

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



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](#) 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](#).

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Details with regard to funding

Please complete the table below.

Total amount allocated for 2022/23	£19,780.00
Total amount allocated for 2023/24	£19,780.00

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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 then transfer to the pool when school swimming restarts. 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	
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 2020. Please see note above	92%
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	92%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	92%
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, we have provided top up swimming for our non swimmers in year 5 and 6.

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: 2024/25		Total fund allocated:		Date Updated:20.07.24	
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?	
Increase participation in inter-school sports from 78% to 85% by July 2025 through targeted events, active promotion and support for all student groups.		Register interest for different DCCT events. Ensure that all classes attend at least one DCCT event, including SEND and vulnerable groups by the end of the academic year.		DCCT affiliation cost: £1785 Estimated cost of transport: £2400	
Promote active travel to school. Increase active travel participation from 46.7% to 55% by July 2025 through targeted initiatives, such as the Sustrans Big Walk and Wheel, and by promoting engagement with students and families.		Complete Sustrans Big Walk and Wheel over two school weeks. Track the increase in the number of students arriving at school through active travel with active travel ambassadors and school incentives.		No cost. Active travel will have increased from an average of 46.7%. Data will be obtained and target year groups can be identified.	
				Sustainability and suggested next steps:	
				40%	
				Continue to monitor DCCT affiliation and book onto events when needed. Ensure that enough children get to go to events held by them.	
				Next steps will be to identify year groups of children that travel to school less actively to implement a morning burst of activity before they begin their learning for the day.	

<p>For children to report increased engagement in physical activity during the school day through drop ins and pupil voice questionnaires.</p>	<p>Introduce 60 minutes active timetable.</p> <p>During Wellbeing Wednesday all children to complete a wake and shake type activity at the end of their assembly or at some point during the school day.</p> <p>At the end of the day, children to complete a short burst activity from Joe Wicks, Go Noodle, Danny Go etc...</p>	<p>No cost</p>	<p>More children achieving their 60 active minutes daily.</p>	<p>Monitor staff engagement.</p>
<p>Implement participation in the daily mile to at least once per week, aiming for improved engagement across all students. Measured through pupil voice and informal drop ins.</p>	<p>-PE lead to monitor the uptake of children using the daily mile during playtimes and lunchtimes.</p> <p>Implement participation at least once per week, aiming for improved engagement across all students. Staff to add daily mile slots onto weekly timetables.</p>	<p>No cost</p>	<p>- Improving amounts of children that are active for at least 60 minutes throughout the school day.</p>	<p>- Improved scores on amount of children active.</p>
<p>Ensure high-quality PE is delivered consistently across the school by supporting staff in implementing the Real PE curriculum effectively and addressing individual needs for professional development.</p>	<p>Conduct PE lesson observations and complete teacher confidence questionnaires for all staff by the end of the spring term, aiming for 90% of teachers to report increased confidence in delivering high-quality PE lessons.</p> <p>Provide tailored CPD sessions based on the results of the questionnaires and observations, ensuring all staff are equipped to deliver engaging</p>	<p>£695 for cost to access the platform.</p>	<p>100% of children leave our school with the fundamental skills to enable them to take part in activities in the future.</p>	<p>All CPD online now.</p>

	<p>and effective PE lessons.</p> <p>Complete all lesson observations, questionnaires, and CPD sessions by July 2025, with termly progress reviews to ensure the target is met of those teachers that need it.</p> <p>Complete team teaching where appropriate.</p>			
<p>- Train Year 5 students as Play Leaders to increase KS1 physical activity levels and reduce behaviour incidents at lunch, aiming for measurable improvement in KS2 engagement by year-end. Measured through a reduction in behaviour incidents logged on Scholarpack.</p>	<p>-Establish Real Leaders in school.</p> <p>-Provide the PE Leaders with training to support KS1 pupils.</p> <p>-Once the leaders are confident with KS1 move onto the KS2 playground to work with lower KS2.</p>	<p>YW out for one day to train Play Leaders. £690 for supply cover.</p>	<p>-Children will be more confident to deliver sports sessions to other pupils in school.</p> <p>-KS1 pupils will be more active during lunchtimes.</p> <p>-Later on in the academic year, we will see more active pupils in lower KS2. YW to monitor.</p>	<p>Continue to monitor this in order to build from previous years and improve how we deliver this year on year.</p>
<p>Increase the number of KS2 students actively participating in lunchtime sports from the baseline to at least 60% by the end of the summer term, tracked through weekly participation records.</p> <p>Implement the program by January 2025 and achieve the participation target by July 2025, with termly reviews of participation rates and feedback to ensure continual improvement.</p>	<p>Introduce a structured football program on the KS2 playground led by a staff member with a sports specialism, alongside opportunities for alternative sports to engage all students.</p> <p>Allocate a dedicated sports specialist to lead lunchtime football three times a week and introduce one alternative sport session weekly to diversify opportunities for students.</p> <p>Create exercise boxes with</p>	<p>No cost</p>	<p>-Pupils across the school are more active on a daily basis, including break time and lunchtime. They enjoy being active.</p> <p>- Pupil concentration, commitment, self-esteem and behaviour enhanced.</p>	<p>Continue to monitor physical activity levels to ensure ALL classes meet the minimum government guidelines of at least 30 minutes a day for each child in school time</p>

	challenges in them for the children to complete with dojos as a reward given by playworkers. To be lead by play leaders.			
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	21%
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:
-TLR3 allocation PE lead.	Teacher to ensure that high-quality PE and sport is being delivered across the school.	£2683	High quality PE teaching with learning behaviours at the centre of all learning in school.	Continue to monitor.
-To keep up-to-date with development and subject knowledge for PE.	-PE Lead to liaise with Create Development PE lead to attend network meetings for PE through Derby City SSP. Keep up to date with trust updates regarding PE. Attend trust network meetings.	£1380 for supply cover. One SSP breakfast meeting and three trust network meetings.	School sport will be in line with expectations. PE lead more aware of current PE initiatives in order to make staff aware.	Attend meetings regularly to keep updates fresh.
-To raise the profile of PE at Lawn by utilising the Facebook and Twitter pages.	Create social media platform where parents can share sporting activities that their children get up to out of school as well as in school.	No cost	Parents and the local community will be more aware of our school's sporting achievements, raising the profile of sport within school.	PE lead to continue to revise and revamp social media platform alongside CH. Try to get as many parents to

				tag Lawn in their events.
- Ensure 100% of new staff and ECTs complete Real PE training via the Jasmine platform by the end of their first term in the school, tracked through training completion logs.	To show our new member of staff and our ECT how to access the training on the Jasmine platform. To get them time out of class to complete this.	No cost	High quality PE happening in school. Staff understand the research being why we teach PE the way that we do.	Monitor PE through observations.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
Intent	Implementation	Impact	6%	
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:
- Ensure that high-quality Real PE lessons are delivered consistently across all year groups by providing targeted support and monitoring lesson delivery.	- Conduct at least one PE lesson observation per key stage per term, with 90% of observed lessons meeting the "high quality" standard by July 2025, as defined by the Real PE criteria. Follow up time to be added to do some in house team teaching.	£1380.00 Follow up CPD time: £760	High quality observations will be occurring. -Increased confidence in teaching PE. CPD opportunity for staff as they will be able to see developmental steps clearly and challenge children appropriately. -Improved attitudes to physical education due to the non-association of specific sports. -Fundamental skills will be	Continue to monitor the delivery of Real PE as staff move into different year groups. Regular opportunities for observations.

			<p>developed across the school with less children needing to receive physical literacy interventions.</p> <p>-Positive learning environments enabling children to enjoy PE lessons and make good progress.</p> <p>-Children will be allowed to take ownership over their levels of challenge and set themselves personal targets to achieve.</p>	
-Assessment wheels to be completed after each term during the last sing up assembly.	<p>YW to remind teachers to complete assessment wheels.</p> <p>Refer them to the loom video that shows them how to complete this.</p>	No cost	<p>-Teachers will feel confident to complete the assessment wheels.</p> <p>-They will be done each half term.</p>	PE lead to analyse data from the wheels to target children or certain year groups for intervention or monitoring.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		Impact	33%
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 Change.	Sustainability and suggested next steps:

<p>Book a range of competitions and Festivals for children from FS, KS1 and KS2 to take part in throughout the year.</p>	<p>Book events from the DCCT events calendar for all ages. Arrange transport and cover. Organise training sessions and clubs. Attend events. Celebrate participation.</p>	<p>DCCT affiliation as stated above including transport costs.</p>	<p>100% children in FS2 –Y6 attend either a festival or a competition.</p>	<p>Book festivals and competitions through DCCT, with the aim to have all children attending at least one event by the end of the 2024/25 academic year. Continue to develop strong links with community clubs.</p>
<p>Prepare some of our Year 2 pupils to participate in the Celebration of Dance event by teaching a choreographed dance routine and organising their attendance at the event.</p>	<p>Ensure 100% of the participating Year 2 pupils participate in weekly dance practice sessions, culminating in their successful performance at the event, tracked through attendance records and teacher feedback. Prepare the children with weekly practise of a dance. Organise transport. Allocate tickets to parents.</p>	<p>Included in DCCT affiliation.</p>	<p>Last year the event ran for our KS2 pupils so this year we will run it for our KS1 pupils to give them an opportunity to perform. Participating in the Celebration of Dance promotes creativity, teamwork, and confidence while aligning with the school’s focus on enriching physical activity through diverse opportunities.</p>	<p>Take part in the Celebration of Dance again next year rotating between key stages.</p>
<p>Analyse after-school club attendance to identify participation rates among all pupils, with a focus on vulnerable groups, and implement strategies to increase their involvement in physical activity.</p>	<p>AM Sports to continue to run after school clubs based on pupil interest from pupil voice questionnaires. Soccer stars to run after school clubs for Y1/2 girls and KS2 children. James Gregory to run varied sports competitions at after school club to increase interest in after school provision but also to</p>	<p>£6000</p>	<p>Children will be taking part in a range of different sporting activities.</p>	<p>Continue to work with AM Sports and Soccer stars.</p>

	target pupils that attend a lot of wrap around care.			
To ensure that our children who cannot swim 25m by the time that they school, have the opportunity to do so.	Provide top-up swimming sessions for Year 5 and 6 students, aiming for as close to 100% as possible of students confident in swimming 25m unaided by the time they leave.	£2007	As many children as possible will leave Lawn confident to swim 25m unaided. More children will have learnt an important life skill.	Keep a record of swimming to ensure as many pupils as possible access the top up swimming.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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 run a sports festival for our younger pupils in the summer term led by our Year 5/6 Real Leaders.	Play leaders and Year 6 pupils to run a competitive sports festival as they have completed their Real Leaders Training.	No cost	A successful Sports festival will take place during the academic year.	Year 6 pupils to use what they have learnt to deliver a festival during next academic year. Year 6 pupils to use the training that they have had to establish their roles as leaders in the school.
Ensure 100% of Year 5 pupils complete the Real Leaders training program by the end of the spring term, tracked through attendance records and skill assessments.	Year 5 to complete Real Leaders at some point in the academic year in preparation for running a competitive summer festival. Year 5 teachers to deliver Real Leaders during one term in school.	No cost	Children will have better knowledge of what it means to be a great leader and be able to apply this knowledge into delivering a sports festival and become Play Leaders during lunchtimes.	Continue to deliver the Real Leaders programme in Year 5 so that when these pupils are in Year 6 they will be able to take on more responsibility as leaders within school.
Register and participate in at least three inter-school netball and three football events by July 2025, with at least 50% of Year 5/6 pupils involved across the tournaments.	YW to run a netball club in preparation for the spring league. Children to attend football competition at Power League Nottingham.	No cost	Children engaging in competitive sport.	Continue to sign up to the leagues.

Teacher and TA in school to deliver Intra cricket competition after CPD during this academic year.		No cost.		

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Y. Wilkins
Date:	16.07.24
Governor:	
Date:	