

Evidencing the Impact of Primary PE and Sport Premium -Guidance & Template-

Vision for the Primary PE and Sport Premium

ALL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport

The funding has been provided to ensure impact against the following **OBJECTIVE**:

To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision (*above*) that will live on well beyond the Primary PE and Sport Premium funding.

It is expected that schools will see an improvement against the following 5 key indicators:

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this. Schools are required to [publish details](#) of how they spend this funding and the effect it has had on pupils' PE and sport participation and attainment.

Schools must include the following:

- how much PE and sport premium funding you receives for this academic year
- a full breakdown of how you've spent or will spend the funding this year
- the effect of the premium on pupils' PE and sport participation and attainment
- how you will make sure these improvements are sustainable

The published information should be clear and easily accessible and we recommend that you upload the following template (Annex 1) to your website for this purpose.

Improvements should enhance, rather than maintain existing provision. For example, where schools are using their funding to employ specialist coaches, these should be deployed alongside class teachers rather than displacing them, in order for their impact to be sustainable and to enable the upskilling of existing teachers.

Primary PE and Sport premium planning and actions should show how use of funding contributes to this vision through identified school priorities which can be measured through reference to key outcome indicators. It is important that the main drivers for improvement are those identified by the school through their self-review. Each school should aim to achieve the following objective:

OBJECTIVE: To achieve self-sustaining improvement in the quality of PE and sport in primary schools. Please see Figure 1 (above): A process model to support your thinking.



HOW TO USE THE PRIMARY PE AND SPORT PREMIUM

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. This means that you should use the premium to:

- develop or add to the PE and sport activities that your school already offers
- make improvements now that will benefit pupils joining the school in future years

For example, you can use your funding to:

- hire qualified sports coaches to work with teachers
- provide existing staff with training or resources to help them teach PE and sport more effectively
- introduce new sports or activities and encourage more pupils to take up sport
- support and involve the least active children by running or extending school sports clubs, holiday clubs and [Change4Life](#) clubs
- run sport competitions
- increase pupils' participation in the [School Games](#)
- run sports activities with other schools

You should **not** use your funding to:

- employ coaches or specialist teachers to cover [planning preparation and assessment \(PPA\)](#) arrangements - these should come out of your core staffing budgets
- teach the minimum requirements of [the national curriculum](#) – including those specified for swimming.

Guidance on the primary PE and sport premium can be found at [gov.uk](#).
Annex 1 – Primary PE and Sport premium – Online reporting template

SECTION 1A – EVALUATION OF IMPACT/LEARNING TO DATE

Name of school: **Warren Farm Primary School**

Academic: **2022-2023**

| | |
|--|-----|
| In previous years, have you completed a self-review of PE, physical activity and school sport? | Yes |
| Have you completed a PE, physical activity and sport action plan/ plan for the Primary PE and Sport Premium spend? | Yes |
| Is PE, physical activity and sport, reflective of your school development plan? | Yes |
| Are your PE and sport premium spend and priorities included on your school website? | Yes |

SECTION 1B – SWIMMING AND WATER SAFETY self-rescue focus.

Swimming is an important skill and can encourage a healthy and active lifestyle. All Local Authority schools must provide swimming instruction either in key stage 1 or key stage 2. The [programme of study for PE](#) sets out the expectation that pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

| Swimming and Water Safety | Please fill out all of the below: |
|--|-----------------------------------|
| • What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year? | 62% |
| • What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year? | 17% |
| • What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year? | 11% |
| • 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? | No |

Data as at July 2022.

SECTION 2 – REFLECTION: WHAT HAVE WE ACHIEVED AND WHERE NEXT? 2022/2023

Use the space below to identify what your use of the Primary PE and Sport Premium has been to date, and priorities for the coming year:

| Key priorities to date: | Key achievements/What worked well: | Key Learning/What will change next year: |
|--|--|--|
| <p>Continue with Bikeability and Scootability and provide more opportunities to use bikes and scooters in the school day.</p> <p>Continue with Wow Street and additional walk to school initiatives.</p> | <p>Continued scoot-ability provision at break and lunch times for EYFS (58 pupils), KS1 (82 pupils) and LKS2 (90 pupils).</p> <p>Bike-ability week for all Year 3 and Year 4 students (90 pupils) either Learn to Ride or Level 1.</p> <p>Completed WOW Travel Tracker for 319 pupils. Liaised with Mode Shift Stars to promote active travel.</p> | <p>Continue with Bike-ability and Scoot-ability and provide more opportunities to use bikes and scooters in the school day.</p> <p>Continue with Wow Street and additional walk to school initiatives.</p> |
| <p>Parents to attend Sports Day and sports events, and use mini bus/ coach transportation when needed.</p> <p>Regular PE activities in Team Achiever Award Days.</p> <p>Introduce Yoga and Mindfulness across the school to help with the recovery programme/.</p> | <p>5 Sports Days- nursery (22 pupils), EYFS (36 pupils), KS1 (82 pupils), LKS2 (90 pupils) and (89 pupils). Parents were invited for all events and it was well attended.</p> <p>Yoga and Mindfulness implemented throughout the school.</p> | <p>Continue to invite parent to attend Sports Days and sporting events.</p> |
| <p>Staff to continue to receive up to date PE training. Co-ordinator to deliver training and support to staff and improve monitoring of PE.</p> | <p>Achieved through PE Co-ordinator training, CPD for teachers (both externally and internally) and ongoing CPD provision for all staff.</p> | <p>Continue to provide up to date PE training to all staff to be able to deliver high quality PE.</p> |

| | | |
|--|---|--|
| <p>Continue Archery provision.</p> <p>Continue to work with KSSP.</p> | <p>Archery after school club in Summer 2 term (40 pupils from Y3-Y6).</p> <p>KSSP purchased with regular CPD, training and events. KSSP extra after school provision also purchased.</p> | <p>Continue to work with KSSP.</p> |
| <p>Increase participants (reluctant engagers) in sports using competitions and festivals – parent and child activities.</p> <p>Continue with a wide range of after-school sports clubs</p> | <p>Intra school competitions held throughout the year and throughout the phases.</p> <ul style="list-style-type: none"> • Year 1 and 2 athletics – 10 children • Year 3 and 4 SEND tenpin bowling- 10 children • Year 3 and 4 multi-skills- 10 children • Year 5 and 6 girls only glo sports- 10 children • Year 5 and 6 dodgeball- 8 children <p><u>After school clubs:</u></p> <p><u>Autumn 1</u> LKS2 football (25), UKS2 football (25), KS1 multiskills (20).</p> <p><u>Autumn 2</u> LKS2 fencing (15), UKS2 fencing (15), KS1 fencing (10).</p> <p><u>Spring 1</u> LKS2 dodgeball (25), UKS2 dodgeball (20), KS1 gymnastics (20), EYFS multiskills (15).</p> <p><u>Spring 2</u> LKS2 boxercise (15), UKS2 boxercise (15), KS1 boxercise (15)</p> | <p>Increase participants in sports using competitions both inter and intra school.</p> <p>Continue to provide a wide range of after school sports clubs.</p> |

| | | |
|--|---|--|
| | <u>Summer 1</u> LKS2 ultimate frisbee (25), UKS2 ultimate frisbee (15), KS1 ultimate frisbee (20) <u>Summer 2</u> LKS2 archery (20), UKS2 archery (20), KS1 multiskills (25) | |
|--|---|--|

SECTION 3 – PLANNING YOUR PROVISION AND BUDGET FOR THE COMING YEAR

Use the template below to plan how you intend on spending your Primary PE and Sport Premium funding this academic year, to include which of the 5 key indicators that priority relates to. The greyed out boxes allow you to re-visit this section later in the year to review and plan next steps.

Step by step guidance notes to support completion of the template to achieve self-sustaining improvement in the quality of PE and sport in primary schools:

Step 1: Confirm the total fund allocated

Step 2: Review activities and impact to date either using the template you used last year or section 2 above

Step 3: Confirm your priorities in terms of impact on pupils and enter into column B to detail your school focus (e.g. improved the quality of children's physical literacy at key stage 1)

Step 4: Cross reference these with the 5 key indicators for the Primary PE and Sport Premium by selecting the aspect(s) that this relates to (e.g. increased confidence, knowledge and skills of all staff in teaching PE and sport) and select these from the drop down menu in column A

Step 5: Complete column C to outline key actions to achieve these outcomes (e.g. whole staff training)

Step 6: Complete column D to detail funding allocated to this priority (e.g. £100.00)

Step 7: Complete column F to show how you plan to evidence the impact of this spend on young people

Step 8: Identify when you will revisit this template to update with actual spend, impact and sustainability next steps (greyed out columns E, G & H)

Step 9: The greyed out columns will be useful when reviewing your school's spend later in the year to confirm actual spend and impact to support further plans for the future and sustainability.

| | | | | | | | |
|--|---|---|-----------------|------------------------|--|--|----------------------------|
| Academic Year: 2022-23 | | Total fund allocated: £18890 | | | | | |
| A | B | C | D | E | F | G | H |
| PE and Sport Premium Key Outcome Indicator | School Focus/ planned <i>Impact on pupils</i> | Actions to Achieve | Planned Funding | Actual Funding To date | Evidence | Actual Impact (following Review) <i>on pupils</i> | Sustainability/ Next Steps |
| 1. The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles | Pupils will learn to be more safe when traveling to school. | Continue with Bikeability and Scootability and provide more opportunities to use bikes and scooters in the school day. Continue with | £500 | | Bikeability week for Year 3 and 4 Scootability implemented into EYFS, KS1 and LKS2 playtimes. | | Ongoing |

| | | | | | | | |
|--|--|---|-------------|-------|---|--|--|
| | | Wow Street and additional walk to school initiatives. | | | Wow travel tracker. Mode shift stars | | Ongoing. |
| 2. The profile of PE and sport being raised across the school as a tool for whole school improvement | Profile of PE being raised resulting in more children participating in sport. Parents taking more of an interest. | Parents to attend Sports Day and sports events, and use mini bus/ coach transportation when needed. Regular PE activities in Team Achiever Award Days. Introduce Yoga and Mindfulness across the school to help with the recovery programme/. | £3000 | £803 | Sports day equipment and medals | All children participated in at least 1 sports competition or festival over the year (sports day etc). | We aim to use an external venue for sports day next year to provide more opportunities for the children. |
| 3. Increased confidence, knowledge and skills of all staff in teaching PE | Teachers more confident and knowledgeable resulting in lessons being | Staff to continue to receive up to date PE training. Co- | £1000 cover | £1000 | | | |

| | | | | | | | |
|---|---|---|----------------------|--|-----------------------------|---|---------------------------------------|
| and sport | good. | ordinator to deliver training and support to staff and improve monitoring of PE. | | | | | |
| 4. Broader experience of a range of sports and activities offered to all pupils | More reluctant children participating in sport. | Continue Archery provision. Continue to work with KSSP. Improved facilities for playtime – replaced fixed outdoor equipment | £3750 £10,000 | £3750 Committed – delayed due to EYFS build | Subscription | An archery after school club was provided in Summer 2 with over 40 children attending this. Completed. | Completed. Ongoing. |
| 5. Increased participation in competitive sport | More reluctant pupils taking part in competitive sport. | Increase participants (reluctant engagers) in sports using competitions and festivals – parent and child activities. | | | KSSP after school provision | A wide range of after school clubs were delivered, most of which had a link to another area of the curriculum, with over 100 children | Continue with after school provision. |

| | | | | | | | |
|--|--|---|-------|-------|--|------------------|--|
| | | Continue with a wide range of after-school sports clubs | £3500 | £3500 | | attending these. | |
|--|--|---|-------|-------|--|------------------|--|

Simon Taylor Head Teacher/
Sarah Kelly (PE Co-ordinator)

Date: July 2023



Vision: ALL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

Objective: To achieve **self-sustaining** improvement in the quality of PE and sport in primary schools against 5 key indicators:

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport