

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



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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](#).

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Details with regard to funding
Please complete the table below.

Forefield Community Infant & Nursery School Total amount allocated for 2022/23	£17806
Planned expenditure	

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: 15 th September 2022	
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: 77% 13,700
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?:
Provide opportunities for pupils to be active throughout the day. Pupils to develop and improve their fundamental skills such as balancing, coordination and agility.	Active Sport to deliver daily morning, lunch, and afterschool clubs from a 'Sports Technician'. Pupils are to be motivated to participate in new sports from the PE lead, teachers, teaching assistants and sports technician. Letters to be sent home to encourage participation in extracurricular sports.		(Pupil Premium to fund places for Disadvantaged pupils & TA support for SEN pupils)	
Regular EYFS Forest School sessions developing Physical, Literacy, Gross/Fine Motor, Personal, Social, Emotional and Communication and Language in addition to characteristics of effective learning. These are all crucial skills for successful participation in sports	There will be 2 Nursery sessions and 3 Reception sessions per week delivered by our Forest School Lead. (PE Quality Mark action)		Staffing £12,000 £500 resources	

Encourage active play during break times and lunchtimes.	Purchase new play equipment. Ensure it is out at playtime and lunchtime every day.	£100		
	Training for lunchtime supervisors to encouraged physical activity.	£100		
Embed physical activity into the school day through encouraging active travel to and from school, active break times.	Letters to be sent to parents to encourage active travel to school. We will also raise the profile of this in school and monitor participation rates. Provide monthly updates in newsletters to promote active travel. Collate data and award rewards for participants.	Scheme offered free for next academic year		
On-going replenishment of Play-Pod from "Children's Scrap store" to support creative physical play, communication, interaction, problem solving. Promotion of physical activity during the lunch break.	Ensure Play-Pod equipment is ordered for pupils to use. Train children in safe use of resources	£1000		
Monitor attendance/participation in PE lessons	Staff to keep a note on vulnerable pupils (Disadvantaged, SEND) to check if they have got their PE kits and that it all fits correctly. Provide children with their own kit should this be required.	Quality pre-loved uniform supplied.		

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0.6%
				£100
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 raise the children's aspirations to achieve and continue to be motivated to raise their expectations of their capabilities. Certificates, stickers, medals, and other rewards will be purchased to award children's sporting successes. Rewards will continue to be embedded with the children.	Rewards to be purchased throughout the year. A weekly Active Award to be introduced to the children to encourage participation in sports across the school – lessons/extra-curricular activities.	£100		
PE champions to encourage PESSPA in the school.	Select new PE Champions and begin meeting each term to discuss ideas and suggestions for PESSPA. Assembly to be delivered by the PE leader and PE Champions to support children's understanding of PESSPA. Continue to embed the PESSPA values in the school. PE Champions to be encouraged to find out what external clubs other children take part in and provide information to parents/carers who may wish to access these activities.	nil		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				21%
				£3665
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:
Join afPE Association for Physical Education (School Membership) to ensure access to specialist and expert support, thus keeping the school fully up to date with high quality practice and provision. http://www.afpe.org.uk/	Continue using afPE for the academic year 2022-23 to support staff in PE. Look for any webinars that would benefit staff throughout the year.	£115		
Continue to embed the use of the PE Passport scheme.	Encourage use of IPads/Seesaw/the video/ photograph function to support evidence of pupil's progress. (PE Quality Mark action)	£600		
- Ensure staff understanding of key knowledge outcomes in PE	PE audit of the PE Passport/Seesaw to moderate assessment judgements.	Subject leader monitoring time		
To develop PE subject knowledge and support the effective implementation of PE Passport scheme and raise pupil outcomes in PE and Sport.	Level 5 course – PE Lead will be attending PE subject leader to monitor the impact of PE across the school each half-term.	£800 course £500 Release cover		

<p>Develop schemes of work in Dance in support of school's bespoke wider curriculum and teacher confidence and competence in their implementation to secure good pupil outcomes in Dance</p>	<p>Y2 Teachers to work along the dance teacher working collaboratively to improve teachers' delivery and knowledge.</p> <p>Staff in Year 2 to receive training from Maria Hardman, Dance Consultant.</p> <p>Subject Lead to monitor the implementation of training delivered in Rec and Y1 last academic year</p>	<p>£1650</p>		
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				2%
				£341
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: To provide alternative sports for pupils to experience. Increase opportunities for pupils to participate in a sport.	Judo Education to continue delivery morning sessions. Sports Technician to deliver morning, lunch and after school sessions – varying sports offered.	Linked to PE audit PP allocated to provide access to clubs for Disadvantaged pupils		
Increase alternative activities for pupils to develop their understanding of health and well-being.	Analysis of participation in the Autumn term and discussions to take place as to how to increase participation rates in KS1 During Subject leader monitoring, talk to children and PE Champions to ascertain alternative clubs that they may wish to participate in EG: Forest School, Gardening. To deliver a healthy cookery club to KS1 to develop their knowledge of foods that are healthy for us to eat and cook with.	£341 resources		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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:
Coordinate intra-school competitions throughout the year - multi-skills, Sports Day competitions for EYFS/ KS1. Pupils learn how to win and lose and celebrate own and others success.	Staff have pro-forma to fill for intra-school, multi-skills competitions. Trophies to be presented for 1 st , 2 nd , 3 rd in assemblies. Links to the Junior school to be made to allow helpers to come along for Intra-school competitions and Sports Days. Links with local high school so that children see positive active role models participating in PE & Sport. (PE Quality Mark action)	Please see indicator 2 for trophy purchases.		
Allow a greater number of pupils to take part in a wider range of sports competitively. All pupils to be more active and engaged in competitive sports. Celebrate sporting achievements.	Active Sports Day - All staff are to be informed about what each station entails on Sports Day. Staff and children are to practise together to familiarise themselves with the running of the day. Children compete at 7 stations and finish with competitive year group races. Cluster competitions to take place with Year 1 and 2 to encourage the children to take part in as much sport as possible eg football, multi-skills.			

Key indicator 6: PE Quality Mark areas for development

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:

1. Once staff are more confident in their use of tablets, get the children to use them to observe and peer assess each other.	Teacher to ensure that at least 1 iPad is taken out during every PE lesson and pick a child to take pictures of good modelling. This will allow them to peer assess one another.			
2. Links with the Junior school	Subject Leads link to focus on continuity and progression. Year 5 will come across and help with sports days and intra-school competitions.			
3. Further development opportunities for children to be physically active in other areas of the curriculum	Forest school lessons will take place weekly to offer further opportunities linked in with the curriculum.			

Head Teacher:	Elaine Haney	
Date:	21 st September 2022	
Subject Leader:	Michael Houghton	
Date:	19 th September 2022	
Governor:		
Date:		