

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



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

Intent for the Sports Premium Grant spend:

- Ensure that ALL children are engaged in 30 minutes physical activity every day, as well as having additional opportunities across the week
- Encourage participation and enjoyment in a broad range and variety of PE and sports experiences, exposing children to new physical activities, which they may then wish to pursue in and out of school
 - Provide opportunities for participation in competitive events, to further develop skills such as confidence, resilience, dedication and self-belief
 - Promote and educate parents to the benefit of additional 30 minutes activity outside of the school day
 - Develop and increase the knowledge and understanding of children, parents and carers in relation to improving healthy eating and life-styles and the benefits of this, so that parents feel empowered to make informed decisions about health and well-being for their families
 - Equip children with strategies, which promote a healthy mind as well as a healthy body
 - Provide sporting and physical activities which focus on fun and enjoyment in order to build children's confidence and develop a positive relationship with sport and physical activity
 - Improve staff knowledge and confidence in developing physical skills in P.E. lesson



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 2022: | Areas for further development /improvement: |
|--|---|
| <ul style="list-style-type: none"> - Programme of extra-curricular sporting and active activities - Increased participation in physical activity at playtime and lunchtime through the use of outside gym equipment/ resources - Professional development of staff whilst working alongside expert coaches-Featherstone Rovers and each other - Teachers are more confident to deliver PE sessions as a result of observing expert coaches deliver PE sessions - Year 1 and Year 2 children participated in an intra school competition - All children have access to after school club through self-funded or school paid places - Increase in level of activities to increase confidence, Mental Health and well -being | <ul style="list-style-type: none"> -Increase range of extra-curricular sporting and active opportunities/activities - Continue to provide high quality PE sessions delivered alongside coaches e.g. Featherstone Rovers and Dance House Jo Riddell - Embed the use of the PE scheme of work across school - Monitor the quality of PE teaching and learning across school -Emphasis on dance for all through specific lessons and extra-curricular activities. -Emphasis on enjoyment and build confidence of the children in other active activities as well as specific sports. |

Details with regard to funding for Purston Infant School 22-23

| | |
|---|---------|
| Total amount carried over from 2021/22 | £0 |
| Total amount expected / allocated for 2022/23 | £16,983 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £16,983 |

| | | | | |
|---|--|--|--|--|
| <p>All children will have access to a range of activities after school clubs</p> <p>Increased participation in after school clubs all year groups run by staff members.</p> <p>Ensure cross sections of clubs catering for different groups and including confidence, mental health and well-being as well as physical activity.</p> | <p>All children offered after school club per half term esp disadvantaged.</p> <p>Children can learn to understand that PE can be linked across the whole school and about how it can impact on their long-term health</p> <p>Identify a list of least active / talented / inclusive children.</p> | | | |
| <p>Provision at playtimes/ lunch times. Staff encourage children in using equipment and encouraging children to take part in games.</p> | <p>Children are more confident using the gym equipment. They have more opportunities to stay active during free time.</p> <p>Children use the equipment daily to support physical active learning.</p> | | | |
| <p>Sports Days planned, both within school and across the local pyramid schools.</p> <p>Inter pyramid school competitions. Based on athletics, football, team games, rounders and rugby.</p> | <p>Annual school's sports day planned for June, with smaller competition events sports EYFS, Year 1 and 2 planned during the Spring /Summer terms.</p> <p>Sports events arranged by Featherstone Rovers coaches Spring / Summer 23</p> | | | |
| <p>Organise healthy lifestyles themed days with each one having a focus on either: healthy eating, exercise, wellbeing or sleep.</p> | <p>Planned activities in order to increase the children's awareness of the value of physical activity, healthy diets, mental health and well-being activities planned to encourage and promote physical activity, healthy eating, as well as mental health and well being</p> | | | |

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Physical Education, School Sport and Physical Activity (PESSPA)

| 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: |
| Nursery and reception classes use planned Dough Disco daily to increase their movement and enjoyment of physical activity | Track impact of Dough Disco in correlation with children reaching ELG for manual dexterity in EYFS. | £50 play dough | | |
| To used increased physical activity within classroom-based lessons to improve focus and concentration | Planned activities take part in a physical activity | | | |
| Children to complete participation questionnaire, including PE lessons, and after school clubs. | Summer term 1 questionnaire for children's voice. | | | |
| Purchase / renew resources to support PE sessions and after school clubs focused on active sports and team games in EYFS | More balls are needed for PE sessions. | £270 | | |


Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

| 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: |
| Further develop PE leader role. Subject leader to observe PE lessons to quality assure PE provision across school | PE leader to attend leaders conference. Subject leader to observe and feedback on lessons delivered by Sport coaches, teachers and HLTAs across school. Identification of strengths and areas for development shared with SLT Coord time | £250 £750 | | CPD Nov22- Outdoor learning? |
| Increase staff confidence and knowledge on teaching and delivering PE curriculum. | PE leader to work with staff improving PE provision. PE leader to cascade information and training. | | | |
| Increase staff confidence and knowledge on assessment of PE | PE leader to support staff – Ongoing assessments of children progress increase in skills and confidence. | | | |

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

| 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: |
| Further develop PE planning and ensure coverage is broader and balanced. | To find out what support teachers need to help develop their skills of teaching all aspects of PE. Monitor planning and delivery across school. | | | Non-contact time -planning and floor book monitored. |
| Offer competition for KS1 children to develop skills and confidence. Children to take part in skill days | Organise skill days over year | | | |

| Key indicator 5: Increased participation in competitive sport | | | | |
|---|--|--|---|--|
| 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: |
| Finalise KS1 pyramid sports calendar 22/23 to take part in inter school competitions. Year 1 and 2 involvement in inter pyramid school competition, increasing physical activity | PE leaders across pyramid to meet finalising dates for inter- school competitions. School to take part in Featherstone pyramid sporting events and competitions | £80 travel costs to pyramid schools | | |

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| Signed off by | |
| Head Teacher: |  |
| Date: | 15/10/22 9/12/22 |
| Subject Leader: | H.Nicklin |
| Date: | 15/10/22 9/12/22 |
| Governor: | |
| Date: | |