

Evidencing the Impact of the Primary PE and Sport Premium

Created by Mrs Katrina Dixon

For Academic Year 2022 -23

Commissioned by



Department
for Education



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

This plan has been developed to be easily transferable between working documents.

The DFE set out that 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 schools 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.

The revised DfE guidance [gov.uk](https://www.gov.uk) , includes the 5 key indicators across which schools should demonstrate an improvement. This document reviews our provision, in line with the DFE Primary PE and Sport Premium reporting requirements and provides a report of our spending in the academic year of 2022 - 23.

As part of this document, we reflect on the impact of current provision and review the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2020/2021, 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.**

At the Heritage Coast Federation, we update the table and publish the report on our website throughout the year. This evidences our ongoing self-evaluation of the use of the funding and ensures that we secure maximum, sustainable impact. The final copy is posted on our website by the end of the academic year and no later than the 31st July of each academic year.

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Total amount carried over from 2020/21	£0
Total amount allocated for 2021/22	£33,373
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£33,053
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£33,053

Meeting national curriculum requirements for swimming and water safety. 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	94% meet the requirement across the Federation. All pupils have swimming lessons in every year group
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 2023.	95% of Year 6 pupils in July 2023
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	95%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	95%
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

Academic Year: 2022-2023	Total fund allocated: £33,300	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:	
			34.6%	
Intent what we want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Implementation Actions are linked to our intentions:		Impact Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Children are active at playtimes 				

The profile of Physical Education is raised and all stakeholders value the importance of children's health and well-being across the Federation.	Across the federation Physical Education lessons build on children's skills. They are active and engaging and challenge all children. The schools have accessed the majority of sporting fixtures offered by the SSCO and these have supported children in working towards an end goal in the Physical Education lessons.		Children have built up their fitness and stamina across all age phases of the Federation. They have improved their skills in a range of sports, which they have celebrated in inter and intra school competition.	Continue to work with the SSCO and build a Physical Education program, which actively supports the work.
Before the end of key stage two all children across both schools will be able to swim 25m.	All sporting events are celebrated on Dojo and the Schools Facebook pages. Children's successes in their sporting hobbies are also celebrated on Dojo and Facebook. The schools' prioritise sport and inter and intra school competition and all stakeholders understand the benefit to young children of sport. All age phases of children have attended swimming sessions for one term across the Federation.		All stakeholders value the importance of physical activity and understand the impact it has on a child's health and well being. 89% of children can swim 25m in year 6 across both schools.	Health and Well Being Champions will be introduced across both schools. Across the Federation, the awareness of the impact Physical Education can have on pupils mental health will be raised through Mental Health Week and themed days.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				4.24%
Intent what we want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Implementation Actions are linked to our intentions:		Impact Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Inter and Intra school competition to be reinstated in schools following the Covid pandemic. More children to travel to schools using active travel to and from school.	The PE lead has worked closely with the Ssco to ensure that the majority of the inter school competitions have been attended by both schools. More children across our schools will be walking/ cycling and running to school rather than relying on their car.	ICT equipment to monitor/ evaluate and share sporting success £1400	Pupil questionnaires and pupil voice provide positive feedback regarding the impact of the sporting events across both schools. All stakeholders feel that the events impact positively on pupil engagement in activity across the Federation. Children are being actively encouraged by both schools to extend their number of active hours each day.	Continue to work with the SSCO closely to ensure that children's Physical Education lessons are carefully planned to support the work of the SSCO. With the SSCO plan in activities that will engage the least active students in our schools. Further encourage children to run and walk to both schools. Carry out a walking bus for one week across both sites. Conduct a walk to school week across the Federation.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			38%
Intent What we want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Implementation Actions are linked to our intentions:		Sustainability and suggested next steps:
Providing staff CPD opportunities and equipment that enrich the PE curriculum. Providing staff and the Federation PE lead with support in engaging children with SEND needs in the Physical Education Curriculum. High quality resources are used in Physical Education lessons, which enrich the curriculum. Provide high quality storage for Physical Education equipment to ensure that it supports staff and students in accessing equipment to support the teaching of high quality lessons.	Sports coaches have implemented high quality sequenced lessons that have challenged pupils and met the needs of pupils in both schools. These session have supported pupils in engaging with the inter and intra school competition offered by the SSCG package. The PE lead has attended and disseminated training across the Federation, which supports teachers in engaging children with SEND needs in Primary Sport. New Physical Education resources support the teaching of high quality lessons on both sites. Physical Education equipment is easily accessible for teachers and pupils and supports high quality lessons across the Federation.	Hawkes coaches- £8,500 Storage / PE sheds- £4068	Staff are more confident in the teaching, assessment and planning of an engaging and enriching Physical Education curriculum across the Federation. All children with SEND needs across the schools have effectively engaged in Physical Education lessons and in extracurricular activities. Physical Education lessons are engaging and active. Resources support high quality sequenced lessons in both schools. Equipment is effectively used in Physical Education and supports high quality lessons in both sites. Continue to develop staff expertise through planned high quality CPD across both schools. To access some of the Primary Sport Activities offered by the SEND team. Across the Federation continue to develop a bank of equipment which supports the teaching of high-quality Physical Education lessons. Engage with the school council to ensure that equipment meets the needs of students.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				7.5%
Intent what we want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Implementation Actions are linked to our intentions:		Impact Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
All children in Key Stage Two in schools should be offered an off site residential visit, which encourages children to experience adventurous sporting activity. Introduce cycling taster days and after school sports activities to engage more children in physical activity.	Children in Years 3,4,5,6 across the Federation were offered a residential visit to an offsite outdoor education centre. Years 3 and 4 took part in a three-day visit and Year 5 and 6 were offered a five day visit. Funded places were offered to support families in need. Cycling club and taster sessions have been offered to all year groups across both schools to engage students	Jays cycles £120 Dance coach- £2000 Cricket coach- £360	All the Year Three and Four children across the Federation attended the residential visit. The majority of the Year Five and Six children attended the residential visit in both schools. Children have experienced sport and activity additional to the structure of the Physical education curriculum. Children have all engaged with and enjoyed the cycling sessions and according to pupil questionnaires they have been a positive experience. After school cycling sessions have been well attended.	Continue to develop adventurous sport residential. To make use of the local area and carry out outdoor activities such as orienteering in the local area. Continue to develop cycling as a sport across all age phases of school including cycling celebration days.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				16.64%
Intent what we want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Implementation Actions are linked to our intentions:		Impact Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Increasing and actively encouraging pupils' participation in the School Games Participate in inter school sports competition organised by the Schools Sports Partnership.	Through the School Games, pupils and staff celebrate the broad range of sports offered by the Primary Physical education curriculum in both schools. Pupils from both schools have the opportunity to compete against and work alongside other students of the same age.	Accessing SSCO events £5500	This year, the Federation has worked hard to reintroduce the full range of sporting activities offered by the school sports partnership.	To work closely with the inclusion team to attend events specifically for students with SEND.

Signed off by:	
Head Teacher:	Helen Thompson <i>Helen Thompson</i>
Date:	July 2023
Subject Leader:	Katrina Dixon
Date:	5/7/23
Governor:	Co-Chair of Governors: Julie Matthewson
Date:	July 2023