

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST





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

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 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.

**** In the case of any under-spend from 2022/23 which has been carried over this must be used and published by 31st March 2024.**

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](#).

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>High quality PE provision is provided for every pupil at Southdale, on a weekly basis. Specialist PE teachers work with our staff and children(FR PE Provision)</p> <ul style="list-style-type: none"> • Greatly enhanced P.E equipment stock providing high quality equipment across an increasing range of sports to facilitate more participation within PE sessions – particularly at lunchtimes. • Due to promoting different sports in PE lesson, there is a high uptake of after school sports clubs. After school clubs are more varied and inclusive (more SEND/ less active/ less engaged children) clubs have included: kids fit, cheerleading; inclusion games and multi skills • Improved playtime/lunchtime resources chosen by the children that facilitate more active play. • Outdoor adventurous and orienteering lessons have improved team building and communication, balance, co-ordination, tactics, problem solving; design, creativity in sports. • Developed links with Sport's leaders at Ossett Academy have supported various sporting events including sports day • More sports competitions and increase in quality lessons - Employing a specialist teacher to work with members of staff (targeted HLTAs and ECTs to develop different areas of PE – staff have had training on how to plan, deliver and assess lessons in tennis, gymnastics, football tag rugby, dance, volleyball, hockey and cricket –Staff confidence has increased. • To provide staff with CPD and development opportunities working alongside specialist coaches - the impact has been an increased confidence in teaching alongside the sport's coaches – they are now also teaching independently and applying the skills that they have learnt this is every teacher every week <ul style="list-style-type: none"> • Sports celebration day – helped promote sports and local clubs • Tournaments interschool regularly take place • Y3/4 football, Y4/5 rounders, 5/6 football, a targeted trampolining taster session for inactive children, Y3 ball skills 	<ul style="list-style-type: none"> • To continue to actively target PP/vulnerable children/ less active children /children with SEND/ children on the inactivity register for after school clubs • Continue to Employ a specialist teacher to work with members of staff to develop different areas of PE, for example dance. Specialist sports coaches to provide support for invasion skills and games and a range of after-school clubs and different sporting opportunities • Continue to develop a lunchtime sports leader to continue to develop the sports on offer at lunch and playtimes . <ul style="list-style-type: none"> • Improve lunchtime sports provision by having midday supervisor training on active lunches • To continue to develop the range of competitions that Southdale participates in and hosts • To provide staff with CPD and development opportunities working alongside specialist coaches – new staff and existing staff to team teach and plan together. <ul style="list-style-type: none"> • Develop enhancement afternoons to ensure intra school sport between classes to include a clear goal and outcome for theses events. • Embed staff practice of independently teaching the skills learnt from PE coaches. • Promote wider community sporting clubs and activities through use of social media/ sporting club days/ inviting members in • Continue to promote links with local sports clubs and coaches to encourage high take up of sports out of school hours. • Pupil voice questionnaires to continue to inform impact and planning moving forward. • Staff to use AfL more consistently in PE to ensure all children make timely progress through continuing to improve teacher's subject knowledge (support of lead and coaches) • Staff to use planning (which includes progression grids) PE coaches to

Gold mark achieved and retained.	<p>take more of a role in assessing children and giving feedback to teachers – so that teachers can quickly address gaps in learning. Coaches can team teach/offer to support to less experience/confident teachers</p> <ul style="list-style-type: none"> • Continue to develop a lunchtime sports leader to continue to develop the sports on offer at lunch and playtimes
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Did you carry forward an underspend from 2021-2022 academic year into the current academic year? *

Delete as applicable

If YES you must complete the following section

Budget £15,187

Outturn £15,038

Carry over £149

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: £31,088	Date Updated: July 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:
				%
Intent	Implementation		Impact	9%
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: £31,088	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Continue to the increase the amount of time children participate in physical activity at lunchtime.	Lunch time staff to lead games with training from FRPE to lead a range of sporting activities over lunch time Y6 sports leaders to run a range of activities during lunch and playtimes Y6 sports leaders have extensive training to enable these activities to be led effectively	Pay FR PE Provision £2,292 Equipment £550	Children are more active at break and lunch times There is a wider offer of school activities Pupil voice confirms that all pupils including targeted groups groups are accessing more at these times Staff have a greater understanding of a range of sports (including dance) and all staff are now teaching a range of sports independently and with confidence (PE lead has observed teachers teaching and the teaching has been to a high a quality)	To continue and embed Active lunchtimes CPD continued – staff to take more active roles
To upskill members of staff so they are able and feel confident to teach range of sports – specific staff and skills to be targeted to take into account experience of teachers	Continue to Employ a specialist teacher to work with members of staff to develop different areas of PE, for example dance. Specialist sports coaches to provide support for invasion skills and games and a range of after-school clubs and different			

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Improve playground sports provision during lessons and break and lunch times	<p>sporting opportunities</p> <p>We employed Wakefield Trinity RLFC to upskill specific teachers on rugby knowledge/teaching skills.</p>	£500	<p>A wide range of sports is now accessible within school grounds. It is used a break and lunchtimes to increase the activity of targeted children. Some activities link to specific skills being taught in lessons</p>	<p>Maintain equipment</p> <p>Hold competitions at Southdale</p>
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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	0%
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:

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<p>Increase the profile of sports in schools</p> <p>Ensure PE teaching and learning is consistently strong across school through the continuous cpd staff receive.</p> <p>To continue to develop the range of competitions that the children participate in.</p>	<p>We will continue to celebrate sporting success in assemblies, on our website on twitter, in the entrance area to raise the profile of PE to visitors and parents by displaying the Gold award.</p> <p>We will continue to use the notice board in the entrance to the playground and on the corridor to raise the profile of PE to children.</p> <p>We will use role models – sporting personalities so pupils can identify with success and aspire to be a sporting hero.</p> <p>To provide staff with CPD and development opportunities working alongside specialist coaches – new staff and existing staff to team teach and plan together.</p> <p>Continue enhancement afternoons to ensure intra school sport between classes.</p> <p>Promote sports at Southdale to new parents as part of the transition process</p>		<p>Pupil voice show that children can talk about a range of different sport's and a variety of athletes</p> <p>Children are keen to share their sporting achievements</p> <p>Children at Southdale recognise other's achievements</p> <p>Parents are more aware of the sports that happen within Southdale</p> <p>Southdale has the reputation of a school that is exemplary in the promotion and involvement in sports.</p> <p>Governors are aware and actively involved in the sports that Southdale offer.</p> <p>New parents and children are aware of the variety and importance of sports at Southdale</p> <p>Pupil voice states that lessons are really inclusive and everyone was actively involved.</p>	<p>Update boards regularly</p> <p>PE lead to continue to engage with wider sporting communities</p> <p>Half termly sports update to parents as newsletter</p> <p>Sport's lead to continue to report to governors</p> <p>Sports at open evenings to continue</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:
				%
Intent	Implementation		Impact	30%
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:
Children have access to a deep and rich PE curriculum.	<p>Continue to develop all staff in the teaching and learning of PE so that children have access to a quality PE curriculum which is assessed, and skills are built upon.</p> <p>Employed two PE specialist teachers to work alongside (and develop) other teachers within the school.</p> <p>Continue to develop all staff in the teaching and learning of PE so that children have access to a quality PE curriculum which is assessed, and skills are built upon.</p> <p>Employed two PE specialist teachers to work alongside (and develop) other teachers within the school.</p> <p>Staff CPD during staff meetings by PE lead</p>	FRPE Provision £9,240	<p>Staff are confident in actively seeking help and advice from Southdale's PE lead</p> <p>Children receive in depth lessons which focus on progression of skills and quality outcomes</p>	<p>All lesson plans on shared for use and future use by staff. Staff have confidence and opportunity to deliver a sequence of lessons immediately and the impact is staff confidence and competence increased. Continue and develop this model.</p> <p>Southdale to engage/promote and lead in more sporting competitions</p> <p>PE lead to give regular updates to staff and year group leads to ensure the profile of PE remains high</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	12%
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>Provide opportunities for children to experience new and exciting sports.</p> <p>Engage children in a wider range of sports that they can compete in/ progress in both in and out of school</p> <p>Links with wider community</p>	<p>Sport's special mentions - part of our weekly celebration assembly – to celebrate sports outside of school</p> <p>Southdale to engage with a wider range of outside agencies</p> <p>Offer a range of after school activities.</p> <p>Contact local clubs in order to promote links.</p>	<p>FR PE provision invoice us for these clubs. These clubs are paid for by parents. Sports premium covers any financial gaps caused by fluctuations in numbers attending and supports less fortunate children with sports kit and enabling them to attend what is on offer. £3,827</p>	<p>Children are now aware of a wider variety of Sports that are available in the local area.</p> <p>Children have a better understanding and appreciation of the commitment/progression and dedication to sports</p> <p>Children have a better understanding of GB athletes, inspirational sports people (diverse range of sporting achievements)</p>	<p>To embed this – invite coaches in to promote local clubs</p> <p>Get sports JLT to take more ownership of this</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	0%
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:
School to participate in a variety of sport competitions.	Ossett High School: Y3&Y4 football Y5&Y6 football All years trampolining Y4 & Y5 Rounders		Southdale compete in a range of competitions Intra school competitions have meant that every child has competed in sports events at various points during the year Children all participated in 6 events – parents were able to watch	PE lead to continue to actively be involved in the local and wider sporting education communities PE lead to promote and lead competitions hosted at Southdale
Arrange Sport's Day	Sport day arranged and booked. Year3 and 4 AM. Year 5 and 6 PM			

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Elliot Biltcliffe
Date:	3 July 2023

Governor:	Jonathan Scott
Date:	24 th May