



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 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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2022/2023	£0
Total amount allocated for 2023/2024	£16522. 00
How much (if any) do you intend to carry over from this total fund into 2024/2025?	£0
Total amount allocated for 2024/2025	£16522.00
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£16522.00

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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	TOP UP SWIM – July 2024 5 children attended. All children swim weekly from April – October.
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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. Please see note above	57 %
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	57 %
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? 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?	57 % 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: 2023-2024	Total fund allocated: £16522.00	Date Updated: 30.07.2024	Percentage of total allocation:
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			22.8%
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:
PE lessons planned in across all year groups show progression in skills and knowledge	High quality lessons planned in, delivered and reviewed	£3767.98	Pupils demonstrate high levels of engagement in consistently well taught lessons. Significant reduction in challenging behaviours during these lessons. High engagement, staff confidence raised in delivering good lessons leading to good progress in all lessons and pupils achieving age related skills and knowledge. Next steps will focus on enabling staff to confidently teach independently supported by Academy Sports mentor.
All pupils have at least 90 minutes across at least 2 PE lessons on different days	Support and ongoing CPD for staff from Coaches (Elite)		Increased participation, skill achievement and knowledge of physical activity with increased sense of wellbeing. Next steps will focus on enabling staff to confidently teach independently supported by Academy Sports mentor as needed.
Lunch play leaders and Healthy minds teacher run active play sessions to ensure that children are active as possible during unstructured times	Lunch time supervisors implement active play with timetabled rotation of activities to ensure interest levels remain high and skills are developed.		Pupils engaging in the activities and a reduction in playground related behaviours. Continue to support staff in leading and implementing active play. This will be shown by reduced behaviour incidences.

<p>Initiate playground leaders ensuring trained and confident in running lunch and playtime activities to ensure activity levels and engagement are raised</p>	<p>Playground leaders confidently deliver activities to a range of age groups across the academy</p> <p>Playground Leaders trained (October 2023). Ongoing support due to fluctuating engagement and support needed.</p>		<p>Playground leaders to lead activities for younger pupils.</p> <p>Other pupils to engage in the activities.</p>	<p>Continue to encourage pupils with Y5 moving to Y6 and new pupils to Y5. Ensure training occurs early to enable pupils to participate.</p>
<p>Before and after school clubs offer and promote participation in physical activity.</p>	<p>Healthy eating choices and discussions</p> <p>Physical and mental health supported through wellbeing and exercise clubs.</p> <p>5 x TA led breakfast club</p> <p>5 x TA, coach and Teacher led after school club.</p> <p>2 x sports clubs after school each week.</p> <p>2 x wellbeing clubs after school each week</p>		<p>Renewed interest and participation in after school and breakfast clubs.</p>	<p>Ongoing clubs. Further training and CPD for staff. Support from PE lead as needed.</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p> <p>28.1%</p>
<p>Intent</p> <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>Implementation</p> <p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Impact</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 earn a School Games Mark and embed school games values.</p> <ul style="list-style-type: none"> • Developing character/life skills. • Developing sports specific skills. • Engaging new audiences <ul style="list-style-type: none"> - Planned participation of pupils across calendar of events and competitions. - Ensure vulnerable groups are included : disengaged pupils Girls SEND/EHCP PP Talented 	<p>Planned participation of pupils across calendar of events and competitions.</p> <p>Ensure vulnerable groups are included: disengaged pupils Girls SEND/EHCP PP Talented</p>	<p>Total: £4640.14</p>	<p>Maintained with up to date information linked to activities and competitions and activities scheduled in with RA completed well in advance</p> <p>Celebrations of achievements through achieving as part of a team, competitions and festivals</p> <p>Children demonstrate the school games values when active and when</p>	<p>Achieved Gold Games Mark.</p> <p>Children are celebrated for their achievements</p>

			competing against other teams and schools when representing the academy.	
To raise the profile of PE and sport to encourage all pupils to be inspired.	Continue to build success of activities provided for unstructured times Continue to promote through prominent hall display, website, Facebook and through promotion in assemblies.		Calm, focused play at lunch times and children active	Ongoing next year to continue to raise the profile for the pupils and to enable further opportunities.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			9.5%
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:
Teaching staff work and liaise with Coaches from Elite and adapt planning to meet needs of pupils and ensure progression	<ul style="list-style-type: none"> - Clear planning from all staff to support the key skills and knowledge needed. - All chn considered and differentiated for. - Clear progression of skills can be observed. 	£1562.50 Progress is monitored and provision implemented to raise standards where identified. CPD shared with staff and SLT.	Staff to plan and adapt to suit their individual classes. Support can be sought from academy PE lead if needed.
Further embed coaches and TAs to support driving skills in different sports working alongside teaching staff and pupils	<ul style="list-style-type: none"> - A range of sporting opportunities offered - Staff supported to teach new sports and skills. - Support from coaches. 	Increased range of sports offered with positive engagement by pupils.	Staff to plan and offer a range of sports and opportunities.

All staff (Teachers and Teaching Assistants) to participate in structured CPD to build expertise and confidence in teaching.	<ul style="list-style-type: none"> Ongoing CPD opportunities which develops to suit the needs of the individual members of staff. 		<p>Observational feedback given to staff to further impact on practice</p> <p>Progression of pupil skills and knowledge evident across a range of activities.</p>	Staff to continue to develop their skills with increased expertise and confidence in teaching PE. Ongoing support and observation to be offered.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 28.1%
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:	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	Sustainability and suggested next steps:
Partnerships with key organisations such as Boston School Sports Partnership to continue to increase the range of physical opportunities.	<p>Opportunities to try a range of sports through development days and arranged activities (, Orienteering, Tri Golf, Archery, Tag Rugby, multi skills, Ultimate frisbee, Capture the flag, netball, basketball, orienteering and dance) developing their skills in the delivery of quality PE lessons and cross curricular opportunities.</p> <p>Improved teaching in wider sports with an enhanced variety. High quality planning for PE</p> <p>Girls football – Boston football club came to school to develop sessions – November 2023</p>	<p>Total: £4640.14</p>	<p>Further development through inter-school competitions in both established sports and new sports appealing to a wider audience with increased pupil participation across a range of groups.</p> <p>Improved attendance at sporting events and opportunities across the school year.</p> <p>A range of activities for children to participate in and enjoy.</p>	<p>Ongoing opportunities to access development days and a range of sports</p> <ul style="list-style-type: none"> Including for specific groups of children. <p>Further opportunities within our curriculum to access a range of skills and sports.</p>

<p>Extra curricular clubs and activities demonstrate range and breadth, including enrichment activities such as bikeability</p>	<p>Bikeability – July 2024</p> <p>Clubs planned for and activities supported.</p> <p>Archery</p> <p>Trigolf</p> <p>Kurling</p> <p>Dodgeball</p> <p>Swimming</p> <p>Multisports</p> <p>Multiskills</p> <p>Plus wellbeing clubs.</p>		<p>Improved attendance at clubs</p> <p>A range of activities for children to enjoy.</p>	<p>Ongoing enhanced opportunities. Continue to audit to ensure experiences for all pupils</p>
<p>Physical activity is mapped to ensure all pupils experience the correct PE time, breadth of activity and coverage; alongside the long term framework.</p>	<p>Timetables evidence coverage across gymnastics, dance and games.</p> <p>Planning evidences progression with long term/medium term and short term aligning with lesson content.</p>		<p>Pupil performance across a range of sports and activities shows progression in skills and knowledge</p> <p>Increased engagement and concentration in lessons and engagement in extra curricular activities.</p>	<p>Improved quality of teaching in PE maintaining consistently good across all year groups.</p> <p>Progression evident across all year groups to meet end points expected</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				11.5%
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:
Further embed participation in and access to competitions both in and out of the academy increasing opportunities for Boston School Sports Partnership and Elite Inter-school	<p>Monitor school competition plan.</p> <p>Number, ability range and gender of pupils involved. Participation rates of different year groups and across different vulnerable groups.</p> <p>Further develop competitive elements for sports day opportunities.</p>	Total: £1911.25	<p>Increased competitive sport participation so that 60%+ of the academy represent their academy.</p> <p>Regular competitions introduced – across all 6 terms.</p> <p>96% of pupils participated in sports day this year. This is a large increase on last year.</p>	<p>Continue to participate in development days and competitions.</p> <p>Introduce greater opportunities for intraschool competitions.</p>
Promote events and access to clubs and activities through the academy website and FB page	<p>Look for opportunities for children to join in within the local area</p> <p>Publicise this to parents.</p>		<p>Increase in pupils joining sporting clubs outside of school time.</p> <p>10 pupils attended Wrangle Show to compete against other local schools.</p>	Ongoing