

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Shire Oak CE Primary School  
2022-23

Commissioned by the  
Department for Education

Created by



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:

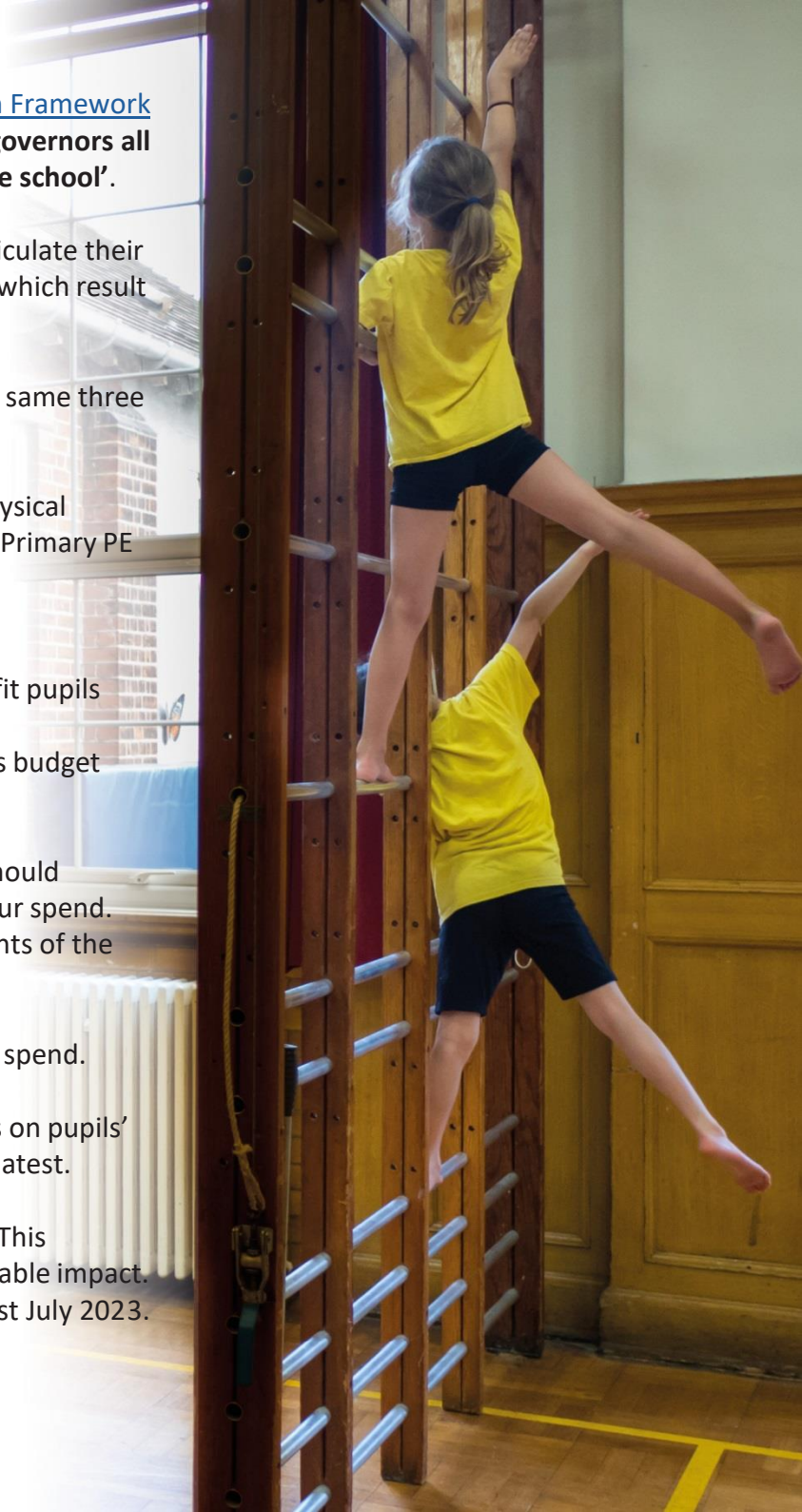
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](http://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 **31<sup>st</sup> July 2023** 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 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:
<ul style="list-style-type: none"> <li>• New Shire Oak P.E. curriculum introduced with progression map and schemes of learning linked to online resources and equipment in P.E. cupboard. This was supported by a training session run by the subject leader.</li> <li>• Successful Sports Days run by increasingly confident class teachers again based on the model of encouraging participation and broadening the range of activities included.</li> <li>• High levels of engagement, enjoyment and progression in Y3 weekly swimming and Y2 intensive Summer term swimming. Cost of swimming transport continues to rise but we managed to explore and successfully negotiate a more cost-effective option than would have otherwise been the default.</li> <li>• Many after school sports clubs with high participation across school run throughout the year (some with female role models as coaches), including the introduction of a new cross country club run by staff and supported by parents.</li> <li>• Offered opportunities during Learning Through Sport Week for children to try a wider range of physical activities (including individual/team, competitive/non-competitive), especially those less traditionally offered in school, including archery, squash, tennis, fencing, frisbee, scooting, skateboarding, and yoga.</li> <li>• Introduction of a wider range of sporting activities at playtime during each class's sports pitch allocation (two different activities per playtime from at least 5 options)</li> <li>• Promoted role models and opportunities by linking in with the women's, men's and wheelchair Rugby League World Cup in October/November 2022, including events happening in Headingley itself and also at Elland Road. Our Y5/6 girls trained with the England</li> </ul>	<ul style="list-style-type: none"> <li>• Given frustrations over external inter-school participation opportunities and communications, further explore opportunities to take part in sporting events at external venues earlier in the school year, especially those which are festivals with a more developmental focus, perhaps by linking in with other partnerships.</li> <li>• Given withdrawal of the Council provided intensive swimming classes, explore cost-effective ways of continuing to offer some KS1 swimming provision through school.</li> <li>• Explore ways in which staff skills, knowledge and confidence in P.E. and sport can continue to be developed through CPD and wellbeing provision.</li> <li>• Explore opportunities to build on the success of Learning Through Sport Week through further after school clubs (e.g. archery) or provision in school time (e.g. yoga).</li> <li>• Continue to develop 5 year plan for developing P.E. facilities and provision at Shire Oak, including visits to other schools.</li> </ul>

squad and had photos with the trophy, whilst 24 members of rugby club attended the women's double header matches at Headingley.

- Participated in some inter school sports tournaments/festivals, especially an expansion in football opportunities, including girls only.
- Continued provision and development of dance in P.E. lessons through Imoves programme.
- High levels of participation and enjoyment in the Y6 residential.
- Initial discussions about a 5 year plan for developing P.E. facilities and provision at Shire Oak.

**Total amount for this academic year 2022/2023 = Total to be spent by 31st July 2023 (£17,791)**

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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 transfer to the pool when school swimming restarts.</p> <p><b>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.</b></p>	<p>NB The below data relates to when our current Y6 cohort attended weekly swimming lessons in 2019/20 (This group were unable to fully complete their swimming programme in that year or the subsequent year due to the pandemic)</p>
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</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.</p> <p>Please see note above.</p>	<p>83%</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	<p>67%</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>93%</p>
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p>Yes (intensive 3 day a week swimming for Y2 at Armley Leisure Centre in Summer term)</p>

## Action Plan and Budget Tracking

Capture your intended annual spend against key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

<b>Academic Year:</b> 2022/23		<b>Total fund allocated:</b> £17,791		<b>Date Updated:</b> Summer 2023	
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity					Percentage of total allocation: 51%
<b>Intent</b>		<b>Implementation</b>		<b>Impact</b>	
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?:
Ensure equipment and resources are updated and made safe for all across school to use and enjoy.		Replace PE equipment (including requirements following Sportsafe audit)		£500 (inc £45 for equipment check)	High positive impact on water confidence and swimming development, including Y2 children attaining a good base to be able to make the most of next year's Y3 swimming.
Ensure children are ready to start weekly swimming in Year 3 after the pandemic period by providing swimming opportunities in Year 2		Imoves subscription		£500	
		Armley swimming pool charges		£4125	
		Transport to Armley		£3900	Given withdrawal of the Council provided intensive swimming classes, explore cost-effective ways of continuing to offer some KS1 swimming provision through school.  Continue to develop and implement 5 year plan for improving outdoor PE facilities.
<b>Key indicator 2:</b> The profile of PE and sport is raised across the school as a tool for whole school improvement					Percentage of total allocation: 8%
<b>Intent</b>		<b>Implementation</b>		<b>Impact</b>	
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:

Learning Through Sport Week	Offered opportunities during Learning Through Sport Week for children to try a wider range of physical activities (including individual/team, competitive/non-competitive), especially those less traditionally offered in school, including archery, squash, tennis, fencing, frisbee, scooting, skateboarding, and yoga.	£1735	High levels of enjoyment and inspiration in feedback from children and staff. All children across school were able to identify physical activity that they enjoyed and would like to continue.	Explore opportunities to build on the success of Learning Through Sport Week through further after school clubs (e.g. archery) or provision in school time (e.g. yoga).
-----------------------------	--	-------	--	---

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	Percentage of total allocation:
	6%

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:
Introduce new whole school P.E. curriculum.	Researched, developed, introduced and implemented curriculum with progression map and schemes of learning linked to online resources and equipment in P.E. cupboard. This was supported by a training session run by the subject leader.	2x days at £500 = £1000	All class teachers trialled curriculum and Imoves online PE resources in the summer term.	Monitor implementation of curriculum, including effectiveness of imoves resource across PE as a whole.

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils and increased participation in competitive sport</b>	Percentage of total allocation:
	34%

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	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>consolidate through practice:</p> <p>Rebuild broader sporting opportunities at Shire Oak in the post-pandemic period.</p>	<p>Broaden range of PE and clubs.</p> <p>Restart involvement in competitive sports activities with fellow schools (inc rugby and football plus new developments)</p> <p>Ensure all children are able to participate in the Y6 residential</p>	<p>LSSA affiliation: £120</p> <p>Dodgeball Club: £210</p> <p>Travel to/from fixtures with other schools: £620</p> <p>Opportunities Fund for after school clubs: £120</p> <p>Subsidy for individual participants in Y6 residential: £3,461</p> <p>Classroom cover for teachers taking groups to sporting events: £1500</p>	<p>Many after school sports clubs with high participation across school run throughout the year (some with female role models as coaches), including the introduction of a new cross country club run by staff and supported by parents.</p> <p>Positive expansion in opportunities for inter-school football, including girls only but much lower participation in rugby (despite weekly after school club all year and additional Y3 club in the Summer term) than in previous years and also in other areas into which we had hoped to expand due to issues with communication and opportunities available locally.</p> <p>Take up and experience of Y6 residential was very positive.</p>	<p>Given frustrations over external inter-school participation opportunities and communications, further explore opportunities to take part in sporting events at external venues earlier in the school year, especially those which are festivals with a more developmental focus, perhaps by linking in with other partnerships.</p>
--	---	---	---	--



Signed off by	
Head Teacher:	Jane Astrid Devane
Date:	21/7/23
Subject Leader:	Ian Martin
Date:	20/7/23
Governor:	Will be discussed at Resources Committee on 10/10/23
Date:	