



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

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Commissioned by
Department for Education

Created by



**YOUTH
SPORT
TRUST**

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to

- Develop or add to the PESPA 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

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

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| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
| 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 children may swim in another year please report on their attainment on leaving primary school. | N/A we are an infant school with no swimming lessons |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | N/A |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | N/A |
| 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? | N/A |

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| Academic Year: 2023/24 | | Total fund allocated: £17730 | | Date Updated: July 2024 | | |
| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school | | | | | | |
| School focus with clarity on intended impact on pupils : | | Actions to achieve: | | Funding allocated: | Evidence and impact: | Next steps: |
| <ul style="list-style-type: none">• Purchase of new equipment for use in sport | | <ul style="list-style-type: none">- Audit of equipment – PE lead to involve all teachers.– purchase to replace broken and monitor use. | | £2500 | Staff have access to suitable equipment – T& L good for all pupils | Continue to monitor |
| <ul style="list-style-type: none">• - Equipment for lunchtime use to encourage more active play | | <ul style="list-style-type: none">- Audit and purchase new equipment to replace broken | | £1000 | New equipment allowing for better and more active play at lunchtime and breaktime for pupils | Discuss with school council how to improve this further. |
| <ul style="list-style-type: none">- Dance specialist bought in to off impact day in school | | <ul style="list-style-type: none">- Link to curriculum to engage all children in dance related skills | | £1000 | Very positive day – lots of children highly engaged including some who are normally more reticent. | Continue next year |
| <ul style="list-style-type: none">- | | <ul style="list-style-type: none">- | | | | |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | | | |

| School focus with clarity on intended impact on pupils : | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
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| <ul style="list-style-type: none"> Run 'Sensory Circuits' to improve attendance and focus of target pupils. | <ul style="list-style-type: none"> 2 staff members to offer 30 before school club (+ set up and tidy away time) – 10hours a week SENCo and teachers to refer target pupils | £7960 | Improved punctuality and attendance of pupils attending. Some children with EBD included which has had a positive impact on the start of the day. | Continue next year |

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
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| <ul style="list-style-type: none"> Good quality teaching and learning in PE sessions | <ul style="list-style-type: none"> Purchase Get Set 4 PE | £600 | PE lead able to offer advice and guidance – PE curriculum is good | Monitor use and training needs of staff using Get Set 4 PE curriculum. Continue with curriculum |

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
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| <ul style="list-style-type: none"> Continue to develop the 'gardening' in school both KS1 and EYFS- Children to recognise the wellbeing offered by gardening; improvement in behaviour. | <ul style="list-style-type: none"> Club to continue and possible expand. Offer EBD children gardening as an intervention/reward Equipment to be audited – new equipment purchased as necessary. Plants etc purchased for beds Staff to plan into curriculum | £1000 | Gardening offers the children an opportunity for children to connect to nature. This has been good for those with anxiety issues. | Pastoral worker to develop sessions/times in the garden as a way to connect and support the pupils |
| <ul style="list-style-type: none"> Forest School impact days for each year group. | <ul style="list-style-type: none"> Book forest school practitioner to lead sessions with class teacher | £1000 | Very successful. Class teachers reported high engagement – children replicated in play at lunchtime | To offer at least twice in the year in 2024-5 |

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| <ul style="list-style-type: none"> Ensure all pupils can take part in the 'Outdoor adventurers' curriculum | <ul style="list-style-type: none"> Extra staff bought in to support 'Outdoor Adventurers' Curriculum | £1500 | 6 weeks of sessions building skills in outdoor 'active and physical' activities. All children engaged. Positive outcomes for children with EBD | Continue and consider further impact days to offer new skills ideas for children |
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