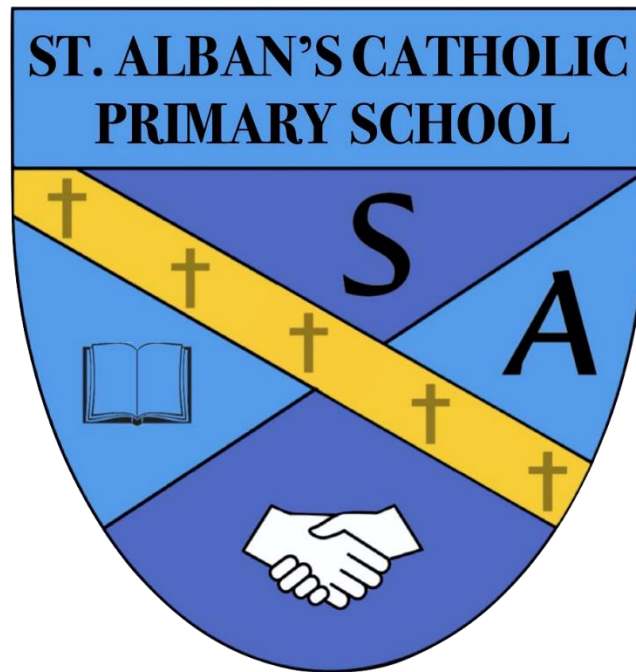


Evidencing the impact of the Primary PE and sport premium.



2022 – 2023 Report

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.

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 2021/2022, 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 2022. 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 2020/21	£ NIL
Total amount allocated for 2021/22	£17,710
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ NIL
Total amount allocated for 2022-23	£17,700
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17,700

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> <p>Please see note above</p>	93%
<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>	90%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	96%
<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

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: £11,000		Date Updated:	
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					Percentage of total allocation:
					62%
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?:
<ul style="list-style-type: none"> • Sport is enjoyable and fun. • There is a level for everyone. • We/school offer a wide variety of activities and experiences for the children to try during their time at St Alban's. • We give the children opportunities to compete and challenge other schools. • Sport involves rules and discipline. • We give our children opportunities to consolidate, practice and improve their skills. • Health eating contributes to success in sport. • Physical activity can be 		<ul style="list-style-type: none"> • Coaches identify the different skill levels across school and plan activities to accommodate all skill levels. • School take up the local offers (Hoops4Health) inter- school competitions as well as organising in school competitions. • Respect between the coaches and the children is high and fundamental to success. • Coaches keep records of children performance. • Activities are progressive and the skill levels increase as the children move through school. • Ensure there are sufficient 		£11,000	<ul style="list-style-type: none"> • High number of participation in after school sports clubs. • Children are success in competitions. • Children are beginning to make links between how their bodies work and what they eat. • Behaviour in sports clubs is outstanding. • The take up of lunchtime activities.
					Sustainability and suggested next steps: <ul style="list-style-type: none"> • To continue to offer new sports/opportunities. • To explore the cost of an ' all year around' daily mile course

enjoying the lunchtime equipment. (gym and climbing frame.)	staff for the lunchtime equipment to be used safely.			
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				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:
<ul style="list-style-type: none"> • That our school values PESSPA • PESSPA happens across the whole school year and across the curriculum. • All staff have a responsibility for PESSPA, not just the coaches. • Sports equipment MUST be used safely. 	<ul style="list-style-type: none"> • Whole school house group activities are organised by all staff throughout the year. • Teachers model how to use play equipment and often incorporate it in their lessons. • Staff voluntary for after school clubs to develop new skills (Girls football/skipping) 	£2,500	<ul style="list-style-type: none"> • The school house group system has introduced competition in PESSPA. • The children are beginning to understand the benefits of PESSPA. 	<ul style="list-style-type: none"> • Explore different playtime/lunchtime activities.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.				Percentage of total allocation:
				7%
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"> Continues with the CPD programme started in 2021 with a greater focus on PE assessment. Coaches and SLT to monitor PE lesson and the quality of all sporting activities. To increase the knowledge and skills of all staff. 	<ul style="list-style-type: none"> The PE CPD allows staff to deliver quality PE through the curriculum. Create time for school staff to work coaches. 	£1,200	<ul style="list-style-type: none"> The quality of the PE curriculum has increased. Staff makes links between their lesson and using the skills outside the PE lesson 	<ul style="list-style-type: none"> Staff meeting time is set aside for PE. PE leader to audit the progression of PESSPA across the whole school.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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?:	Sustainability and suggested next steps:

<p>Additional achievements:</p> <ul style="list-style-type: none"> • Hoops4Health (KS2 basketball) • Climbing (KS2 residential) • Holiday Clubs. 	<ul style="list-style-type: none"> • Mixture of sport and health activities. • Introduction to competitive lunchtime sports 	<p>£700</p> <p>£400</p> <p>£300</p> <p>£300</p>	<ul style="list-style-type: none"> • Our children value PESSPA. • They understand the levels required to be successful. • They know sport comes with rules and discipline. • Our children (KS2) understand that PE lessons are part of the curriculum and we can develop skills in PE lessons. • Our children respect their coaches. 	<ul style="list-style-type: none"> • Look at introducing new sport during holiday clubs. • Begin to raise the profile of different sports and sports competitions/events during the school year.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8%
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"> To plan a full years of House group sport activities. Inter-school competitions (catholic and locals school competitions) To take part in and challenge in city wide competitions. 	<ul style="list-style-type: none"> To hold one sporting event every half term. Allow sports lead time to attend PE leader meetings. Ensure staff availability for city wide competitions. 	£1,300	<ul style="list-style-type: none"> Inter- school competitions raise the profile of sport across the whole school. Wider school community celebrate success in sporting everts. Children enjoy the challenging their peers in school. 	<ul style="list-style-type: none"> To look at hosting in-ter school competitions after school. Develop more age appropriate activities/ opportunities for younger children (EYFS & KS1).

Signed off by	
Head Teacher:	Martin Smith
Date:	14th February 2023
Subject Leader:	Martin Smith / Garry Marshall
Date:	14th February 2023
Governor:	Claire George
Date:	28th February 2023