li>• 2022/23 PE &amp; Sport Premium Plan reviewed and developed</li> <li>• Costed, 2022/23 PE and Sport Premium Plan in place using new national template developed by Allison Consultancy</li> <li>• All DfE / Ofsted On-line reporting requirements for PE &amp; Sport Premium complete</li> <li>• PE Curriculum Journey reviewed and developed</li> <li>• New Long and Medium Term Plans in place (Primary PE Planning)</li> <li>• PE Learning Walks taken place</li> <li>• PE Learning Walk sheets</li> <li>• Staff Voice data</li> <li>• Primary PE Lead folders in place</li> </ul> <p><b>Impact / Outcomes for staff:</b></p> <ul style="list-style-type: none"> <li>• Quality Assurance of PE Intent, Implementation and Impact with key strengths and priorities for development identified</li> </ul>	<p>SLT to ensure CPD needs have been met. PE lead has used staff voice to identify CPD gaps and has purchased a new scheme (Primary PE Planning) to improve engagement from children and staff and to support staff planning for progression and adapting learning for their children. This is having a positive impact on PE across the school and will continue to be used next year.</p> <p>Ensure that CPD which has taken place this year, is cascaded to any new staff next year.</p> <p>Ensure that any staff across the academy are engaged in future CPD so that skills, knowledge, understanding and resources remain in the academy even if staff leave.</p> <p>Staff to complete audit to identify any further CPD needs.</p> <p>Engage providers to meet identified needs.</p> <p>PE Lead to monitor impact of CPD – Observations / Pupil and Staff Voice.</p> <p>Sustainability – purchased new resources to support staff learning and delivery that can be used year on year (e.g. equipment).</p> <p>External providers to be linked to local clubs as a pathway for</p>
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	<p><b>2 x In-school, bespoke days of support</b></p> <p><b>Day 1 – 30<sup>th</sup> December 2022</b></p> <p><b>PE Lead support to include:</b></p> <ul style="list-style-type: none"> <li>Review and update of 2022/23 PE &amp; Sport Premium Plan - Including write up of draft Plan</li> <li>Review and development of PE Curriculum, Map</li> </ul> <p><b>Day 2 – 28<sup>th</sup> February 2023 (GAT PE QA Day)</b></p> <p><b>3. Allison Consultancy</b></p> <p>Additional Support</p> <p><b>Day 1 – 16<sup>th</sup> January (QA Prep Day)</b></p> <p><b>Day 2 -</b></p> <ul style="list-style-type: none"> <li>Assessment Training with PE Lead</li> <li>Includes new PE MAPs Assessment pack</li> <li>Staff Twilight MOT Training</li> </ul> <p><b>4. Engage All Star Coaches to work alongside and provide the following in-school support for staff</b></p> <ul style="list-style-type: none"> <li>All year programme</li> <li>Ensure all DBS / Coaching Qualifications are in place</li> <li>Supervision of any first sessions to ensure all safe-practice and appropriate interaction with children in place</li> <li>On-going monitoring of practice by PE Lead (Learning Walks)</li> <li>Coach to work alongside teachers in PE lessons</li> <li>Coaches to provide Medium Term Plans</li> <li>Coach to carryout extra curricular activities weekly, through lunch and after school.</li> </ul>	<p><b>£1,400</b> (CPD + Assessment Pack)</p> <p><b>£9,976</b></p>	<ul style="list-style-type: none"> <li>PE Lead has greater understanding of, and is, better prepared for, a PE Deep Dive</li> <li>PE sources and examples of evidence to use during a PE Deep Dive</li> <li>Enhanced subject leadership</li> <li>Increased awareness of the national PE &amp; Sport Premium Web Reporting and Action Plan Template</li> <li>Clearer understanding of the updated National Outcome Indicators</li> <li>A more focused action plan to enhance standards of provision incorporating greater sources of evidence and increased impact / outcome statements for both staff and children</li> <li>New, enhanced Long and Medium Term Plans in place to support enhanced teaching and learning for staff and children in PE using new lesson plans – increased confidence, knowledge and understanding to plan and deliver more effective PE lessons that engage children</li> <li>Staff upskilled to deliver enhanced provision in PE lessons</li> <li>Staff upskilled to deliver active PE lessons including the STEP framework and the MOT approach</li> <li>Improved confidence in teaching good and outstanding PE lessons</li> <li>Clear understanding of how to plan and deliver PE lessons that engage children in healthy, sustained, vigorous physical activity</li> <li>More effective planning skills including clearer differentiation within lessons</li> <li>Staff more confident to employ assessment in PE</li> </ul> <p><b>Impact / Outcomes for children:</b></p> <ul style="list-style-type: none"> <li>Effective use of the funding leading to enhanced PESSPA provision and opportunities for children</li> <li>Key Strategic Actions Identified ensuring the greatest, most sustainable outcomes for our staff and children</li> <li>Children engaged in enhanced, more effective PE lessons</li> <li>Enhanced quality of learning with children moving for longer in lessons</li> <li>Improved challenge and engagement across all pupils</li> <li>Children involved in more regular, healthy, sustained, vigorous physical</li> </ul>	<p>children to take part in more sports after school (e.g. Rushden Rugby Club).</p> <p>Continue to use Allison Consultancy for days in school to provide CPD for staff and engage more children in sports. Ensure staff continue to use and implement assessment across the year to identify progression within PE and for PE lead to identify areas children may need additional providers / clubs / activities, to get children more active.</p> <p>Coaches have been a success this year. External coaches in lessons have developed staff ideas to engage more pupils in PE and extra-curricular activities before and after school – coaches will not be continued next year.</p>
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	<p>5. <b>Purchase equipment / resources to support Professional Development</b></p> <ul style="list-style-type: none"> <li>• New SoW from primary PE Planning</li> <li>• Sustainability: purchase new resources to support staff learning and delivery that can be used year on year (e.g. equipment / any additional schemes or units of work)</li> </ul> <p>6. <b>Targeted support for Staff</b></p> <ul style="list-style-type: none"> <li>○ Use Staff Voice from Allison Consultancy</li> <li>○ Based on Staff CPD Audit engage providers to deliver appropriate training</li> <li>○ Focus support for 2 x ECT's</li> </ul>	<p>£625</p>	<p>activity in PE lessons</p> <ul style="list-style-type: none"> <li>• Improved quality in teaching, learning and assessment in PE for all children</li> <li>• Increased pupil progress in PE</li> <li>• Improved challenge and engagement for all pupils</li> </ul> <p>See Evidence, Outcome and Impact statements above</p>	<p>The scheme has been successful to demonstrate progression, understand what should be taught in EY to the end of KS2. The scheme is on our system for future academic use when needed and all staff have access to the website, using a login.</p> <p>Learning walks and PE QA day showed that the resource has supported staff to deliver lessons in areas that they aren't confident in.</p>
<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>				<p>Percentage of total allocation:</p>
				<p>%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></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>

<p><b>Increase the range of healthy, physical activity opportunities outside of the curriculum in order to engage more children</b></p>	<p><b>1. Pupil Voice - Targeting Non-Engagement</b></p> <ul style="list-style-type: none"> <li>• Complete student voice to identify interests and barriers to participation in activities</li> <li>• Use new Class Physical Activity Participation Record resource from Allison Consultancy for all staff to keep track of those children who are engaging and importantly those who are not</li> <li>• PE Lead to access this data and staff can look to work with children not engaging to identify barriers and look at solutions to overcome them</li> <li>• PE Lead to co-ordinate this</li> </ul> <p><b>2. Pupil Voice</b></p> <ul style="list-style-type: none"> <li>• Identify from the children activities that they enjoy, any new activities they would like to take part in and barriers to their participation</li> <li>• Target children not engaging</li> </ul> <p><b>3. Engage All Star Sports to extend physical activity opportunities including clubs</b></p> <ul style="list-style-type: none"> <li>• Before and after – school clubs</li> <li>• 4 x days per week</li> <li>• All year programme</li> <li>• Provide additional healthy, physical activity opportunities outside of curriculum time</li> <li>• Coaches will have a particular focus on engaging children who do not normally take part</li> </ul>	<p>See costs above</p>	<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>• Coaches engaged</li> <li>• Children engaging on a regular basis</li> <li>• Widened range of healthy activity opportunities</li> <li>• Extended Extra-Curricular Sport and Physical Activity Programme</li> <li>• Participation Registers</li> <li>• Increased number of children participating in school clubs</li> <li>• PE, School Sport and Physical Activity (PESSPA) noticeboard updated</li> <li>• Pupil voice surveys</li> <li>• Use new Class Physical Activity Participation Record resource from Allison Consultancy</li> </ul> <p><b>Impact / Outcomes for Children:</b></p> <ul style="list-style-type: none"> <li>• Increased awareness of the wide range of different types of healthy activity available</li> <li>• Increased opportunities for healthy activity available</li> <li>• Increased engagement in exercise</li> <li>• Increased understanding of the benefits of exercise for health</li> <li>• Improvement in sense of health and well-being</li> <li>• Increased participation by children who normally don't engage with sporting / physical activity opportunities</li> <li>• Increased number of children enjoying taking part in school clubs</li> <li>• Children are accessing structured, active games during lunchtimes</li> <li>• Equipment available to ensure children are able to access active lunchtimes.</li> <li>• More children able to access equipment at lunch time and be involved in active lunches.</li> </ul>	<p>PE lead carried out Pupil voice and collated information to inform interests and barriers. Changes have been implemented and children are more engaged and enjoyed PE activities. PE lead to continue this next year to monitor progress and non-engaging children.</p> <p>Pupil audits have been carried out on paper and collated by PE lead into an informative data analysis sheet.</p> <p>Next year to look into using forms to collect responses from all children about PE.</p> <p>The external company that we have used this year has been a success with progression shown. Club registers have been full, with the majority of children being in attendance every week. Next year to look at new sports being offered at lunchtime and after school to target more children.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation	Impact		24%
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:	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:
<b>Introduce additional, inclusive competitive sports opportunities providing the opportunity for all children to participate</b>	<p><b>1. Participate in GAT and local Cluster Competitions</b></p> <ul style="list-style-type: none"> <li>Engage in GAT and local Cluster competitions</li> <li>Look at triangulation events / mini-festivals</li> <li>Look at competition opportunities for children that don't usually get to represent the academy</li> <li>Coach to work with children before events come up</li> </ul> <p><b>2. Participation in Wellingborough &amp; East Northants SSP Competitions</b></p> <ul style="list-style-type: none"> <li>Look at entry to the least expensive package so can still access some competitions but still be cost effective</li> <li>PE lead to follow the yearly calendar set for events</li> <li>Purchase membership</li> </ul> <p><b>3. Inclusive competitive PE Curriculum Sports Competition Programme</b></p> <ul style="list-style-type: none"> <li>PE Lead to review curricular programme and identify competitive opportunities</li> <li>Extend competitive opportunities from within the PE Curriculum itself so competitive opportunities more inclusive are increased and available to all</li> <li>Ensure that all staff carry out their own mini competitive activity at the end of at least 2 PE Units of Work over the year</li> <li>Competitions must involve ALL children</li> <li>Only introduce once the children have acquired the pre-requisite component knowledge and competency needed</li> </ul>	<p>£250</p> <p>£4440 transport</p>	<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>Competition Programme Summary Sheet</li> <li>Participation in GAT, Cluster and SSP events</li> <li>PE Units of Work developed to include competitive opportunities</li> <li>New Sports and physical activity competitive opportunities in place</li> <li>Participation Registers</li> <li>Resources to plan and deliver programme</li> </ul> <p><b>Impact / Outcomes for staff:</b></p> <ul style="list-style-type: none"> <li>Sustainability – Teaching Staff able to deliver competitive sport / physical activity opportunities for their children in lessons</li> </ul> <p><b>Leading to the following outcomes <u>accessible by all children.</u></b></p> <p><b>Increased pupil:</b></p> <ul style="list-style-type: none"> <li>Understanding and experience of our whole school values for children to be part of caring community in which pupils learn respect, tolerance and kindness to one another</li> </ul>	<p>Due to transition days, we were unable to attend the athletics festival this academic year. To ensure we continue to work with GAT and engage in festivals provided through GAT.</p> <p>To continue to engage in Wellingborough &amp; East Northants SSP Competitions. Children have been engaged in sporting festivals throughout the year. PE lead to identify following year activities and to sign up for festivals and competitions for Autumn Term. Some sporting festivals were interrupted or cancelled due to industrial action taking place.</p> <p>Extend competitive opportunities from within the PE curriculum itself so competitive opportunities become more inclusive are increased and available to all. Increase the use of house teams in school.</p>

	<p>to be able to successfully engage with the activity otherwise it may have a detrimental effect on their confidence</p> <ul style="list-style-type: none"> <li>• Can have competition opportunities against self and others</li> <li>• This programme supports the aims of National Curriculum PE</li> <li>• Give all children more opportunities over the school year to experience competitive opportunities</li> </ul> <p><b>Top Up Swimming</b></p> <ul style="list-style-type: none"> <li>• 6 x sessions for Year 6</li> </ul>	<p><b>£1794</b> <b>Cost to come out of academy budget</b></p>	<ul style="list-style-type: none"> <li>• Understanding and experience of our school aims for personal pride and independence whilst recognising the value and enjoyment of being part of a team</li> <li>• Experience of competition against self and others</li> <li>• Experience and understanding of rules and scoring systems</li> <li>• Experience and understanding of how to work as a team and how to handle winning and losing and the importance of good sportsmanship</li> <li>• Confidence</li> <li>• Enjoyment of sport across the school</li> <li>• Opportunities to participate in a wider variety of activities</li> <li>• Awareness of the importance of physical activity and health</li> <li>• Socialisation with other children from other schools / backgrounds</li> <li>• Experience of sense of well-being and the feeling of achieving their best</li> </ul> <ul style="list-style-type: none"> <li>• Sessions taken place</li> <li>• Increased attainment of the national Swimming and water-safety targets</li> </ul>	<p>Year 6 children who hadn't successfully passed their water safety, continued lessons Term 2 (Oct '22 to Dec '22). Majority of children passed. PE lead has organized PE lessons for 23/24 to ensure KS2 are accessing swimming from Year 3 and have the opportunity for top up swimming in term 2 (to avoid interruptions with SATs).</p>
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## Budget Summary as of 09/06/23

<b>Total Funds Allocated</b>	-	<b>£19,300</b>
<b>Total Spend so Far - Identified in Plan ('Yellow' figures)</b>	-	<b>£19,266</b>
<b>Balance (Underspend)</b>	-	<b>£ 34</b>