

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](#) 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 2020/21	£0
Total amount allocated for 2021/22	£0
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£16,900
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£16,900

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 2020.</p> <p>Please see note above</p>	29%
<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>	29%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	0%
<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

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.

Academic Year: 2022/23		Total fund allocated: £16,900		Date Updated: July 2023	
<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:
					%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
To continue to provide pupils with accessible equipment across the school to support engagement of physical exercise in more parts of the school day aside from PE sessions within the classroom space.		Provide classrooms with appropriate fine and gross motor equipment to support progress towards targets in provision and focused teaching sessions.		<p>Gross motor resources: £497.85</p> <p>Fine motor resources: £887.43</p>	
				<p>Learning evidence on cherry garden as all teachers are now inputting data for physical development three times a year covering fine motor, gross motor and swimming progress. Resources are being well used as part of lessons and in provision to facilitate progress towards targets.</p>	
				Based on initial observations and basslines of new pupils in the next year ensure we have appropriate resources for the 29 new pupils gross and fine motor skills in new classes.	


				
Additional weekly swimming sessions for KS2 pupils at local pool (Energise)	LB to do rota of who is swimming when and swimming instructors now to be working on swimming badge awards.	£3412.50	Swimming instructors are confidently using our badge award system to support pupils and staff within the lessons. Pupils are achieving awards which are presented weekly in assembly.	Continue this next year and any new staff in KS2 meet at the start of the year to go over badges and how best to support pupils at Energise. Hold another swimming gala next year.
Continue to improve outdoor provision areas by providing more physical development opportunities for all pupils across the day.	Order appropriate resources for both playgrounds now we are doing more learning outside as part of our curriculum offer including classes own outdoor areas.	£1752.81 outdoor physical development resources £25 bike tyre repairs	Lots of pupil learning evidence on tapestry of increased amounts of learning opportunities outdoors increased the amount of physical movement across the day working on fine and gross motor skills. Lots of the resources have also supported pupils' play skills and social development with others.	Ensure new staff are aware of the impact that can be made towards physical development targets outside as well as inside. Key stage leads to check over resources in classroom areas in term 1 to ensure consistency.




Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:
%




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>To provide all pupils with high quality gross motor resources to suit sensory processing needs across the day following specialist OT assessments to support learning across the day.</p>	<p>OT to do an assessment of all new pupils' individual sensory needs within the school and create a sensory diet plan for all. The information from these assessments to be used to inform what purchases need to be made to meet the sensory needs of all pupils. Lots of pupils were recommended zuma chairs by the OT so make a large purchase of different sizes of these to have in school for a long time (OT to do a risk assessment of them).</p>	<p>Zuma chairs: £2040 OT recommended sensory regulation buys: £298.04 General repurchase of broken previous equipment to</p>	<p>Following on from the legacy of last year all classes have relevant sensory equipment to ensure that pupils can be physically regulated across the day. The impact has been great and resources are all used well. We have recently ordered updated resources based on sensory assessments.</p>	<p>OT assessments passed on to new teams and team debriefs of what works well to best support individuals. LW to ensure items are used properly and safely. Mid way through the year more OT assessments were done to monitor impact for each pupil and assess the 29 new pupils. New timetables to be done for each room to ensure classes have appropriate slots based on the pupils they have e.g.</p>


		<p>maintain high levels of accessible physical equipment</p> <p>£463.70</p>	 <p>Zuma chairs have made a huge impact to those pupils who seek vestibular input. Classes have said pupils can sustain concentration for longer and they are being used across the day and transitioned with pupils.</p>	white room / sensory circuits.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
Purchase of continued subscription to real PE to ensure staff have all relevant planning, assessment and learning resources needed for sessions online. These can be opened and used on the portable screen in the gym during sessions and on iPads.	<p>LW to ensure new staff know how to get on the online portal and how to use it effectively.</p> <p>LW to ensure staff are aware of the updates to the portal.</p> <p>LW to meet with Pam Stevenson on video call virtually to discuss where HMO are currently at and</p>	<p>£695</p> <p>FREE</p>	Hob Moor Oaks continues to use real PE as the curriculum for most classes (some do MATP). It continues to be a great tool for staff to use to ensure PE is holistic, differentiated and also links well with cherry garden PD assessments as they are now formally assessed.	LW to lead a session to new teachers and TA's in September with DW to ensure they know how to use real PE online to plan high quality sessions.



	<p>future steps in regards to real PE for the pupils progress.</p> <p>Equipment purchases made to meet intent. Gym Mat replacement</p> <p>Real PE resources</p>	<p>£1206.08</p> <p>£371.81</p>	<p>DW is now teaching most of PE across the school and has adapted the real PE planning to meet the cherry garden physical development planning. Dan has created detailed plans to ensure support staff know how to provide evidence towards targets on tapestry and also work on the 12 fundamental movement skills.</p> 	<p>DW and LW to have a day out together to map out the years planning for PE linked to cherry garden to ensure there is a detailed long term plan.</p>
<p>Move membership.</p>		<p>£249</p>	<p>Continuation of target setting etc for some pupils. (see blow for MOVE fest celebration day for impact etc)</p>	<p>Continuation of target setting etc for some pupils.</p>
<p>Two day rebound training for 4 new members of staff.</p>	<p>To ensure there are staff trained in all appropriate classes so pupils can access the sessions regularly to utilise the resource.</p>	<p>Free - as we house the training</p>	<p>Newly trained staff feedback they were excited by the training and have begun running sessions in their classes.</p>	<p>Continue three year cycle of refresher training and new training of 2 staff a year.</p> <p>New timetable for the trampoline to ensure it is utilised as much as possible and staff provided with a rota of which two classes are</p>



				partnering up.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
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 provide a range of physical development experiences for all of our pupils to suit all abilities and interests.	SSSP Buy In	£550	<p>October 22 - Woods Panathlon (against other schools)</p> <p>December 22 - Catkins Panathlon (against other schools)</p> <p>Jan 23 - Bowling event (mixed classes and needs)</p> <p>Feb 23 - In house Panathlon for KS1 and EYFS classes</p> <p>March 23 - In house Panathlon KS2 classes</p> <p><u>Every class attended a competitive sporting event.</u></p>	<p>Next year LW to speak to Fran to suggest more appropriate sessions for Primary schools as there are many more for Secondary.</p> <p>In house sessions were very successful for younger pupils who struggle to transition so hosting more in school would work well.</p>
<u>Additional achievements:</u> Sports Day	Up to 4 spectators a pupil. Differentiated by wheelchair and walker races onto MATP session	£100 medals for all and 1st / 2nd	Another huge success. We had the most parents / families we have	Use the same planning for next year - music / activities etc. Some left over medals to use

<p>Move Fest</p>  <p>Bikeability:</p>	<p>and then grass races.</p> <p>Parents were invited in and all pupils on the move curriculum were awarded certificates in assembly. The whole school celebrated these achievements and had a move fest in the two playgrounds.</p>	<p>/ 3rd stickers</p> <p>£0</p> <p>£0</p>	<p>ever had and parental participation and engagement was very high. We had loud music, a great atmosphere and it was differentiated so that all pupils could achieve and participate. Professional photos were a great addition this year.</p> <p>Staff who currently have no pupils on Move gained an understanding of it and the targets pupils in other classes are working on. Parent engagement was high with lots coming to assembly to celebrate. Key stages enjoyed joint celebrations outside and lots shared via tapestry.</p> <p>Appropriate pupils who can ride bikes independently (Year 5) completed session one on the playgrounds with trainer and familiar staff. All pupils passed this session with evidence on tapestry.</p> 	<p>next year.</p>  <p>Continue the MOVE legacy and train up new staff with understanding its use with pupils personally.</p> <p>Book in each year with appropriate KS2 pupils (some may progress to the next stage from this year if risk assessments would work being out in the local community).</p>
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<p>Year 6 Leavers residential</p>	<p>To ensure every pupil can do all of the adventurous activities on offer during their 3 day / 2 night visit.</p>	<p>£2000 towards overall cost to support families with affording the experience</p>	<p>Another hugely successful four trips over the year. This year pupils who went in the summer months did activities we have never done before such as canoeing. This was a huge achievement for pupils and something they have never experienced before. The school could not be prouder of all of the Year6's achievements with the physical development activities completed.</p> 	<p>Another summer term residential next year and after talks with the staff we are also going to try paddleboarding to add another different sporting experience to the amazing experience.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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 provide all of our pupils the opportunity to take part in competitive sport events with other schools across our region.	SSSP Buy In	£550	<p>October 22 - Woods Panathlon (against other schools)</p> <p>December 22 - Catkins Panathlon (against other schools)</p> <p>Jan 23 - Bowling event (mixed classes and needs)</p> <p>Feb 23 - In house Panathlon for KS1 and EYFS classes</p> <p>March 23 - In house Panathlon KS2 classes</p> <p><u>Every class attended a competitive sporting event.</u></p> <p>Excellent feedback from those who attended. Every class took part at least once in the year and this was suited to their individual needs e.g. some went out of school and some in school to support transitions. Lots of evidence of pupils taking part on tapestry.</p>	<p>Next year LW to speak to Fran to suggest more appropriate sessions for Primary schools as there are many more for Secondary.</p> <p>In house sessions were very successful for younger pupils who struggle to transition so hosting more in school would work well.</p>

				
In formal PE lessons teach competitive sports and team games linked to the real PE fundamental movement skills.	Dan W to plan and lead sessions.	£0	Some pupils had this as an OAK target and evidence of these being achieved is on tapestry. Woods class has learnt some team games and played together competitively. 	Continue next year with appropriate pupils (mix up classes for PE as needed after initial basslines).

Signed off by -	
Head Teacher:	 Olivia Hargreaves
Date:	
Subject Leader:	 Liz Waters
Date:	15/07/23
Governor:	
Date:	

