



Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



St John's Primary School,
Wallingford
Academic Year: 2022-23

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.

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](#).

Created by:



Supported by:



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021-22	
Total amount allocated for 2022-23	£18,080
How much (if any) do you intend to carry over from this total fund into 2022/23?	
Total amount allocated for 2021/22. To be spent and reported on by 31st July 2022.	

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 2022. Please see note above	83%
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	83%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Not Known
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 (See note in previous column)

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: 2022-23		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:
				87%
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: £15, 758	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
- Educate children in the value and benefits of a healthy active lifestyle. - Ensure our high quality PE and school sport offer develops competent and confident movers with the aim of inspiring lifelong participation in physical activity. - Use active lessons to increase physical activity levels and learning. - Provide opportunities for daily physical activity. - To increase pupils' activity levels throughout the day.	- Through PE lessons and sport, ensure our children understand the role of movement in the development of their own fitness and well- being. - Teach about the value of physical activity in PHSE and Science also. - Improve Early Years equipment (e.g. scramble net), purchase netball posts. - Train Year 5 children to be Junior Active Leaders (with external company)	Equipment Total: £326 £1950 (30 children trained by external provider)	- Positive attitudes to health and well-being - Lower than national average obesity levels by Year 6 (17% compared with 34% nationally) - Pupil concentration, commitment, self-esteem and behaviour enhanced for Junior Active Leaders - Positive behaviour and a sense of fair play enhanced by using Junior Active Leaders as role models - Junior Active Leaders support active play across the school - children across the school are more active on a daily basis and enjoy being active	Sustainability: - Junior Active Leaders is a rolling programme. - Get set 4 PE supports planning - Sports TA supports lessons and teacher confidence has improved Next steps: - Sports Coach to take on some of P.E. Coordinator's role - On-going audit of P.E. equipment for lessons and playground and purchase as necessary. - Pupil survey of children for ideas of how to further engage them in active break and lunchtimes. - Target the less active children and provide clubs/activities to engage them - Make further links with local sport clubs to organise taster sessions of an even wider
- Train Year 5 children as Junior Active Leaders to help deliver and support active lunch and break times – rolling programme for Year 5 pupils	Continue with employment of Sports Coach (JW) to help ensure: - All children meet the requirement of at least 30 minutes of activity a day - Groups of children can be			

Created by:



Supported by:



-Continue with employment of Sports Coach/ PE assistant to enable more opportunities for activity during the school day	targeted for additional 'active' time to meet a range of needs e.g. those who find long periods in the classroom difficult, those who have more sedentary lifestyles, children who have low self-esteem or need to work on social skills - Build links with local community sports clubs	Sports TA - £13, 482 No cost	- Pupils' activity at lunch and breakincreased Children are more active throughout the school day due to Sports Coach offering a wide range of opportunities. These include: - targeted groups: -----with the least active children -----social skills through activity -----boost self-esteem -----increase leadership/ team player skills -lunch and breaktime activities on offer for all children on a rota basis. The Sports Coach has worked hard to teach the children a wider range of sports e.g. Lacrosse, Handball, Cricket, Hockey (historically, only football was played at break and lunchtimes but the children are now requesting new games and sports). The impact of this is that different, and more, children are playing the games/ sports rather than those who liked football.	variety of activities
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement (PESSPA = Physical Education School Sport and Physical Activity)				Percentage of total allocation: 2.7% (Sports Coach salary already included in Key Indicator 1)
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:
- Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond. - Use PE and sport to develop the whole person including thinking, social and personal skills - High quality PE lessons delivered during curriculum time. - Use sporting role models used to engage and raise achievement - Ensure PE and school sport is visible in the school (assemblies, notice boards, blog)	- Purchase scheme of work to support teachers with delivering high quality, engaging and progressive P.E lessons. - Develop use of P.E. display in hall and other communal areas to encourage and promote PESSPA and healthy lifestyles.	Cost:£495 PE coordinator/ Sports Coach time (this has been done as part of the sports coach's time so no additional cost)	- GetSt4PE has ensured consistent approach to lessons and PESSPA across the whole school with the vocabulary the children are being exposed to and the types of activity being included and taught. High quality lessons are being taught by all teachers and Sports Coach so the impact is that children are receiving good lessons which are active and progressive. - Personal development (physical skills, thinking skills, social skills and personal skills). - PE physical activity and school sport have a high profile and are celebrated across the life of the school e.g. special book certificates, blog etc... The Sports Coach regularly changes the P.E display to reflect local and world sport e.g. Cricket world cup, Winter Olympics, athletes etc... The impact of this is that children are being exposed to a wide range of local and worldwide events which help inspire them in sports they may not have been aware of. There is a 'buzz' when looking at the display about different people and achievements. -Assemblies have been used to	Sustainability: Please see Key indicator 1 for more information about Junior Active leaders Next steps: - Monitor use of schemes and whole school PE coverage - Assessment in PE - Consider ways that the children (Junior Active Leaders?) could be more engaged in helping promote PESSPA e.g. could they help with changing the P.E. display? Run assemblies? - Begin a sports and PE celebration assembly every half term to celebrate children's achievements and highlight national and international sporting events

- To deliver the Junior Active Leaders training to Year 5 pupils to help with engaging and facilitating pupils' ability to take responsibility for their learning and delivering of physical activities to the rest of the school.	- Junior Active leader training to Year 5	£1950 (already included in key indicator 1)	highlight specific achievements e.g. set backs due to injury and how even athletes have to have growth mindsets, determination and resilience (links to school values) Please see Key indicator 1 for more information about Junior Active leaders	
---	--	---	--	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				Already allocated in other Key Indicators
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:
- Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment. - To encourage sports coach employed to deliver the PE curriculum, to increasingly involve teaching staff supporting lessons - <i>to increase their confidence in delivery of the subject.</i> - Lesson observations to monitor staff effectiveness and confidence	• Provide opportunities for staff to access CPD opportunities • Purchase quality assured resources to support teachers and support staff. • Subject Leader to attend relevant sport conferences and network meetings to gain relevant information. • Liaise with other OPEN academy/ local schools to share knowledge and expertise. • Use sports coach to help increase the knowledge and confidence of staff in delivering PE.	Cost planning software already allocated in Key Indicators 1 £13, 482 (already allocated in Key indicator 1)	The impact of the Sports Coach has been referred to in Key Indicators 1 and 2. He has continued to help increase teachers confidence with lessons and supports in the teaching/ delivery of them. Staff have rated their confidence highly on a recently taken staff survey. - Increased staff knowledge and understanding - All teachers able to more confidently plan, teach and assess National Curriculum PE. The impact of this is that all children are accessing high quality lessons which are progressive through the school. They are also being introduced to a wider range of sports and activities e.g. Handball, Badminton, Lacrosse. It is hoped that more children will take these up in local clubs in the future. - A more inclusive curriculum which inspires and engages all pupils	Sustainability: Staff have had a second year of a very supportive, progressive and appropriately challenging P.E scheme of work to help deliver high quality P.E. lessons (GetSet4PE). This has helped staff's confidence increase in the sports/ games/ skills that they have already covered and therefore sustainable because they have been upskilled. Next steps: - Review staff confidence and competence in delivering high quality PE and school sport and allocate staff to upcoming CPD opportunities - Implement Assessment in PE across the school - lesson observations to monitor staff effectiveness and confidence and the impact on children's learning. - Continue to develop the role of the sports coach to have the

			Continued progression of all pupils during curriculum PE lessons.	greatest impact.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
- Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events. - Continue to offer additional extra-curricular opportunities for all pupils to take part in physical activity and sport - Providing additional links to Community Sports Clubs Children participate in festivals/ tournaments - Increase opportunities for all children Continue to develop relationships with community coaches so a broad and wide range of activities can be offered to all age groups.	- Provide opportunities for all children, including those with SEND, the least confident and the least active to attend exciting, varied and a new range of activities through the school sport partnership. - Review extra-curricular activities - Sports coach(es)/ External teachers to provide age and stage appropriate extra-curricular sporting opportunities and to improve sports skills in children through increased opportunities in school - To keep the website/PE noticeboard up-to-date range of clubs currently on offer (changeable throughout the year) - Children to attend the extra-curricular clubs. - School to enter children into	Clubs: Total for clubs: £1, 245	- The impact of the range of clubs that we have been able to offer is that a good proportion of children have been able to attend a range of after school activities. This has helped contribute to children being more active and also increase social interactions both within classes and across them which, as a school, we had identified as a need due to children being affected by the pandemic. - Multi skills club available for children from Years 1-6 - Multi-sport club available for children in KS2 - improved physical, technical, tactical and mental understanding of a range of sports Developed wider life skills which build on from the PE lessons, i.e.	Next steps: - Explore other providers who can deliver similar workshops to BMX workshop we have had in the past (scooter?) - Increase active/ PE after school clubs for the children. Consider how this will be funded in the future. - Further increase opportunities for KS1 children both in and out of school

To create an event where all children can be active	sporting festivals/ competitions. - Links made with coaches and outside clubs – tennis/ cricket /rugby/football/hockey Equipment continues to provide opportunities duringbreak and lunchtimes. Work with PTFA to create an obstacle course which both increases the children’s activity and also helps to raise funds for new KS2 adventure playground for a second year		communication, teamwork, fair play The impact of the obstacle course is that all of the children, including those with SEND, had a really enjoyable event, increased activity and raised at further funds to replace the adventure playground in the KS2 playground.	
--	---	--	--	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2.6%
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:
- Provide opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome. - Increased participation in School Games competitions. - Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events. - Select children who we feel would benefit most from the opportunities available in the OPEN and local calendar. - Enter external events to give pupils the opportunity to compete against other schools	- Engage with other OPEN academy PE coordinators - Engage more staff/ parents/ volunteers and young leaders to support attendance at competitions. - Identify a set number of competitions/events to provide transport to. - Ensure pupils get opportunity to take part in local competitive leagues, tournaments and festivals. - Regular intra-housesports competitions for pupils across different sports. - Develop links with external agencies in the community to ensure more pupils participate in community clubs outside of school	Cost: PE Coordinator release time - £480	We have continued our partnership with local schools and attended multiple sport tournaments throughout the year including girls' football, boys' football, mixed football, netball, hockey, tag rugby and KS1 football. Winning the netball tournament saw the team progress to the finals. - Children demonstrate increased sportsmanship and resilience when taking part in the tournaments. - PE lead organised the tag rugby tournament, resulting in links made with local clubs and the offer of support with a tag rugby club in the coming year. - Display created with updates about the tournaments. This is regularly updated and provides information about the tournament	Next steps/ actions carried forward from this year: - Track pupils' participation in events, both competitive and friendly. Check that GetSet4PE does this. - Review attendance data and identify children for appropriate opportunities. - Continue to attend OPEN academy meetings/ local partnership meetings to help create and identify sporting opportunities which suit and develop our children. - Further widen opportunities for pupils to take part in competitive sporting events - Begin a regular half termly assembly to celebrate the competitive events - Begin to advertise individual events such as cross country - Support children with equipment and kit if needed to further increase participation. - Support children and families to find external local

			and the results. - Increased participation of children with SEND in the tournaments. - Children regularly ask about the upcoming fixtures and most events are oversubscribed with interest. Other opportunities provided including an archery competition and a ball room dancing workshop. Sports Day held in July 2023	clubs when successful at school fixture level
--	--	--	--	---

Signed off by	
Head Teacher:	Nicky Hughes
Date:	July 2023
Subject Leader:	Megan Williams
Date:	July 2023
Governor:	
Date:	