

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 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 evidence of 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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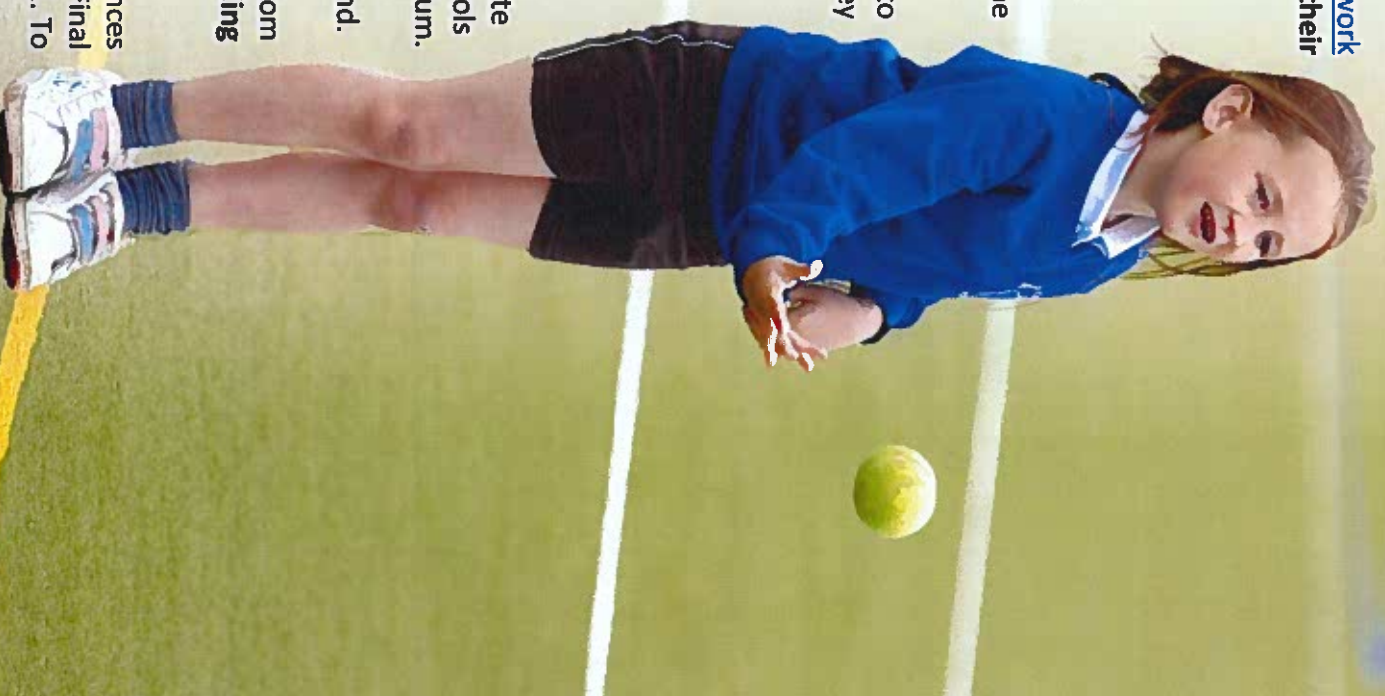
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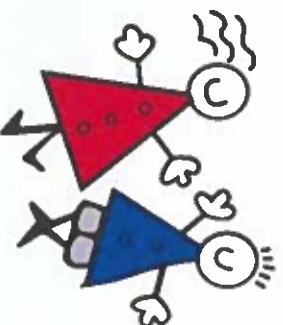


Scartho Infants' School & Nursery

where we **play**, **learn** and **grow** together



Sports Premium Report 2022/2023



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Details with regard to funding
Please complete the table below.

| | |
|---|---------|
| Total amount carried over from 2021/22 | £3,377 |
| Total amount allocated for 2022/23 | £17,130 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £20,507 |

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: 1 st September 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: |
| | | | | | |
| Intent | Implementation | Funding allocated: | 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>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> | | |
| <ul style="list-style-type: none">- Sporting role models and sports leaders to provide a wider range of physical activities at lunch time to develop a passion for sport and exercise.- Greater emphasis on early intervention in EYFS to develop positive attitudes to sport, health and exercise.- Further develop the capacity of lunchtime staff to deepen the breadth of sporting activities provided for all children, but especially KS1, during lunchtime play.- Ensure physical exercise and education is child lead by providing opportunities for school council to suggest games and equipment to | <ul style="list-style-type: none">- Resources are accessible to all children every lunchtime and during PE lessons which are taught by teachers and additional adults.- Ensure larger quantity of pupil voice to inform purchasing of new equipment and playground resources.- PE lead to monitor this through assessment, PE evidence, observations and pupil voice.- Organise extra-curricular sports clubs with Pivotal staff as well as liaising with sports clubs/coaches within the local community to give the children more opportunities to participate in physical activity. | <p>To support play leader/health mentor games and activities at break and lunchtimes and PE lessons.</p> | | | |

| use during lessons and during lunch time play. | | | | |
|--|---|---|---|--|
| Key indicator 2: The profile of PE/SPPA being raised across the school as a tool for whole school improvement | | | | |
| | | | | Percentage of total allocation: |
| Intent | Implementation | Funding allocated: | Impact | Sustainability and suggested next steps: |
| <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> <ul style="list-style-type: none"> - Provide equipment for effective PE provision to take place. - Monitoring use of schemes and whole school PE coverage. - Upcoming sports events to be discussed in school assemblies to generate excitement around future sporting competitions. - Celebrations communicated via school's newsletter, website and Twitter account to raise profile. | <p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> - Continue to develop and use whole school plans and assessment. - Release time of PE Lead to attend CPD courses and networking opportunities with other PE Leads. | <p>PE resources.</p> <p>EYFS outdoor equipment.</p> | <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> | |

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:

| Intent | Implementation | Funding allocated: | Impact | Sustainability and suggested next steps: |
|--|---|--|---|--|
| <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>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> | |
| <ul style="list-style-type: none"> - In order to improve attainment and progress in PE it is vital to train the staff, to improve their own subject knowledge, skills and confidence when teaching PE. - Staff are able to deliver PE lessons using appropriate and differentiated resource. - 1:1 lesson observations to monitor staff effectiveness and confidence. - Applied for the afPE quality Mark Award. | <ul style="list-style-type: none"> - Skills audit of staff. Identify training for individual members of staff with regards to PE. Program of CPD to be drawn up. PE subject leaders to monitor the impact of the training on PE lessons. - All staff to attend training on inclusive PE so that they have a better understanding of how to cater for all abilities during their PE lessons. - The school will purchase equipment which are differentiated. PE Lead to provide CPD sessions with staff to develop the teaching of dance, gym and games. - PE lead used to help upskill teachers through modelling lessons, team teaching, help with planning and observations. | <p>School sports SLA</p> <p>CPD for staff</p> <p>Sports coaches to run sports clubs.</p> | | |

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

| Intent | Implementation | Impact | Sustainability and suggested next steps: |
|---|--|---------------------------|---|
| <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>Additional achievements:</p> <ul style="list-style-type: none"> - Track and monitor participation in sports clubs and events building in a termly review and a list of leadership actions for the upcoming term. - Introduce a wider range of wellbeing and physical activities at lunchtime such as meditation and yoga areas. - Increase participation of pupils with identified SEND in physical activity by ensuring staff are aware of needs and how to adapt lessons to provide for these needs. - Pivotal to deliver a range of sporting clubs/ activities. - Offer additional extracurricular opportunities for all pupils to take part in physical activity and sport. | <ul style="list-style-type: none"> - Purchase new sporting equipment. - Pivotal to deliver a range of sporting clubs/ activities club and to sign post children to join community clubs to take part in sport outside of the school environment beyond the school day. - Developing a wider school team to support in PE or at play times to engage children in physical activity and to support positive play at lunchtimes. | <p>Transport</p> | <p>-</p> |

Key indicator 5: Increased participation in competitive sport

| Percentage of total allocation: | | | | |
|--|---|---|---|--|
| Intent | Implementation | | Impact | Sustainability and suggested next steps: |
| <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> <ul style="list-style-type: none"> - Intra form competitions to take place at the end of every half term. - PE Lead to be used to promote and increase levels of competition and skills. - Involvement of sports captains to promote the celebration of competitions. - Work with Playground Leaders and SMSC Lead to promote the idea of Intra school sport where possible. - Continue to develop links with external agencies in the community to ensure more pupils participate in community clubs outside of school. | <p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> - PE Lead to deliver and challenge sports teams – preparations for sporting events - Organise staff CPD to Increase staff confidence. - Purchase a range of stickers and certificates for Sports Day. - Top up equipment needed for sports day. - Liaise with SMSC Lead to plan out teamwork days across the academic year. | <p>Funding allocated:</p> <p>Kick starter lessons</p> <p>PE kit for the children.</p> | <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> | |

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| Signed off by | |
| Head Teacher: | <i>Alyn Hughes</i> |
| Date: | <i>28 March 2023</i> |
| Subject Leader: | <i>Jade Charlton</i> |
| Date: | <i>29.3.23</i> |
| Governor member: | <i>Nfae</i> |
| Date: | <i>28.3.23</i> |