

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



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.

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 2023.**

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 2023. To see an example of how to complete the table please click [HERE](#).

Created by:

Supported by:



Created by:



Supported by:



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2022/23	£21,000
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£21,000
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£21,000

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 2023.</p> <p>Please see note above</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> <p>Please see note above</p>	58%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	31%
<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: 2022/23		Total fund allocated:		Date Updated: July 2022	
Key indicator 1: The engagement of all 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					Percentage of total allocation: 9%
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>Children given skills to lead as Sports Champions and take an active role towards the application for the Gold Sports Mark.</p> <p>Children have additional roles – Play Leaders – who take an active role in delivering playground games at play and lunchtime.</p> <p>Early morning and lunchtime sporting clubs in place to support wellbeing and physical activity.</p>	<p>After applications assessed training will be provided for Sports Champions to promote sport in school.</p> <p>Training in place for Play Leaders</p> <p>An overview of additional sporting activities in place and allocated to children to support both physical and mental health.</p>	£2,000	<p>Play leaders took an active role in our play and lunchtimes leading sporting activities in the playground to ensure that children were active and enjoying their times outside. these were done through a range of different activities e.g., football, netball, skipping ropes, hula hoops, stilts. They modelled the use of equipment so that for less confident children and oversaw the appropriate use the equipment.</p> <p>The school applied for and achieved the Gold Sports Mark this year.</p> <p>The school had an early running</p>	<p>Sustainability and suggested next steps:</p> <p>Recruit and retrain play leaders.</p> <p>Next year, sports coaches will focus on supporting and modelling on the playground during break and lunch with daily activities.</p>	

Created by:



Supported by:



<p>Children are encouraged to walk to and from school to support with increased physical activity of all pupils.</p> <p>Development of further sports and physical activity opportunities with external specialist providers e.g. Charlton Athletic Community Coaching.</p>	<p>This is promoted by the Active Champions within newsletters and assemblies.</p> <p>Travel Plan supports this initiative also.</p> <p>Specialist staff and teachers work together to ensure high quality provision and skills teaching.</p>		<p>club and a lunchtime club led by the sports coaches as well as Charlton Athletic. The sport coaches also ran weekly sport challenges which was targeted at those vulnerable children.</p> <p>Walking to school is encouraged and classes complete a survey weekly to continue the promotion.</p> <p>The school continues to raise the profile of physical activities through the engagement with Charlton Athletic who provide weekly lunchtime sessions. They use the sessions to work with our play leaders and model how to deliver the lunchtime provision.</p>	
---	---	--	--	--

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				14%
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 children with the skills and opportunities to use a range of sports skills in different contexts.	PE passport adopted to ensure lessons focus on skills which can be transferred across the curriculum.	£3,000	The use of the P E passport has enabled teachers to see the progress their children have made in taught areas of the PE curriculum. They can then assess children against the objectives and identify which skills need to be revisited.	P E passport will continue to be used as a teaching tool.
To ensure that by the end of KS2 more children are able to swim 25m and perform safe rescue.	Children are provided with swimming lessons over the course of a year with successes shared with the whole school community.		Year 6 completed the last term with 21% being able to swim 25m confidently and are able to perform a safe rescue. Year 3 children participated in swimming lesson for the part of the year. Selected children then represented the school in the borough swimming gala held in June.	Swimming continues for Year 3 (Autumn 1 – Summer 1) and Year 6 (Summer 2).

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				57%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about	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	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?	
Teachers are provided with CPL through the deployment of specialist teachers. PE Lead works with colleagues to enhance curriculum knowledge and development of medium- and short-term plans in place to support the sequence of teaching and skills within each area of the curriculum. PE Lead and DHT Curriculum evaluate and provide feedback on the quality of teaching and learning of PE across the school.	Teachers are provided with opportunities to observe outstanding practice and develop their practice. Staff are provided with opportunities to review lesson sequences on PE passport and review based on the needs of the children. Monitoring schedule builds in opportunity for this to be monitored and evaluated, any next steps identified.	£12,000	Sport coaches model lessons for teaching staff. Teachers are more confident delivering lessons to their class when required. The P E passport has skills and mapped, and this is used to support the development of the short- and medium-term plans. At the end of a unit, teachers can review lessons and can identify the progress their children have made. Monitoring is carried out to observe the progress made by pupils in lessons. Skills which children are not confident in are revisited in the next lesson prior to teaching a new skill. Lessons are adapted to reteach a skill if necessary.	Additional functions of P E passport to be used to obtain better assessment of pupil's progress.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 14%
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>Pupils to access after school clubs to develop both physical and mental health.</p> <p>Targeted groups in place to further develop the wellbeing of all children.</p>	<p>An overview of clubs for the year in place which provide a broad and balanced overview of the PE curriculum with opportunities for all year groups.</p> <p>Pupils identified by the wellbeing team with support modelled around need and interests of the pupils.</p>	<p>£3,000</p>	<p>Children have been able to attend the following after school clubs this year - basketball, football (girls and boys), multi-sport, running club and dodge ball.</p> <p>Invitation letters for the clubs are targeted at vulnerable children and they have the first offer to attend. Targeted children have participated in weekly yoga activities aimed at developing their wellbeing.</p>	<p>Overview of clubs to include some aimed at maintaining mental wellbeing.</p> <p>Ensure all clubs are consistently mapped over the year and must include lunchtime clubs.</p>
--	--	---------------	--	---

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4%
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 are provided with competitive opportunities both within and out of school. - Incl Bexley Cricket Club, Bexley Youth Partnership	Inter-Trust Competitions in place and reflect the current PE curriculum. Opportunities for competitive sports are identified and children are provided with additional coaching to support with this.	£1000	Children have participated in a range of competitions including football, hockey (virtual), handball (Y5 and 6) which focus on the skills they have learnt. They have also participated in the borough swimming gala, a virtual fitness activity (Y5 and 6) and a Charlton Athletic healthy eating competition. Year 6 also had the opportunity to engage in other sporting activities during their residential trip in May 2023.	Maintain links with Charlton Athletic. Explore links with Bexley Cricket club.

Signed off by	
Head Teacher:	Dora Indresano
Date:	July 2022
Subject Leader:	Nancy Cawley
Date:	July 2022
Governor:	
Date:	