

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

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 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.

Total amount carried over from 2021/22	£0
Total amount allocated for 2022/23	£16,665
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2022/23	£16,665
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£16,665

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>	60%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	60%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	80%
<p>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?</p>	Yes/ No

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 /2023		Total fund allocated:		Date Updated:		
<p>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</p>					Percentage of total allocation: 34%	
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?:		
<p>To increase daily activity levels for all children.</p> <p>To train Year 5 & 6 children to confidently lead physical activities to other children in school, in order to increase play and physical activity for children across the school.</p>	<p>Adult-guided playground games – children encouraged to lead and participate. Reintroduce daily Go Noodle or similar physical activity session for all children to participate each morning.</p> <p>Supported and guidance provide by a dedicated staff member, play leaders are timetabled to lead games and physical activities for others within the school during breaks. Children to attend Play Leader training led by Vale Partnership or Faringdon Learning Trust, supported by a staff member. Staff member to attend play leader training in order to successfully support and help lead impactful playground games and</p>		£5700	<p>GO Noodle was reintroduced before break time. This was a whole school dedicated time to for physical activity. Some classes had additional sessions in their own rooms. Majority of children participated in this well.</p> <p>Children were timetabled to lead games and physical activities on the playground each lunch time, supported by an adult when needed. Play leaders demonstrate confidence in leading these sessions and enjoy the responsibility they have. Children from across the school join in these lunchtime sessions led by the Play Leaders and are building positive relationships as well as joining in physical activities.</p>		<p>Sustainability and suggested next steps:</p> <p>Continue to offer daily Go Noodle sessions or similar each day in school – prompting the importance of daily physical activity for all.</p> <p>Continue to use partnership to train new play leaders so they have the confidence and skills to lead sessions with some support. Children to be taught new activities/games that they can use.</p>

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<p>All children to participate in weekly Forest School/ Outdoor Learning session and develop resources to enhance learning in this area.</p>	<p>physical activities. Where necessary, purchase further equipment for children to use in leading different activities.</p> <p>Children across the school to participate in weekly Forest School/ Outdoor Learning sessions. Forest School sessions led by qualified Forest School leader. A variety of different activities will be provided during Forest School – on a carousel-style timetable. Children to engage in Outdoor Learning that promotes physical activity and will develop skills – staff to make links to curriculum areas to enhance learning.</p>		<p>Children have engaged in weekly outdoor learning sessions that have encouraged physical activity and the development of new skills. Children talk confidently about each session – the tasks and challenges offered. Children are making links with other curriculum areas during these sessions. A Forest School leader has been able to offer expertise and helped enhance the children’s knowledge and skills. Each session, children have shown a keen attitude to learning and passionate about the roles they take on.</p>	<p>Continue to offer Forest School sessions to all children across the school, ensuring that each session is linked to developing, or learning, a new skill. Continue to purchase new equipment as required.</p>
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<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: 9%</p>
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Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

Membership of Faringdon Schools Sports Partnership and Vale Academy, and provide extra travel costs to attend events.	Ashbury CE Primary School will be joining FLT this academic year. Opportunities to participate in physical activities/events with other schools e.g. sports festivals, to help raise the profile of sport in school. CPD opportunities for staff offered through memberships. Transport to events offered to enable a wider range of children to participate.	£1500	Children have been able to participate in a variety of events off the school site. Children have been able to attend a variety of events, including festivals and competitions. Some of these events have been targeted at certain groups of children to encourage engagement. On return from events, children have spoken enthusiastically and confidently about the events they have attended – these have been celebrated in whole school assemblies.	Continue with membership and uptake of offered events.
Use of experts to enthuse children and provide a wider range of opportunities.	Forest School Expert PE Coach Lunch time clubs e.g. Boot Camp After school clubs e.g. Hockey Sport taster sessions Footy Kids (external club during lunchtimes).		Experts have enhanced the children’s learning and consequently, the children now talk confidently about what they have been learning and the knowledge they have e.g. on a particular sport.	Continue to use a variety of experts.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				66%
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:

<p>Ensure new and current staff feel confident in the delivery of PE sessions that cover the PE curriculum. Support to develop skills of all children's ability in PE and sports.</p>	<p>External PE Coach in for full day to deliver PE lessons to each class (one hour per class) in order to demonstrate effective PE and share strategies with staff to develop children's abilities, disciplinary knowledge and skills. In developing effective strategies for PE delivery, it will help ensure children receive quality-first teaching and make expected or better progress in the subject, as well as promoting personal challenge.</p>	<p>£11000</p>	<p>An external PE coach has enhanced not only the children's learning and progress in PE but also helped teachers to continue to develop their knowledge – advice is offered when needed. PE lessons in school show that staff are aware of the differing needs of individuals and are able to make adaptations when needed in order to challenge all children, so that all children can make good or better progress.</p>	<p>Continue to use external PE coach to ensure all teachers, including new staff, are confident in the delivery of high-quality PE lessons that have clear focus and that all children continue to make good or better progress in PE.</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:
642%

Intent	Implementation	Impact		
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Additional achievements: Ensure Y6 children have access to cycling training in order to successfully pass cycling proficiency. All children in school to participate in sports workshops to allow children to</p>	<p>External experts invited in to deliver cycling training to Year 6. All participating year 6 children to pass their cycling proficiency (Level 2). Physical activity workshops offered to all children across the school to</p>	<p>£7000</p>	<p>Year 6 children have been offered cycling proficiency sessions. Year 6 children who participated, demonstrated a good level of understanding and talked confidently about what they have been learning – Level 1 and Level 2. All of Year 6, who participated gained Level 1 and majority of children passed their Level 2 Bikeability, cycling proficiency</p>	<p>Continue to offer Bikeability to Year 6 children each year.</p>

<p>experience new opportunities as well as to develop their existing skills.</p>	<p>develop new and existing skills within the workshop.</p>		<p>award.</p> <p>A dance workshop was offered to the whole school, from Pre-School to Year 6. All children engaged well in these sessions and showed good progression within the session.</p>	<p>Continue to offer various workshops throughout the school year to encourage participation and highlight other physical activities.</p>
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Key indicator 5: Increased participation in competitive sport				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:
Children to experience and participate in a wide range of intra-school sporting competitions. Children to participate in competitions with local schools.	Throughout the school year, timetable, plan and deliver a variety of inter-house sport competitions for all children to access and engage with. Continue to offer clubs and attend as many events from the partnership and vale membership as possible – offered to all children across the school. Children to contribute to ideas for sporting clubs being offered.	£1000	Children from across the school, participated in various intra-school events and competitions. During these events, children demonstrated their knowledge and skills developed in PE lessons as well as have the opportunity to engage in a friendly competition. Children talk enthusiastically about these events and can talk about the skills and values they have shown. Over the year, various sports/ physical activity games clubs have been offered and there has been a high take up from the children. Children have engaged well in these sessions and have shown enthusiasm and enjoyment. Children’s interests have been followed in some clubs, which has also encouraged enjoyment and engagement in physical activities.	Continue to timetable various intra-school events that all children are able to access. Continue to engage in events offered by the partnerships and highlight opportunities that children can participate in.

Signed off by	
Head Teacher:	Rachael Smith
Date:	September 2023

Subject Leader:	Roseanne Apps
Date:	September 2023
Governor:	Emma Stevens
Date:	December 2023