

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 2020/2021, 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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£17,800
Total amount allocated for 2022/23	£18,310
Total amount of funding allocated for 2022/23	£36,110
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£17,800

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 2022.</p>	21%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p>	79%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	79%
<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>	No – However, we explored booking sessions for the non-swimmers, but there was not enough availability.

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: 2021/22	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: 42%	
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:
<ul style="list-style-type: none"> Children participate in at least 2.5 hours of PE a week. All children participate in multiple intra-school tournaments across a range of sports and disciplines. Re-establish the goal that 75% of children are able to attend inter-school competitions. Track pupils participation in PE and monitor how many participate in extra-curricular PE Provide additional PE slots in school for SEND children and the least active. Begin to re-establish the older children as Sports Leaders. Spread the knowledge of School Games and the Sports Premium 	<ul style="list-style-type: none"> Track participation of children in extra-curricular PE. Monitor time tables to ensure that a minimum of 2.5 hours of PE are being taught. Provide slots at in school extra-curricular clubs for PPG children who are less active. Children will be trained to be Sports Leaders and will work with younger children in school or with our local Infant School, Merry Hill. Teach the children the importance of being active through Science and PSCE. Teach the children how to win and lose. Provide time in PE lessons to 	£15,030 (ELMS partnership cost)	<ul style="list-style-type: none"> 100% of children will have taken part in several intra-school sporting competitions. Ambition is to ensure 75% of children have participated in inter-school competitions. (Effects from Covid may impact this and the actual percentage may be lower this year.) Monitoring of extra-curricular PE and engagement of less able in extra PE slots with a Sports Coach. A minimum of 2.5 hours of PE is being maintained and more activities/sports are being offered in these 	<ul style="list-style-type: none"> By the start of the next academic year there will be an Ashfield Sports charter in place setting out the expectations for children in PE lessons. Record those children who are often absent for PE days, are least active and take steps to increase their participation. Training and new resources for teachers to use to ensure they are confident are provide high quality PE lessons for pupils. Termly review of extra-curricular PE participation. Recognition of Sports

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<p>Funding to the children, parents and staff.</p>	<p>hold intra-school tournaments.</p> <ul style="list-style-type: none"> • Include information about School Games in information given to the children and parents through newsletters, emails and letters. In school provide information on PE display board. • Explore ways for more children to attend inter-school sporting events. 		<p>times.</p> <ul style="list-style-type: none"> • Less active PPG children offered slots at in school extra-curricular clubs. • Children enjoy PE lessons and taking part in competitive sports. Positive feedback from pupil voice. • The number of children participating in extra-curricular sport will increase next year compared to this year's figures. 	<p>Leaders in the school and re-establish this as something children should aspire to.</p> <ul style="list-style-type: none"> • Ensure children are made aware of School Games and that they recognise that this is part of their intra and inter sport competitions. • Include questions about School Games in pupil voice questionnaires to monitor children's awareness of School Games. • Invite Sports Clubs/Fitness clubs in to give taster sessions and encourage children to participate in extra-curricular clubs. • Create an Ashfield Sports Charter of expectations from PE lessons and of expected behaviour i.e. how to win and lose graciously and show fair play.
<p>Key indicator 2: The profile of PESSPA (Physical Education, School Sport and Physical Activity) being raised across the school as a tool for whole school improvement.</p>				<p>Percentage of total allocation: 10%</p>
<p>Intent</p>	<p>Implementation</p>	<p>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:	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"> • Children will aspire to be Sports Leaders in Year 6 and will be given opportunities to lead sporting activities. Children will become more involved in leading sports at lunch time. • Making use of the Compass for Life program to enable children to create their own sporting goals. This is then linked to PSCH through programs such as Jigsaw. • Children have an established sense of fair play and sportsmanship that is a part of the school's ethos and clearly linked to the school rules that are rewarded and valued. • Children will be eager to participate in intra and inter school tournaments and will see competition as a normal and essential part of PE • Establish the principles of competitive sport in dance, gymnastics and athletics. 	<ul style="list-style-type: none"> • Children to apply to be Sports Leaders in Year 6 for 2022-23 through a recruitment drive and application process. • A job description and specification for what is required in a Sports Leader to be created. • Training time for children in how to be successful Sports Leaders. • In future years, we will use the current Sports Leaders to train replacements from Year 5. • Children to take a larger role in Games Day, promoting it and potentially acting as officials in some sports. • Sports Charter to be linked to school values and house point system. • Children will be able to set themselves goals for PE lessons and then aim to achieve them. • Challenge and competitiveness will become important and integral part of PE lessons. • Ashfield fair play and sportsmanship values will be rewarded. 	£3,611	<ul style="list-style-type: none"> • Children know how to win and lose fairly, understanding that in sport that where there is a winner there must be a loser. • Children value fair play and sportsmanship and demonstrate this in intra and inter sport challenges. • Children will be able to measure themselves against the school's values and in future against the Sports Charter. • Children will be able to gauge their progress and attainment towards their own goals that they have set. • Children enjoy their PE lessons, evidenced through pupil voice. • Games Day and Sports Day are highlights of the year for children, again evidenced through pupil voice. 	<ul style="list-style-type: none"> • Monitor that equal opportunities are being offered and better track BAME participation in both extra-curricular sport and in leading sport. • Consistent approach from teachers to the sports charter and its implementation in PE lessons. • Include information about school games in letters, newsletters and around school on PE display boards. • Use the Sports Charter to establish what makes an elite athlete and how to win and lose correctly and establish the expected behaviours and outcomes of PE lessons.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				13%
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:
<ul style="list-style-type: none"> Staff have undertaken a training program to ensure they can deliver high quality teaching in gymnastics and dance. Staff also feel more confident in delivering dance and gymnastics lessons. Teachers to make better use of PE resources and schemes of work to plan sequences of lessons and ensure that pupils spend more time in lessons being active. Staff have been trained in orienteering and how to use the course in the school grounds. Buy into new resources to aid teachers in providing high quality lessons. Teachers will include competitive aspects to their dance and gymnastics lessons. Children will develop their vocabulary for different sports and will be able to use these in lessons. 	<ul style="list-style-type: none"> Buy in expert coaching for teachers in gymnastics and dances, designed to help teachers plan a unit of work in gymnastics. This will also give teachers the ability to build skills in children with reference to the PE scheme of work. Teachers to be trained in delivering high quality gymnastics lessons that are safe and promote good outcomes. Teachers to have enhanced subject knowledge and more confidence in delivering high quality gymnastics and dance. Staff to implement their training into their own lessons. Teachers to be aware of all the school's PE resources and equipment and the PE scheme of work. Teachers to be aware of 	£5,000	<ul style="list-style-type: none"> Teachers will be able to plan and deliver high quality gymnastic and dance lessons. Pupils, through pupil voice, will report that they like their dance and gymnastics lessons. Children will give dance and gymnastics performances, demonstrating the skills they have learnt. Teacher planning gives greater opportunities for children to work at greater depth and support the less able and/or SEND children. Children will be able to set goals and targets in dance and gymnastics and challenge themselves to achieve it. Children will perform in small in-class intra school competitions at the end of dance and gymnastic lessons to show what they have learnt and accomplished in that lesson. 	<ul style="list-style-type: none"> Teachers will be confident at leading lessons independently. Teachers will make greater use of competition in dance and gymnastics lessons. Opportunities for future training for new teachers and NQTs. Review PE resources and update/improve them if possible. Use topic reads on a range of athletes. Particularly include male dancers and gymnasts to help break the stereotype that dance and gymnastics are not for boys. Children will be able to speak about different sports using technical language. Children will become more fluent at

	<p>School Games and what it is. Teachers to ensure the children in their class know what it is too.</p> <ul style="list-style-type: none"> Teachers will use subject specific vocabulary in lessons and children will understand and use it too. 		<ul style="list-style-type: none"> Children will be able to use subject specific vocabulary in PE lessons and understand its meaning. Children will be able to give peer feedback using technical language. 	<p>using technical language and their vocabulary of PE specific language will continue to increase.</p> <ul style="list-style-type: none"> Provide children with knowledge organisers for use in PE lessons for a range of sports.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 20%

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:
<ul style="list-style-type: none"> Maintain the range of sports that are taught in PE lessons, currently a minimum of 6 per academic year, with a total of 12 being taught every 2 years. Others are often used in the summer term in particular to widen the range such as dodgeball. Children will be given opportunities to participate in new sports and events. Children will learn and be able to use subject specific vocabulary. Children will learn and be able to apply tactics and strategies to games. Children will be able to learn skills and apply them in competitive 	<ul style="list-style-type: none"> Provide a schedule for PE lessons over a two year period so that children experience sports twice – once in the lower school and then again in the upper school. Investigate ways to offer more extra-curricular sport during and after school hours. Sports will maintain a competitive aspect and children are encouraged to set goals and achieve them over a series of lessons. Children to be provided with examples of technical language and teachers to use 	£7,222	<ul style="list-style-type: none"> Children will have participated in a wide range of sports in their time at Ashfield. Children will be able to use specific language to describe skills and techniques, for example straddle in gymnastics. Children will learn new skills and will be able to apply them in competitive situations. Children will set and meet goals, developing an understanding of personal challenge. Children will develop an 	<ul style="list-style-type: none"> Seek ways to implement new sports such as badminton and tri-golf. Re-establish lunchtime Sports Leaders to make lunchtimes more active. Re-establish a table tennis club at lunch time to make lunchtimes more active. Make better use of topic reads to build knowledge of sports and athletes. Use the sports charter as a supportive tool for children to measure their PE achievements against. Children to gain knowledge of sports around the world.

<p>games and situations.</p> <ul style="list-style-type: none"> • Children encouraged to set goals and challenges to achieve over a series of lessons. • All sports will have a competitive aspect to encourage children to participate, challenge themselves and regularly. • Children will learn sports and will then, where possible, be able to compete in intra and inter school tournaments. <p>Additional achievements: Year 6 have been leading sports with our local Infant School, Merry Hill and Year 5 have begun to be trained in being sports leaders. Games Day and Sports Day held.</p>	<p>this vocabulary in lessons. Children expected to use this language in lessons and understand it.</p> <ul style="list-style-type: none"> • Ensure that planning includes a reference to competition in and across a range of lessons. • Sports children learn linked to intra and inter school tournaments. 		<p>understanding of the sports they play and an increasing knowledge of famous athletes past and present.</p>	<p>This will include national sports and their history. This will include Topic Reads and links with geography and history. Different Year groups to focus on different sports. Children to also learn about a range of athletes and their success in their sports.</p> <ul style="list-style-type: none"> • In Olympic Years we will focus on the history of the Olympics from Ancient Greece to the modern Olympics and the history and basis of the games. This will see the Olympics used as a whole school focus. • Seek visits from athletes to inspire children using Compass for life. • Children to develop a greater understanding of the sports they play and an increasing knowledge of famous athletes past and present.
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<p>Key indicator 5: Increased participation in competitive sport</p>	<p>Percentage of total allocation: 15%</p>
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Intent	Implementation	Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do
			Sustainability and suggested

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
<ul style="list-style-type: none"> • Increase the level of competitive sport children are participating in normal PE lessons across Games, Athletics, Gymnastics and Dance. • Increase the number of intra-school tournaments. • As life returns to normal, look to increase the amount of children participating in inter school tournaments, aiming to return to 75% of children participating in inter school competitions. • Monitor the participation in extra-curricular clubs and encourage the less able to participate and where possible offer places at in school extra-curricular clubs. 	<ul style="list-style-type: none"> • Teachers to ensure planning gives time for competitions at the end of lessons. • Schedule more intra-school tournaments in PE slots. • Continue to monitor participation in sport and try to provide opportunities. • Look for ways to increase inter-school competition. • Places offered to PPG children at extra-curricular clubs. 	<p>£1,723 (Queens Partnership)</p> <p>£3,524</p>	<ul style="list-style-type: none"> • Children will see competitive sport as part of PE lessons. • Teachers will know who their most and least active children are. • Children will feel that they have opportunities to compete in inter-school competitions (Please note most tournaments are for Years 4, 5 and 6.) and that they compete in competitive intra-school tournaments. • Children will have opportunities to take part in extra-curricular sports held at Ashfield and these clubs will be as full as possible. 	<ul style="list-style-type: none"> • With better tracking and monitoring of the least active, preventative steps will become apparent and can be acted upon earlier in a child's time at Ashfield to raise levels of activity in competitive sport. • Look at ways to increase the number of competitions in school. • Buy new equipment to support the playing of new sports that children can compete in and to support the training received by teachers

Signed off by	
Head Teacher:	Andre Dourado
Date:	14 th July 2022
Subject Leader:	Stuart Hardy
Date:	14 th July 2022
Governor:	Chris Holt
Date:	14 th July 2022