# E:\Users\simon.roche\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Word\Evidencing the Impact of the Primary PE and Sport Premium Template 2019 7.3 Images_Page_1.jpg



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843108/School_inspection_handbook_-_section_5.pdf) (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](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843108/School_inspection_handbook_-_section_5.pdf) (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/guidance/pe-and-sport-premium-for-primary-schools) 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](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#pe-and-sport-premium-for-primary-schools) 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 2020** 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 2020. To see an example of how to complete the table please click [HERE](http://www.afpe.org.uk/physical-education/wp-content/uploads/afPE-Example-Template-Indicator-2018-Final.pdf).



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| Key achievements to date until July 2024: | Areas for further improvement and baseline evidence of need: |
| Children are exposed to a wide range of activities/sports  Disadvantaged pupils have been given access to after school clubs for free  Dance, yoga and cricket specialists employed to coach staff  Cricket CPD provided for KS2 teachers.  Pupils receive Sports coaching at lunchtime  SEND pupils access yoga once a week with an ASD Yoga specialist and a gross motor skills session once a week with a specialist sports coach  PE curriculum has been developed and personalised for our school to ensure teachers deliver high quality PE lessons  Teachers have assessed pupils against the key skills using the Amaven assessment tool.  Catered for and involve every group within competitions: Less-Active children, SEND children, BAME children, EAL children, More able  Enhanced challenge within the curriculum and supported those who are gifted in sport with the use of specialists  Purchased new equipment for Early Years  Children have flamenco and ballet lessons with a specialist teacher  Football and netball teams are well established and winning leagues.  KS2 Dodgeball team participated in a competitive competition. | Extend the sports available to pupils to include non-traditional sports and particularly to include disadvantaged pupils  Upskill TAs in supporting the less able pupils during a whole class session  Enhance children’s understanding of healthy eating and encourage them to be more active  Update the equipment for the Hub (After School Club)  Consider the Amaven scheme to give a baseline for pupils abilities  Use the Amaven assessment tool to identify areas of development in physical education. |

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| Meeting national curriculum requirements for swimming and water safety. |  |
| 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. | 84% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 72% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 93% |
| 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? | No |



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| **Academic Year:** 2023/24 | **Total fund allocated:** £17669 Spent: £18474 | **Date Updated: May 2024** | |  |
| **Key indicator 1:** The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school | | | |  |
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| **Intent** | **Implementation** | | **Impact** | **Sustainability and suggested next steps:** |
| UKS2 sports ambassadors lead the ‘Change for Life’ programme with other pupils and encourage regular participation | Two Sports coaches work 5 days a week at lunchtime supporting pupils to set up games for other pupils, coaching and improving and encouraging all pupils to exercise regularly. | £13550 | All children take part in regular activity. The Sports’ Coaches worked with classes each lunchtime to ensure that they had regular exercise. Children now confident and able to run their own sessions with minimum adult support. Ongoing coaching sessions | Train new cohort of ambassadors 2024/25  Ensure that they are confident to run their own sessions. |
| Children experience and enjoy a variety of sports after school. | Children have access to a range of sports after school from external providers and internal support:  Football (external)  Netball (internal)  Dodgeball (internal)  Running (internal) | (costs for netball in-house)  £ 520 | Children have gone on to participate outside of school – girls’ football encouraged girls to play in teams outside of school – Macclesfield Ladies.  Children have also engaged in sporting competitions throughout the academic year.  9 children who do not normally attend have now attended after school sessions and are engaging in sport during and after school. | Identify more pupils who are not engaging in activities themselves and pay for their after school subscriptions.  Organise an in-school group with an external coach |
| Children have access to well-maintained and high quality PE equipment | Purchase of new equipment for use at lunch including: Dodgeball kit, balls etc | £579 | Children have plenty to do during breaks to encourage activity and participation in sports. | Maintain and build upon equipment. Regular stock checks  Purchase Early years equipment for active play |
| **Key indicator 2:** The profile of PE and Sport being raised across the school as a tool for whole school improvement | | | |  |
| **Intent** | **Implementation** | | **Impact** |  |
| All children are active and ride/walk or scoot to get to and from school | Bike ability sessions for older children.  Encourage, through the house system, children to walk/ride/scoot to school. | Certificates  Tokens  Badges  £68 | Children participate in Bikeability in years 4 and 6.  More children are cycling/scooting to school now | Consider children who do not have access to a bike and consider hiring a bike for them to participate  consider buying a covered bike rack |
| Teachers to not just look at PE lessons to provide physical activity for learners. Teachers to reframe sport and physical activity and embed it as an integral part of the learners daily routine | Teachers are working towards ensuring that learners from Early Years through to Key Stage 2 are utilising the climbing frame and the field when available, to gain daily exposure to activities to build on muscle and bone strength and increase aerobic fitness. | £130 for upkeep of the climbing frame | Children will have access to exercise during the day in their lessons and will build good relationship with exercise for the future |  |
| Through the forum of social media utilise Facebook, Twitter and the website engage and share with the wider community the sporting achievements of St Benedict;s | All sporting events and clubs attended by learners to be reported on  Share the results and achievements of the teams and individuals participating | £80 | Children will have pride in their achievements and others will aspire to participate too. | Teachers who lead sporting achievements are responsible for making sure media is shared. |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | |  |
| **Intent** | **Implementation** | | **Impact** |  |
| Specialist activities will be run by external coaches to upskill staff. | Cricket, flamenco, ballet, gymnastic specialists will lead a unit of work as CPD for the staff |  | Teachers will be more confident when leading sessions in dance and specialised areas and children will have a high quality education in these areas. Children will have exposure to different activities and will take up the interest outside school. | For curriculum to be adapted so that specialist activities are implemented in PE lessons. |
| To use the Amaven tool to assess the children every term and to utilise the planning and resources that are on offer. Teachers should benefit from high quality lesson planning and resources. | Assessment tool  Lesson planning  Lesson resources | £900 | Since teachers have started assessing their pupils, we have been able to identify flexibility as an area of weakness. | A gymnastics coach will be used next academic year to provide high quality teaching of gymnastics as well as CPD for teachers. |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | |  |
| **Intent** | **Implementation** | | **Impact** |  |
| Children experience a wide range of activities in addition to the sport offered in PE and as after school clubs | Cricket sessions (EXTERNAL)  Flamenco sessions (EXTERNAL)  Tennis sessions (EXTERNAL/INTERNAL)  Ballet sessions (EXTERNAL)  bikeability (free)  Quidditch (paid for by PTA)  Cycling (Orchard Children) | Visiting specialists  Cricket **(free this year)**  Flamenco: £150  Ballet: £240 | Children are given the opportunity to develop their tennis skills at the local tennis club - utilising state of the art facilities. | To research other local options: horse riding, martial arts, water sports  Next year y5/y6 will have a lacrosse specialist teaching 6 weeks of sessions |
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|  | Residential trip to Robinwood in Years 3,4 and 5 enable children to experience archery, kayaking, rock climbing, caving etc | Disadvantaged pupils subsidised for trip to Robinwood with PP funding  TA costs offset for accompanying groups  £ 230  Teacher cost for additional day salary:  £290 | Children have a great experience and really enjoy a wide range of new activities. |  |
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| **Key indicator 5:** Increased participation in competitive sport | | | |  |
| **Intent** | **Implementation** | | **Impact** |  |
| All year groups engage in sporting activity in a competitive manner | Part of the All Hallows and Wilmslow High cluster of schools inter school competition network Children of all age groups participate in competition – gymnastics, football, Cross-country, tag-rugby, boccia etc – against other schools.  Sports coach trained the football team after school and took them to competitions.  Part of the Wilmslow Education partnership - swimming, cross country and maypole events this year | £8 per child cost paid to AHLC community. Costs for transport  TA support &  Sports Coach  £ 1680 | Children experience competing against other peers and representing a team  School performed better in the competitions and won the football league and netball league 2024  Out of school events extended to younger children and included Year 3 | Sports coach to work with children after school in clubs particularly the disadvantaged pupils who do not engage in sport out of school – to encourage fitness and develop skills to increase confidence in competition. Survey pupils in September. |
| Children to participate in intra school competitive events. | Whole school sports day run by external provider to include all ability levels and a range of activities. Prior to sports day, external provider sessions at lunch to improve skills in key areas – javelin, long jump etc. | Costs of medals and certificates  TA costs for sports day  £57 | All children participated in 2024 sports day. July 2025 children will compete again. |  |

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| Signed off by | |
| Head Teacher: | Hannah McGuire |
| Subject Leader: | Thomas Acton |
| Date: |  |
| Governor: |  |