

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting
Tool Revised July 2022

Commissioned by



Department
for Education

Created by



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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 2023.**

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 2023. To see an example of how to complete the table please click [HERE](#).



Reigate Park Primary Academy Academic Year 2022-23

Rationale

At Reigate Park Primary Academy we aim to build on children's natural enthusiasm for physical exploration by providing stimulating, purposeful and challenging experiences through games, dance, gymnastics, swimming, athletics, the daily mile and outdoor and adventurous activities. We aim for as many pupils as possible to engage in activities that promote their physical development including being involved in competitive sports.

We know from evidence that physically active children are not only healthier but do better academically and in life; they are far more likely to be active as adults. The first ten years of life provide children with a blueprint for their adult lives and is the time when they develop the critical fundamental movement skills that act as foundations and building blocks for future activity.

Summary of Proposed activity for 2022-23

- Increase opportunities for competition within sport and physical activity
- Provide opportunities for children to partake in a broader range of sports
- Improve participation in sport and physical activity daily, aside from P.E lessons
- Understand and develop staff confidence in P.E
- Provide more sporting extra-curricular opportunities

Intended Impact of the Pupil Premium / Sports Funding

- Children are accessing a curriculum that is varied and builds on their learning year on year. Children access a range of sports and revisit these in future years.
- The daily mile has been reintroduced, giving pupils the opportunities to partake in daily physical activity
- Feedback from pupil voice has shown that most children have a positive attitude towards P.E and enjoy their P.E sessions. Most pupils could discuss what they had been learning in P.E and what they most enjoyed.
- Use of the P.E Hub has ensured continuity and consistency of lessons being taught and in children receiving good teaching through increased staff confidence
- The use of 'Premier Sports' and 'Derby Community Trust' coaches are used to ensure that children receive a better quality of education and experiences in a broader range of sports e.g. fencing, archery, tri-golf. Specialist coaches have also provided cross-curricular links, providing active maths, writing and reading interventions through sport links
- Early years pupils have excellent opportunities and resourcing for building and developing their fine and gross motor skills
- Extra-curricular sporting activities have been provided 3 x weekly this year, providing children opportunities to experience a range of sports outside their P.E lessons, develops their skills and confidence and also provides opportunities for pupils to interact with other pupils they may not get chance to in the day.

It is intended that the above actions will be sustainable over time as they focus on:

- Pupils engagement in regular physical activity

- Raising the profile of P.E across school
- Increasing staff's confidence, knowledge, and skill in teaching P.E and sport
- Providing a broader range of sports and activities to all pupils
- Increasing participation in competitive sport

Review of our previous strategy

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ol style="list-style-type: none"> The engagement of all pupils in regular physical activity <ul style="list-style-type: none"> • Pupils still come into school in their P.E kit on P.E days. This has helped in pupils having P.E kits for lessons greatly • Each year group has 2 x 1 hour slots on their timetable (this also includes swimming lessons, sessions with specialist coaches, yogabugs) • We have reintroduced the daily mile at lunchtimes, alongside improved resources, providing children with daily physical activity. Specialist coaches have also been providing lunch time clubs x 2 weekly providing further opportunities for daily activity. • Specialist coaches have been providing extra-curricular sporting clubs 3 x weekly. The uptake has increased on previous years. The profile of PE and sport is raised across the school as a tool for whole-school improvement <ul style="list-style-type: none"> • Writing and reading interventions have been provided by sports coaches through an interest in sport. Children have been linking their learning with sport and physical activity. • Active maths has been piloted in Year 3, providing links between maths and PE • Sports day is back to a competitive format this year, involving staff, children and parents/guardians • Improved resources for playtimes/lunchtimes have been provided to encourage physical activity and sport in the pupils time away from lessons • Specialist coaches have been employed to provide access to a wider range of sporting activities 	<ol style="list-style-type: none"> The engagement of all pupils in regular physical activity <ul style="list-style-type: none"> ○ Ensure that pupils have access to physical activity within classrooms, e.g. active maths, brain breaks The profile of PE and sport is raised across the school as a tool for whole-school improvement <ul style="list-style-type: none"> ○ Introduce sport awards for weekly assemblies increased confidence, knowledge and skills of all staff in teaching PE and sport <ul style="list-style-type: none"> ○ Continue to monitor use of the 'PE Hub' ○ Further CPD opportunities in areas such as gymnastics and dance ○ Introduce assessment of P.E broader experience of a range of sports and activities offered to all pupils <ul style="list-style-type: none"> ○ Continue to offer a range of sports for afterschool clubs ○ Provide more lunch time opportunities to be involved in sports Increased participation in competitive sport <ul style="list-style-type: none"> ○ Develop links with other schools to arrange competitions ○ Develop sports clubs within school to compete against other schools ○ Increase intra-competition within school

3. Increased confidence, knowledge and skills of all staff in teaching PE and sport
 - The 'PE Hub' provides clear, step by step lessons, resources and cross curricular links, increasing staff's confidence in teaching the lesson. Lessons clearly follow on one from one another and the curriculum builder tool ensures that sports/skills are revisited and built upon in their time in school
 - Specialist coaches have worked with members of staff in particular areas e.g. net and wall games, OAA, to support and mentor.
 - Improved resourcing is allowing teachers to teach to a good standard with the correct equipment
4. Broader experience of a range of sports and activities offered to all pupils
 - 3 x weekly after school clubs provided by specialist coaches have provided a range of sports e.g. dodgeball, archery, football, tag rugby, athletics. Uptake has increased on previous years
 - In the summer term, each year group had a weekly session with a sports coach for 6 weeks in a broader range of sports e.g. archery, boccia, tchoukball, tri-golf, fencing.
 - Bikeability sessions were provided for pupils in Year 5 and 6, providing them the opportunity to learn to ride a bike, and to develop their bike riding abilities
 - Yoga bugs sessions provided for Reception and Year 1, allowing them to develop their physical activity as well as their mindfulness
5. Increased participation in competitive sport
 - Pupils compete in teams through their afterschool clubs
 - In the final session of the P.E sessions taught by the specialist coaches, the year groups competed against one another
 - Sports day is back to a competitive format

Academy Swimming Data

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	66%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	77%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	49%
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?	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 students today and for the future.

Academic Year: 2022/2023		Total fund allocated: £19,200		Date Updated: 7.6.23	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: 53%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Pupils to take part in more daily physical activity	<ul style="list-style-type: none"> Children to take part in the daily mile at lunchtimes Equipment/provided at lunchtimes to be enhanced to encourage pupils to use it Lunch time clubs 2 x weekly provided by a specialist coach 	(see funding in indicator 3 – lessons) (see funding in indicator 2 – profile of P.E)	<ul style="list-style-type: none"> All pupils take part in the daily mile - be this walking or running, providing opportunities for daily physical activity More pupils are using the equipment provided for lunchtimes, providing pupils the opportunity for physical activity Specified year groups/groups of pupils have been working with specialist coaches, increasing their physical activity that day 	<ul style="list-style-type: none"> Continue and possible increase lunch time clubs – through specialist coaches or staff Continue the daily mile Continue to ensure that equipment is of good quality 	
Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement					Percentage of total allocation: 36%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
High quality P.E sessions with a range of sports	<ul style="list-style-type: none"> Specialist coaches (Premier Sports) to provide 1 session a week for 6 weeks in every class in a broader range of sports Reading and writing interventions to be provided by specialist coaches 	£3,240 (see funding in indicator 3 –	<ul style="list-style-type: none"> All pupils took part in high quality P.E session All pupils got an opportunity to take part in a sport they may not experience elsewhere Enjoyment of P.E, raising the profile of P.E 	Continue to use specialist coaches throughout the week to work with all classes. Continue to change the sports being offered so children gain a wide range of experiences Look into how active maths can be integrated into the school	

	<p>that provide links between sport and writing/reading</p> <ul style="list-style-type: none"> Enhance and develop equipment provided for lunchtime activities and lesson resources 	<p>lessons)</p> <p>£3650.18</p>	<ul style="list-style-type: none"> Pupils have regular access to high quality resources/equipment, encouraging physical activity and sport, raising the profile of P.E Pupils enjoy using the equipment at lunch times and are encourage to participate in daily physical activity 	<p>day/maths lessons on a regular basis.</p> <p>Continue to monitor equipment available for pupils at playtimes/lunchtimes. Ensure it is being treated respectfully and used properly</p> <p>Further CPD for staff to ensure knowledge and confidence in subject knowledge and delivery</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				36%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To improve confidence in staff's ability to teach PE lessons	<ul style="list-style-type: none"> DCCT to complete coaching/mentoring sessions 1 x weekly throughout the year. Coach to work with a different teacher each half term. Use of 'PE Hub' for planning Check PE equipment and provide new equipment, providing opportunities for a range of sports e.g. lacrosse equipment boccia equipment, climbing equipment for gross motor development in EYFS 	<p>£6,500</p> <p>£500</p> <p>(see funding in indicator 2 – resources)</p>	<ul style="list-style-type: none"> 5 x teachers have been supported in their chosen area Teachers are more confident in teaching that area after working with the coach (evidenced from discussion afterwards) Teachers are clear in what they are teaching Teachers have more confidence in their teaching due to the clear steps Staff have the correct equipment to provide high quality lessons, increasing confidence in teaching the lesson Equipment matches the resources needed on PE Hub 	<p>Continue the use of specialist coaches to work with individual teachers</p> <p>Staff questionnaire to be sent out at the start of each year to assess teachers areas of confidence and weakness - CPD following this</p> <p>Continue the use of PE Hub</p> <p>Staff questionnaire to gain an understanding of their thoughts on PE Hub</p> <p>Staff CPD on PE Hub</p> <p>Staff CPD on equipment available/how to use</p> <p>Continue to monitor effectiveness of equipment</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				28%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p>Increase opportunities for pupils to participate in a broader range of sports</p>	<ul style="list-style-type: none"> Specialist coach to deliver afterschool clubs 3 x weekly (1 through Premier sports and 1 through DCCT) Specialist coach to deliver enrichment sessions in Summer term to all year groups, offering different sports e.g. boccia, archery, tri-golf, fencing 	<p>£2,808</p> <p>(see funding in indicator 2 – coaches)</p>	<ul style="list-style-type: none"> An increase in participation in after school sports clubs Children have had a greater choice of sports to choose from for after school clubs Children have been given the opportunity to experience sports they may not be able to outside of school Children have been given the opportunity to experience sports they may not be able to outside of school Children have received high quality PE session in a wider range of sports that are not on the curriculum 	<p>Continue the use of specialist coaches to provide extra-curricular and enrichment sessions</p> <p>Look into setting up school teams in particular sports.</p>
<p>Pupils to have the opportunity to learn to ride a bike</p>	<ul style="list-style-type: none"> Bikeability to offer Level 1 sessions to Years 5 and 6 	<p>Free</p>	<ul style="list-style-type: none"> 61% of Year 6 pupils learnt to either ride a bike or develop their bike riding abilities 42% of Year 5 pupils learnt to ride their bike 	<p>Continue to use bikeability in future years.</p> <p>Try and encourage more pupils to take part.</p> <p>Look into options to provide Level 2 (on the road sessions)</p> <p>Look into sessions for KS1</p>
<p>Younger pupils to become aware of mindfulness, and strategies to help with their emotions</p>	<ul style="list-style-type: none"> Yogabugs to offer sessions for reception and Year 1 pupils 	<p>£2,500</p>	<ul style="list-style-type: none"> Reception and Year 1 pupils gain physical exercise outside of the PE session Pupils have really enjoyed the relaxation of the sessions Pupils can discuss what they do in each session 	<p>Next year we will look into virtual sessions as teachers have been inconsistent this year.</p>
<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation:</p>

				17%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Increase opportunities for pupils to compete within sport	<ul style="list-style-type: none"> Specialist coaches to provide weekly sessions in a broader range of sports. At the end of the term, year groups will compete against one another Sports day to return to its competitive format this year 	(see funding in indicator 2 – coaches)	<ul style="list-style-type: none"> Pupils really enjoyed competing against the other class in the year group Pupils were engaged in all sessions as they wanted to improve to beat the other class in the competition Pupils worked well as a team to gain points Pupils felt a sense of achievement 	<p>Develop links with other schools within the trust and in the local area to improve competitive opportunities</p> <p>Set up school teams to compete against other schools.</p>

Approval route:

Sports Premium Lead: Charlotte Miller	Date: 15.6.23
Principal: Karen Ratcliff	Date: 16.6.23
Trust Leader:	Date: