



Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised September 2024

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](https://www.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 2022/2023, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2024.**

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 2024. 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 carried over from 2023/24	£ 0
Total amount allocated for 2024/25	£ 19,282
How much (if any) do you intend to carry over from this total fund into 2025/26?	£ 0
Total amount allocated for 2024/25	£ 18,000
Total amount of funding for 2024/25. To be spent and reported on by 31st July 2025.	£ 18,000

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 2023. Please see note above	80%
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	85%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	81%
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

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.

At Ravenshead C of E we believe that physical activity not only improves health, reduces stress and improves concentration, but also promotes physical growth and development. Therefore, we aim to provide positive experiences in order to encourage our children to gain a lifelong interest in physical activity. We provide a broad and balanced programme of Physical Education which we believe every child deserves. It is intended to be enjoyable, vigorous, purposeful and regular. Our wide range of activities include athletics, gymnastics, dance, games, swimming and outdoor education. High quality PE provision in our school is designed to satisfy the needs, abilities and interests of all individual children.

This year, we have focused highly on our aim of providing sporting experiences that broaden the children's experiences. We have therefore designed a curriculum that covers a wider range of sports such as Boccia/ Curling, Lacrosse, Golf, Hockey and Yoga. This broadening of our curriculum means that the children are exposed to different skills and are provided with opportunities to fall in love with sports and live a healthy lifestyle.

A review of the previous academic year

Last year we managed to provide high quality sporting provision to all Foundation, Key Stage One and Key Stage Two children in a variety of sports. We believe that many of these opportunities promoted and encouraged a love and enjoyment of sport in many of our pupils. We always intend our class teachers to observe and work with the external providers to maximise the potential for high quality CPD to up-skill our team.

Highly qualified sports coaches were previously used to teach football, basketball, athletics, golf, boccia, multi-sports and badminton. Staff from our secondary school Joseph Whittaker, have delivered high quality also sessions previously that our staff observed. This ensured that our children were receiving well-crafted lessons, that developed skills right across the school and helped to build staff confidence when delivering lessons.

Last year, we provided an excellent after school sports program that covered a range of different activities for all year groups. Places were offered to a wide variety of children and attendance was pushed across the school to get as many children actively engaged in sports.

Alongside these clubs, we continued to develop our competitive sports by offering boys and girls' football clubs for ks2 children. These children were given the opportunity to play in tournaments against other schools in the local area to experience competitive matches and learn the skills of teamwork and fair play.

There were several opportunities for children to attend sports clubs after schools to increase participation and enjoyment of different sports. External providers were used to deliver tennis and gymnastic clubs after school which were well attended by a number of children.

Academic Year: 2023-24		Total fund allocated:	Date Updated: September 2024	
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:
				47%
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:
Children to access 30 minutes of moderate activity every day through active break times, extra-curricular physical education (PE) clubs and active lessons. Primary pupils access 2 hours of high quality PE lessons to promote healthy lifestyles.	Staff to use Just Dance/ Go Noodle workouts in between lessons to promote activity/ brain breaks throughout the year. 'Loose parts play' approach used at playtimes to encourage the children to be active when outside. All staff to receive training on OPAL - https://outdoorplayandlearning.org.uk/ . An initiative to support active playtimes and reduce behavioural issues. Children have timetabled sessions in the Woods to enable them to be moderately active. All classes to schedule 2 hours of PE teaching each week.	£8,000 OPAL Resources and training	Children have access to opportunities for regular physical activity. Equipment provided during break and lunches to encourage play and exercise. Middays to encourage exercise through games and activities. Regular access to wood sessions helps to improve physical literacy of children and has encouraged a love for the outdoors.	To continue to use strategies in class such as go noodle or activity breaks to promote physical activity wherever possible. To maintain a minimum of 2 hours of PE for every child each week.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				8%
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 continue to use a “fun fit” programme/ sensory circuits for identified children throughout the school who are facing social, emotional and behavioural difficulties, and/or poor mental health, resulting in classroom based learning activities. To work with a sports mentor to engage reluctant KS2 children.	Run programme daily/ weekly for targeted children. This will ensure that the children are ‘ready to learn’ for when they come into class. Employ a sports coach, once a week, to work with KS2 children who are disengaged with learning. The impact of the work should mean that the children are more engaged and making more progress.	£1500 KS2 Sports Coach	Benefits of fin fit include improvements in behaviour and social skills as interacting with others in small groups. Ability of children to listen and communicate effectively is benefitted by the sessions. Improvements in physical skills such as fine motor skills and coordination.	Continue to identify children that will benefit from these sessions and provide opportunities for them to take part.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				8 %
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:

For staff to receive on-going high quality CPD.	Staff to co-teach lessons when the professional coach is delivering them. This ensures they are receiving high quality CPD. iPEP planning tool used across school to ensure progression and continuity in lessons, as well as targeting specific groups of children. Equipment regularly reviewed and update to ensure teachers have what is required for their lessons. A variety of new playground equipment has been bought to help children be physically active during their breaktimes.	£500 (iPEP planning). £1000 Equipment	Regular meetings with PE co-ordinator and others in family of schools (arranging events/sharing good practice/support with curriculum). Class teachers observe and work with the external providers to maximise the potential for high quality CPD to up-skill our team.	Ensure teachers are using lessons to observe professionals for CPD. For teachers to continue to teach lessons independently using iPEP planning.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation:
	23%

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:
Broaden the opportunities and experiences available to all pupils, regardless of ability. To promote and encourage a life-long love and enjoyment of sport within our pupils.	Sports coaches used to deliver high quality PE lessons in a range of different sports. Tennis lessons provided by an expert to all years in school, as well as offering before school and after school club.	£2200Tennis Coach	After school club places have been full since they started again at the beginning of this academic year. Children have access to sports that they would not usually attend outside of school.	Continue to review sports that children are accessing outside of school to ensure that the lessons in school are providing them with a range of activities.

	Information regarding external sports clubs (such as archery and karate) made available to pupils. Year 6 Transition days. Year 6 children spend an afternoon each week at Joseph Whitaker High School and partake in a range of different sports such as trampolining to aid with their transition next year.		Allow children to experience different sports and games without the pressure of competition. Provided with opportunities to attend different clubs outside of school in their own time.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				7%
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 provide opportunities for children to compete in competitive sport. To attend festival and competitions against other schools in the area.	Year 6 football club to play fixtures against other schools in the local area. Pupils' achievements in competitive sport outside of school in highlighted in assemblies each week to provide sense of pride and achievement and help encourage others to join too.	Funding used from sports coaches	Year 3 children attended a 'Jingle Jog' at Sherwood Forest to run against children from other schools. Competitive football fixtures taking place each term for both boys and girls in KS2	Continue to liaise with sports coaches regarding any events and festivals for the children to attend.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Will Evans
Date:	20.9.24
Governor:	
Date:	