

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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:

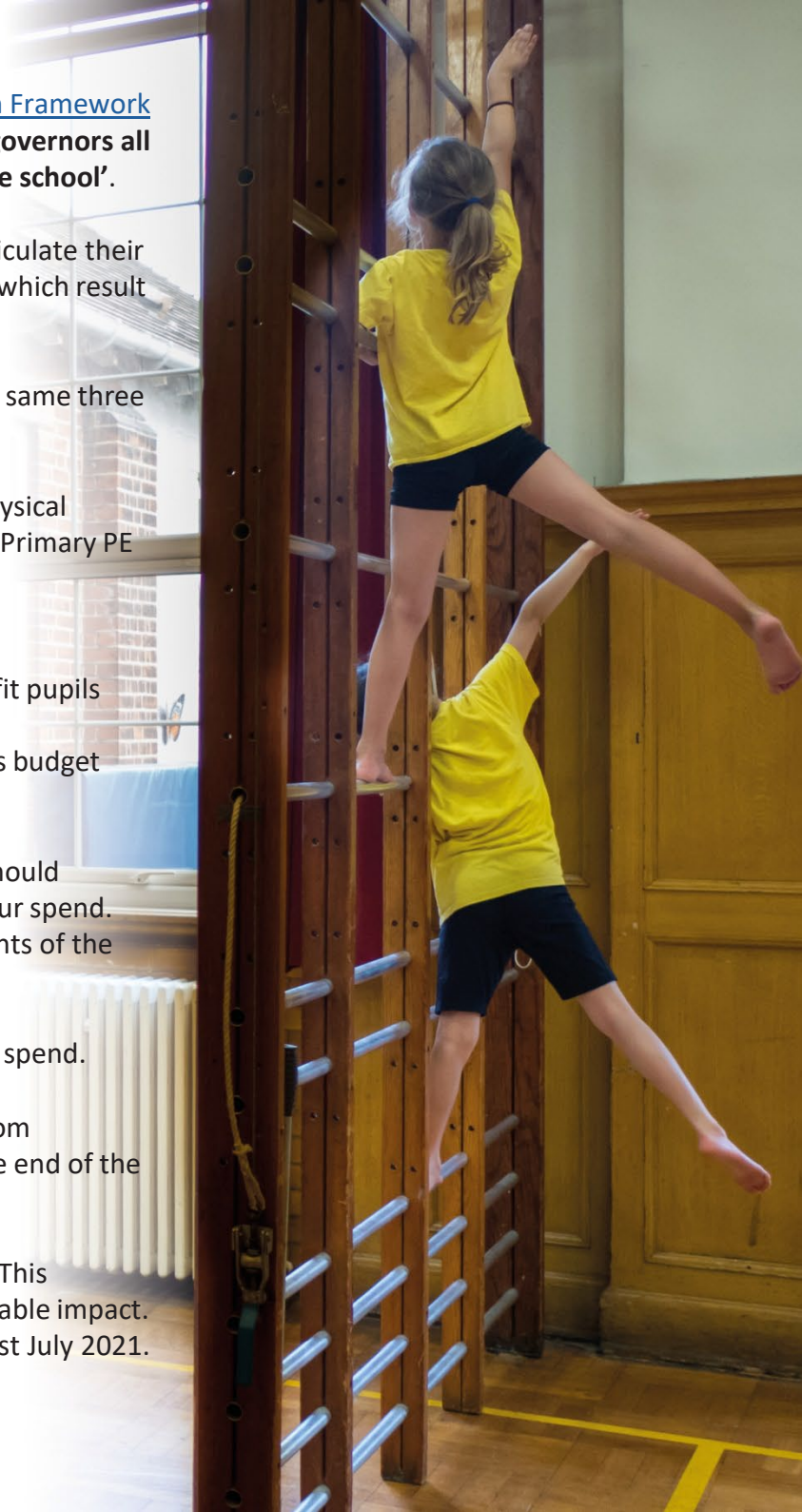
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](https://www.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 by the end of the summer term or by **31st July 2021** at the latest.

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](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020/21 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2023:	Areas for further improvement and baseline evidence of need:
<p>All children from year 2-6 attended swimming provision with qualified instructors across the year.</p> <p>All year 6 pupils were offered the opportunity to represent Redhill in a sporting competition before leaving.</p> <p>We participated in multiple different sports across the course of the year, including numerous football competitions, basketball, athletics championships, netball, tennis, cross country & rounders. Over 80% of each year group had partaken in a sports competition across the school academic year.</p> <p>We won several competitions including the Telford and Wrekin tennis competition, both u11 and u10 boys were winners of the Shropshire schools and colleges football competition. Our 5/6 boys football team were also the Winners of the Telford and Wrekin schools football associations competition.</p> <p>Our year 5/6 boys football team were very successful throughout the year, competing in numerous events: ESFA football tournament, where they finished in 1st place, and then went on to the regionals where they finished in 4th; they represented Wolverhampton Wanderers in the Premier League Primary stars event held at Elland Road. The group finished in 8th place out of 18,700 entries, an amazing achievement.</p>	<p>Continue to increase the number of children participating in school competitions.</p> <p>Continue to develop in school competitions, through further house days and activities.</p> <p>Continue to focus on ensuring children can discuss the key knowledge and skills from the activities they are undertaking.</p>

Did you carry forward an underspend from 2021-22 academic year into the current academic year?

YES/NO * Delete as applicable

Total amount carried forward from 2021/2022 **£0.00**
+ Total amount for this academic year 2022/2023 **£19,540.00**
= Total to be spent by 31st July 2023 **£19,540.00**

<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 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>	90%
<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>	90%
<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

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: £ 19540	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:
				%
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 increase the engagement of pupils in physical activity daily, during lunch time, break times and afterschool in a variety of different sports. To continue to ensure a high-quality PE curriculum is offer to the children which provides physically demanding activities.	Daily run around the perimeter of the school Tuesday-Thursday. Lunchtime activities lead by the playground friends.	£1312.00	A range of different afterschool clubs have been running throughout the year including a musical theatre, boxing, tennis, cheerleading and other clubs from previous year. This has ensured that children are offered a breadth of opportunities to experience different sporting applications above just the curriculum offer. Playground friends run lunchtime activities to ensure active play. House captains come down and support reception and year 1 play to ensure all children are engaging in daily physical activity. As identified by Sally Noble 23.1.23 A very successful deep dive that confirmed the high quality and well-planned provision at Redhill.	To raise the profile of the daily mile using sports captains to lead and create challenges. Host sports house days.
	Offer a range of different after school clubs that develop links with clubs in the local area. SSA's to support SEND pupils during PE. Sports coach deliver training specific to competitions Scoot, cycles or walk to school week. Healthy lifestyles week. Mental Wellbeing week	£975.00 £491.14		To continue to hold the engagement of pupils focussing on ball moving time.

	Learn to ride workshops and bikeability sessions	£60.00	Children are able to articulate the importance of leading a healthy lifestyle.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
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>All staff to promote the engagement in different forms of physical activity to promote a lifelong love of sport across the school.</p> <p>Children know the importance of participating in physical activity.</p> <p>To celebrate participation in sport.</p> <p>To raise the awareness of different role models from a range of sports and to share experiences of how people stay physically active through life.</p> <p>To look into links with clubs in local community</p>	<p>Subject leader continue with Level 6 Certificate in Primary School Physical Education Specialism and subject leadership</p> <p>Active travel week</p> <p>Offer a range of curriculum areas where the fundamental movement skills can be developed and applied.</p> <p>Investigate staff confidence and attitudes to the teaching and delivery of PE and share how these influence children's attitudes.</p> <p>All adults, including the head teacher, take part in the morning run showing that physical activity is something that must be developed not only as a child but also as an adult. Adults are positive role models that promote that lifelong</p>	<p>N/A</p> <p>£196</p>	<p>Active travel week was successful in ensure children know that physical activity can be more than just PE sessions and sporting context.</p> <p>A range of sports is offered to ensure that children have transferable knowledge and understand how key disciplinary and substantive knowledge can be applied in different contexts.</p> <p>Participation in sport is celebrated through fortnightly sports assemblies, during celebration assemblies and via twitter.</p> <p>Racket sports have had a higher profile this year both through curriculum time and different competitions including participation in a primary and secondary tennis tour.</p>	<p>Continue to offer all pupils a chance to participate in a sporting competition or event by the time they leave year 6.</p> <p>To strengthen links with clubs in the local community including swimming.</p> <p>To celebrate participation in sport through in class and key stage assemblies.</p>

	<p>love of physical activity.</p> <p>Offer a range of sporting applications both in curriculum time and also through our school sport offer.</p> <p>High profile is to be placed upon OAA and teambuilding (appealing to the psychomotor domain).</p> <p>Inclusive competitions.</p> <p>Use a fortnightly assembly time to celebrate the children's participation in sports competitions and across the school.</p> <p>Develop and deploy a house system for sports competitions. This will include house football, house rounders, house hockey. We will also organise a house day where all children across the school will participate.</p> <p>Subject leaders to contact local clubs to investigate their interest in working with the children in the school.</p>	£87	<p>Links with the local community have been developed with the local tennis club, boxing club, basketball club and gymnastics clubs. This has led to not only a high quality of our afterschool club provision but also raised awareness of opportunities for participation outside of school.</p>	
--	--	-----	--	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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>To support recently qualified staff in the teaching of Physical education.</p> <p>To create core tasks with key observation questions to support staff with assessments.</p> <p>To review staff's subject knowledge and staff confidence in the teaching of PE to ensure a consistently high quality of teaching.</p> <p>Develop subject leaders' knowledge of physical education across the whole school setting.</p> <p>To ensure that assessment is embedded across the curriculum and purposeful and informative both for end of key stage assessments and the use of core tasks at the start and end of blocks.</p> <p>Continue to develop knowledge and skills documents to ensure that progression across the school is clear.</p> <p>Continue to support staff with the swimming provision and the use of the videos.</p>	<p>Subject leader attending Level 6 Certificate in Primary School Physical Education Specialism and subject leadership</p> <p>Staff to complete subject knowledge confidence forms.</p> <p>Subject leaders to work alongside sports coach to support with curriculum development</p> <p>Subject leader to lead staff meeting into the different teaching approaches and strategies.</p> <p>Subject leaders to develop knowledge and skills documents to ensure a progressive curriculum.</p> <p>Subject leaders to develop core tasks for all units to ensure effective assessments.</p> <p>Subject leaders create core tasks for all unit overviews.</p>	<p>N/A</p> <p>£448</p> <p>£128</p>	<p>Shared planning opportunities and examples of planning have been shared with ECT members of the school. This led to their successful participation in the PE Deep Dive with Sally Noble.</p> <p>The coaching model has been used successfully across the school with subject leaders sharing planning, delivering model sessions and working alongside staff to ensure subject knowledge and pedagogical approaches are delivered effectively.</p> <p>All children from year 2-6 have been swimming this year and have made excellent progress. Support has been given by sports coaches, teachers and Tas both in the water and from the pool side.</p>	<p>To develop the dance unit overviews to support staff when teaching and delivering dance.</p> <p>To review staff's subject knowledge and staff confidence in the teaching of PE to ensure a consistently high quality of teaching.</p> <p>Staff to attend PE/sport specific CPD provided by Telford & Wrekin School Sports Partnership.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
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> <p>To know that physical activity comes in many different forms.</p> <p>Look into a range of clubs that could be on offer for the children which follow their interests outside of school.</p> <p>Look into developing more school-club links with the local community.</p> <p>To ensure the children can articulate how the knowledge and skills is progressing across units and year groups and how their fundamental movement skills support their performance.</p>	<p>Invasion sports that will be offered are football, rugby, hockey, basketball, and netball.</p> <p>OAA, tennis, indoor athletics and athletics have also been provided to the children.</p> <p>Purchase equipment when required</p> <p>Subject leaders to remind staff in meeting of the fundamental movement skill toolbox.</p> <p>All staff discuss with children their prior learning and how they could use what they are learning today in the future.</p> <p>Subject leaders clearly highlight the fundamental movement skills used in KS1 knowledge and skills overviews</p>	<p>£3404.28</p>	<p>OAA unit overviews have been updated with a clear progression across year groups. Activities and planning has been outlined to support teacher confidence.</p> <p>A range of sports are offered in school (see objective 1)</p> <p>Fundamental movement skills have been embedded across KS1 and are assessed during year 2. These are then embedded across different sporting applications in KS2 and interventions are used to support children who have been identified with needing further support.</p>	<p>To know that both mental and physical activity create a healthy lifestyle – working alongside PSHCE and healthy lifestyles across the academic year.</p> <p>To ensure the children can articulate how the knowledge and skills is progressing across units and year groups and how their fundamental movement skills support their performance.</p>
--	---	-----------------	---	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
Look into further developing house competitions	Participate in all School Sports Partnership competitions.	£2847 TWSSP	House captains have been used to support physical activity across the school including leading lunchtime activity clubs.	Continue to develop house competitions.
Explore opportunities for links with other schools in our local community who are not part of the school sports partnership.	Develop links with other Crossbar Sports coach schools.			To enter multiple teams into a variety of competitions allowing more children to apply their skills in a competitive fixture.
Develop internal competitions within our own school including lunch time house events.	Explore links with other local schools that are not in our caption area.	£5355.30 – minibus cost £5136.02 – coach fee		
	Transport to competitions			

Signed off by	
Head Teacher:	<i>Whiting</i>
Date:	28/09/23
Subject Leader:	Katie Lloyd
Date:	28.9.23
Governor:	<i>June</i>
Date:	19.10.23