

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:

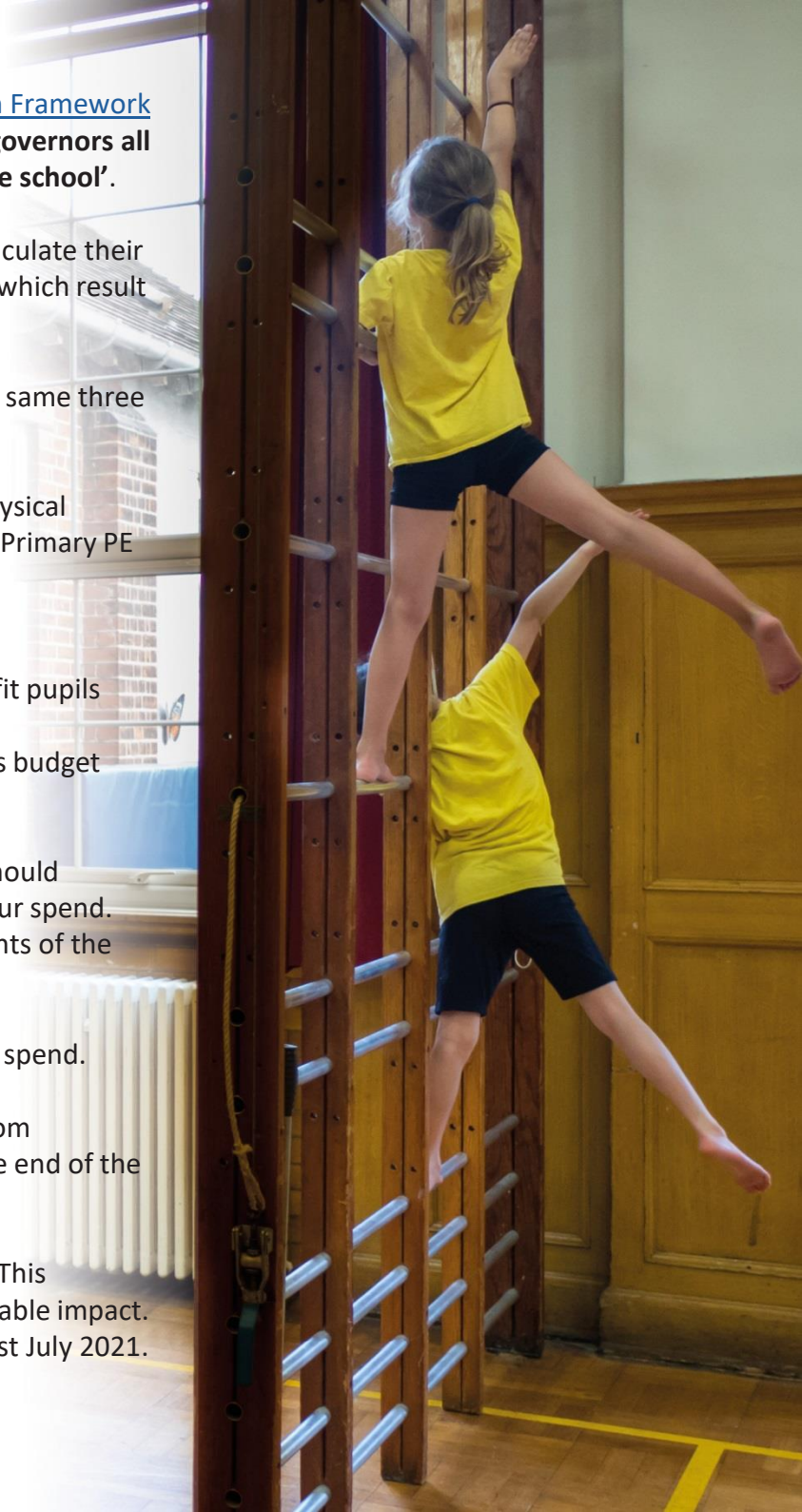
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects;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

Please visit gov.uk 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 2023** 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.

Key achievements to date until July 2023:	Areas for further improvement and baseline evidence of need:
<p>All children from year 2-6, approximately 300 pupils, attended swimming provision with qualified instructors across the year. 90% of year 6 pupils swim competently, confidently and proficiently over a distance of at least 25 metres.</p>	<p>Continue to increase the number of children at KS2 achieving 25m across all strokes.</p>
<p>All year 6 pupils were offered the opportunity to represent Redhill in a sporting competition before leaving.</p>	<p>N/A</p>
<p>We participated in multiple 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 have taken part in a sports competition this academic year.</p>	<p>Develop competitions happening in school as well as externally, through further use of house days and activities.</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 Association's competition.</p>	<p>N/A</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; and finally, 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, which was an amazing achievement.</p>	<p>N/A</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>	80%
<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: September 2023	
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:
					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 increase the engagement of pupils in physical activity daily, during lunch time, break times and afterschool in a variety of different sports.	<p>A mile run around the perimeter of the school every Tuesday-Thursday.</p> <p>Lunchtime activities lead by the playground friends.</p> <p>Offer a range of different after school clubs that develop links with clubs in the local area.</p> <p>Sports coaches deliver training in preparation for specific competitions.</p> <p> Scoot, cycles or walk to school week to enhance engagement in physical activity.</p> <p>Healthy lifestyles week to enhance engagement in physical activity through Fit4kids workshops.</p>		<p>£1312.00</p> <p>£975.00</p> <p>£491.14</p> <p>£347</p>	<p>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.</p> <p>A range of different afterschool clubs have been running throughout the year including football, multi sports, basketball, tag rugby, boxing, tennis, cheerleading. This has ensured that children are offered a breadth of opportunities to experience different sporting applications above just the curriculum offer.</p> <p>Children are able to articulate the importance of leading a healthy lifestyle.</p>	<p>To raise the profile of the mile run using sports captains to lead and create challenges.</p> <p>To further enhance children’s understanding of both mental and physical activity creating a</p>

<p>To continue to ensure a high-quality PE curriculum is offer to the children which provides physically demanding activities.</p>	<p>Mental wellbeing week to enhance engagement in physical activity.</p> <p>Learn to ride workshops and bikeability sessions.</p> <p>Subject leaders ensure that staff have high-quality medium-term planning and resources to support their delivery.</p> <p>PE deep dive carried out to monitor the provision of PE across the academy.</p> <p>Teaching assistants to support SEND pupils during PE.</p>	<p>Learn to ride workshops free.</p> <p>£60.00 for bikeability.</p>	<p>As identified by Sally Noble 23.1.23 A very successful deep dive that confirmed the high quality and well-planned provision at Redhill.</p>	<p>healthy lifestyle – working alongside PSHCE subject leader across the academic year.</p> <p>To continue to hold the engagement of pupils focussing on ball moving time (development point from deep dive visit).</p>
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<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>1%</p>
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Intent	Implementation	Impact	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>Sustainability and suggested next steps:</p>
<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>Participate in 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</p>	<p>N/A</p> <p>N/A</p> <p>£196</p>	<p>Active Travel week was successful in ensuring children know that physical activity can be more than just PE sessions and sporting context.</p> <p>Children have successfully displayed a range of fundamental movement skills throughout EYFS and KS1.</p> <p>Children have transferable knowledge</p>	<p>Continue to promote the engagement in different forms of physical activity to promote a lifelong love of sport across the school.</p>

<p>Children to know the importance of participating in physical activity.</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>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 mile 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 love of physical activity.</p> <p>Sporting role models to be incorporated into fortnightly sporting assemblies and into PE lessons when applicable.</p> <p>Offer a range of sporting applications (netball, basketball, football, rugby and tennis etc) 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>and understand how key disciplinary and substantive knowledge can be applied in different contexts.</p> <p>Children are able to articulate some sporting role models, explaining how and why they have been successful in their chosen field.</p> <p>This year, as well as other sporting applications, 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>All classes completed a unit of work on OAA in the autumn term ensuring progression in skills including a higher emphasis on collaboration and teamwork.</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>Ensure mile run takes place during the spring and summer term.</p> <p>Continue 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 celebrate participation in sport.</p>	<p>Inclusive competitions.</p> <p>Use a fortnightly assembly time to celebrate the children's participation in</p>	<p>£87</p>	<p>34 SEND children and 23 pupil premium children represented Redhill at a competition during the academic year.</p> <p>Participation in sport is celebrated through fortnightly sports assemblies,</p>	<p>To continue to ensure inclusive competitions are entered into and SEND and PP children are able to represent the academy in sporting endeavours.</p> <p>To continue to celebrate participation in sport through in</p>

To look into links with clubs in local community	sports competitions and across the school. Subject leaders to contact local clubs to investigate their interest in working with the children in the school.		during celebration assemblies and via twitter. 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.	class and key stage assemblies. To strengthen links with clubs in the local community including swimming.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
To develop subject leaders' knowledge of physical education across the whole school setting.	Subject leader attending Level 6 Certificate in Primary School Physical Education Specialism and subject leadership.	£1,000	Subject leader offered coaching and planning support to all staff, allowing for staff to further their knowledge of the breadth of the curriculum for their year group's programme of study.	To further develop the dance unit overviews to support staff when teaching and delivering dance (as this is an area identified by staff in which they requested further support).
To support recently qualified staff in the teaching of physical education.	Subject leader to work alongside ECT to develop expertise.		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.	To review ECT's subject knowledge and confidence in the teaching of PE to ensure a consistently high quality of teaching.

<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 complete subject knowledge confidence forms.</p> <p>Subject leaders to work alongside sports coach to support with curriculum development.</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>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>
<p>To create core tasks with key observation questions to support staff with assessments.</p>	<p>Subject leader to lead staff meeting into the different teaching approaches and strategies.</p> <p>Subject leaders create core tasks for all unit overviews.</p>	<p>£128</p>	<p>Teachers have employed core tasks in their lessons which has led to a greater understanding of children's progress within PE.</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>Subject leaders to develop core tasks for all units to ensure effective assessments.</p>		<p>Teachers have been responsive in adapting teaching and learning where misconceptions have arisen as result of completing core tasks.</p>	
<p>Continue to develop knowledge and skills documents to ensure that progression across the school is clear.</p>	<p>Subject leaders to develop knowledge and skills documents to ensure a progressive curriculum.</p>	<p>£448</p>	<p>Noted by Sally Noble through PE deep dive that curriculum documents were far more progressive and supportive for teachers to implement into their planning.</p>	
<p>Continue to support staff with the swimming provision and the use of the videos.</p>	<p>Subject leaders to signpost teachers to videos and teachers to use this knowledge in their delivery of swimming lessons.</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</p>	

			teaching assistants both in the water and from the pool side.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				17%
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 look into a range of clubs that could be on offer for the children which follow their interests outside of school.	Invasion sports that will be offered are football, rugby, hockey, basketball, and netball. OAA, tennis, indoor athletics and athletics have also been provided to the children this academic year. Purchase equipment for additional after schools or to replace old and tired equipment when required.	£3404.28	OAA unit overviews have been updated with a clear progression across year groups. Activities and planning has been outlined to support teacher confidence. A range of sports are offered in school (see objective 1).	To continue to offer a range of clubs that could be on offer for the children which follow their interests outside of school.
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.	All staff discuss with children their prior learning and how they could use what they are learning today in the future. Subject leaders to remind staff in meeting of the fundamental movement skill toolbox.		Fundamental movement skills have been embedded across KS1 and are assessed during year 2. These are then further applied across different sporting applications in KS2, and interventions are used to support children who have been identified with needing further support in achieving end of KS1 milestones.	To further 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.

	Subject leaders clearly highlight the fundamental movement skills used in KS1 knowledge and skills overviews			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				68%
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 continue to participate in School Sports Partnership competitions.</p> <p>To look into further developing house competitions.</p> <p>To explore opportunities for links with other schools in our local community who are not part of the school sports partnership.</p>	<p>Participate in all School Sports Partnership competitions.</p> <p>House captains to be given the responsibility of organising a house competition each term alongside PE subject leaders.</p> <p>Develop links with other Crossbar Sports coach schools.</p> <p>Subject leaders to contact local clubs to investigate their interest in working with the children in the school.</p> <p>Transport to competitions.</p>	<p>£2847 TWSSP</p> <p>£5355.30 – minibus cost</p> <p>£5136.02 – coach fee</p>	<p>So far this year, over 300 students across the school have attended sports competitions. Children from Year 1 to Year 6 have been able participate in a range of sporting competitions including multi-skills, golf, Kwik cricket, archery, swimming, tennis, dodgeball, hockey, tag rugby, netball, and football.</p> <p>House captains have been used to support physical activity across the school including leading lunchtime activity clubs.</p> <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>	<p>To enter multiple teams into a variety of competitions allowing more children to apply their skills in a competitive fixture.</p> <p>To continue to develop house competitions which focus on sports.</p> <p>To strengthen links with clubs in the local community including swimming.</p>

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