

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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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 on-going 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.

| | |
|---|----------------|
| Total amount carried over from 2021/22 | £8,179 unspent |
| Total amount allocated for 2022/23 | £16,908 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £ All |
| | |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £25,087 |

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 then transfer to the pool when school swimming restarts.</p> <p>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</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>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 2021.</p> <p>Please see note above</p> | 87% |

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| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, back-stroke and breaststroke]? Please see note above | 87% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 87% |
| 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 |

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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: £25,087 | Date Updated: July 22 | Percentage of total allocation: 39% | |
| 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 | | | | |
| I n t e n t | I m p l e m e n t a t i o n | I m p a c t | Sustainability and suggested next steps: | |
| 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: | Fund in g al- lo- ca te d: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | |

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| <p>Our intention at Bealings is that every pupil develops a real enthusiasm and sense of enjoyment for participation in physical activity which they will carry with them as they move on to secondary education and eventually into adulthood. We want all pupils to develop their knowledge, skills and understanding during the school day and at home. We encourage all our pupils to experience a wide and varied range of physical activity opportunities, which will instil a love of sport, movement and being part of a team.</p> | <ul style="list-style-type: none"> • To maintain and improve sports environment and facilities at Bealings • Replenish and restock play equipment as needed • Pay for Premier Sports to provide Sports activities and PE lessons • Provide resources for Dodgeball and football clubs run by Premier Sports • Continue to maintain newly resurfaced football pitch to a high quality • Booking of specialist teachers e.g. dance, yoga and provide use of village hall in order to continue participation in dance East Project and extend children's experience of dance and movement from different cultures around the world. • To boost swimming achievement through lessons to Year 5 pupils as well as annual Year 3/4 (can we extend course to do more than 5 weeks for non-swimmers?) • To purchase new, enhanced sports equipment to enable teachers to effectively and systematically check pupil participation, understanding and assessment throughout PE lessons (ipads for videos?) | <p>Maintenance of football pitch</p> <p>Watering system for field in order for pupils to access water during sport activities</p> <p>Maintenance of equipment (Sports Safe Annual Safety Equipment check and repair)</p> <p>External Coaching</p> <p>iPhones or iPads to photograph and film sporting activities and tournaments to share with children for reflection and celebration</p> <p>Walkie Talkies for teachers leading sport activities on the field (split site)</p> | | |
| <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> | | | | <p>Percentage of total allocation:</p> |

| | | | | |
|---|--|---|--|--|
| | | | | 27% |
| I n t e n t | I m p l e m e n t a t i o n | | I m p a c t | |
| 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: | F u n d i n g a l l o c a t e d: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |

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| <ul style="list-style-type: none"> For the Y6 Guardians to continue to lead and develop clubs in sports which either interest them or where they can see an opportunity for learning particular sports skills For all pupils to suggest sports initiatives through School Meeting time For all pupils to continue to develop positive attitudes when faced with physical and mental challenges such as games, team work, jumping, throwing, running, balancing, dancing, keeping themselves safe or problem solving | <ul style="list-style-type: none"> To purchase equipment as requested by Y6 guardians to support new lunchtime clubs To purchase a new slide as requested by pupils through school meeting Trips to see live sporting events (Women's football, netball etc.) | <p>Quotes for purchase and installation of new slide invited</p> <p>Purchase sound system for hall to enable ease of music for dance classes – Led by Guardians and teachers (roll over from previous budget)</p> <p>Look out for opportunities and book trips for children to see live sporting events</p> | | |
|--|--|---|--|--|

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | Percentage of total allocation: |
|---|----------------------------|----------------------------|---------------------------------|
| | | | 8% |
| I n t e n t | I m p l e m | I m p a c t | |

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| | e n t a t i o n | | | |
| 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: |
| <ul style="list-style-type: none">• PE contact's training to be up-to-date and relevant• To ensure high quality teaching across KS1 and EYs teachers to teach at least a one hour lesson of PE weekly.• All teachers to share their own enjoyment of physical exercise with their class, providing a role model for pupils• Raise profile of and skills in dance across school | <ul style="list-style-type: none">• PE Lead to attend relevant CPD events• Provision of new equipment and training specifically for EY and KS1 teachers to deliver PE curriculum effectively• Cosmic Yoga training offered to all staff | Courses for EYs and KS1 staff | | |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 24% |
| I n t e n | I m p l e | I m p a c | | |

| t | m e n t a l i t y | t | | |
|---|--|---|--|--|
| 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: |
| <ul style="list-style-type: none"> It is our intention that our pupils experience a wide and varied Physical Activity curriculum, which excites them to seek further opportunities to continue their learning journey. Bealings signposts our families to a multitude of out of school opportunities to pursue their interests. Develop a variety of dance skills and have the opportunity to perform in a professional space, developing perseverance, dedication, self-belief and creativity. The final performance will create a huge sense of pride and achievement, as well as developing the Bealings Team bond. | <ul style="list-style-type: none"> To book specialist Forest school teacher and provide appropriate resources to aid high quality teaching and learning in particular year groups Pay for costs to run extracurricular opportunities used to supplement physical activity such as Netball club and Multisports for KS1 Year 5 pupils will participate in a dance project with weekly half day dance sessions in the spring term (Covid allowing) culminating in a performance at the Jerwood dance House (home of DanceEast). | <p>Payment for external coaching to lead extracurricular sessions.</p> <p>Fully funded Netball and Multisports club</p> <p>Dance teacher Theatre hire Village Hall hire Filming costs Costumes Transport to theatre</p> | | |

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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| | | | | 2.5% |
| I n t e n t | I m p l e m e n t a t i o n | | I m p a c t | |
| 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: |

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| <ul style="list-style-type: none"> To enter into Inter school competitions to give our pupils the opportunity to compete against other schools at local, regional and national level. (Develop and Compete Level) Pupils' achievements are to be regularly shared and celebrated during school meeting assemblies, on the school website and Instagram account. Most teams are to be made up of pupils who have attended sports clubs run by PE Lead and Premier Sports Staff, with additional pupils entering into friendly or "Belong" level tournaments. | <ul style="list-style-type: none"> To improve school and club links and maintain strong professional relationships with School Games Organisers, FOSS, Ipswich Primary Schools Sports Association etc Bealings continues to review and plan for the forthcoming Year's Sporting Calendar | <p>KHS SSPDO</p> <p>School Games Membership</p> | | |
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|---------------|-----------------|
| Signed off by | |
| Head Teacher: | Duncan Bathgate |
| Date: | 31.07.22 |

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|--------------------|-----------------|
| Subject Leader: | Duncan Bathgate |
| Date: | 31.07.22 |

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