

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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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](#) 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 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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 2021. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£ 93.85
Total amount allocated for 2021/22	£ 16,410.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 49.11
Total amount allocated for 2022/23	£ 16,400.00
Total amount of funding for 2022/23 spent and reported on by 31st July 2023.	£ 15,689.00

Swimming Data

Please report on your Swimming Data below.

<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 then transfer to the pool when school swimming restarts.</p> <p>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</p>	N/A
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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 2020.</p> <p>Please see note above</p>	N/A
<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>	N/A
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	N/A
<p>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?</p>	N/A

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.

Academic Year: 2022/23		Total fund allocated: £16449.11 Total fund spent: £15689.00		Date Updated: 25/07/2023	
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: 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: £1230	Evidence of impact: What do pupils now know? What can they now do? What has changed?	Sustainability and suggested next steps:
<ul style="list-style-type: none"> To ensure all children are active, healthy learners. To sustain a positive relationship with maintaining a healthy active lifestyle To ensure children are active for 60 minutes during school day. To encourage children to be active 7 days/week 	<ul style="list-style-type: none"> Active break and lunch times, offering an increasingly wide range of activities. Mile-a-Day totem poles to enthuse participation Embedding 2 Park & Stride locations Encourage further participation in Park & Stride by installing Bike & Scooter shelter Themed Walk to School weeks Park & Stride linked to House system used for motivation Walk to Burnham Beeches school trip 		Part of LEAP package (see 3) Site Security £600 Add / replace existing resources £130 Park & Stride resources and development £500	All Pupils actively involved in wider range of playtime activities Mile-a-Day display in hall updated regularly with progress, termly house cup, children engaged Walk & Wheel weeks successfully celebrated installation of Bike & Scooter shelter. Shelter used daily by range of families.	Review work with LEAP Park & Stride to be fully embedded in school culture, through implementation of Walk to School House Cup, Walk to School high viz jackets, and outdoor House point collector.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				46%
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: £7210	Evidence of impact: What do pupils now know? What can they now do? What has changed?	Sustainability and suggested next steps:
<ul style="list-style-type: none"> • Embed and sustain the Physical Education provision at Dropmore • Embed and sustain School Sport at Dropmore • Embed and sustain Physical Activity at Dropmore • To raise the profile of the importance of both physical and mental well-being • Children know and experience the benefits of physical activity: <ul style="list-style-type: none"> ○ Positive Behaviour ○ Achievements ○ Social and Emotional well-being 	<ul style="list-style-type: none"> • Continued Mile-a-Day 3x/week in middle of afternoon to improve concentration and attainment • Parents participate in Mile-a-Day at termly Sharing Hour • Parents learn Cotton Eyed Joe dance at pick up and 'perform' at Country Dancing Festival • House Assemblies celebrate achievements • Focus on developing both multi-ability life skills and fundamental movement skills through Real PE framework • Encourage further participation in Park & Stride by installing Bike & Scooter shelter • Wraparound Care implemented, using school Physical Activity resources (bikes, adventure playground, basketball etc) 	<ul style="list-style-type: none"> Real PE membership (see 3) Staff Sports & wet weather clothing £130 Pupil water bottles £400 Playground screening £1826 Bike & Scooter Shelter £4400 Bikeability £144 Wellbeing staff iPad £310 	<ul style="list-style-type: none"> Consistent approach and progression of skills across 3 year groups Happy, active children at playtime that feel safe Parents understand and support importance of being physically active After school clubs and wraparound care very well attended. High percentage of pupils taking part in at least 1 after school club. Increased participation in Park & Stride, Bike & Scooter shelter used daily by range of families and used by most families during themed weeks. 	<ul style="list-style-type: none"> Continue to promote and signpost mental health resources for parents, children and staff Investigate becoming a forest school and link to PE curriculum Continue to promote Travel Plan initiatives: <ul style="list-style-type: none"> ➤ Park & Stride ➤ Scooter Skills ➤ Bikeability ➤ Footsteps training ➤ Walking bus Review PE framework (Real PE → Complete PE?)

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				26%
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: £4094	Evidence of impact: What do pupils now know? What can they now do? What has changed?	Sustainability and suggested next steps:
To work with a network of schools in Buckinghamshire via LEAP and YST membership	Primary PE and Sports Premium Guidance from Ali Arber through LEAP membership	LEAP package £3000	Subject Leader well supported and more confident through ongoing networking and support from LEAP	Monitoring and Evaluation cycle to include PE learning walks
To further develop and implement a PE curriculum that enables our pupils to reach National Curriculum outcomes for their key stage.	Co-teaching with Joann Odro, specialist coach (LEAP), developing TA knowledge and understanding of Physical Education	Real PE Membership £594	Handover to new PE coordinator completed	Investigate new PE framework (Complete PE)
To support staff in delivering high quality PE	Confidently using Real PE to develop the whole child (physical and personal development)	PE Co-ordinator handover £500	Children achieving National Curriculum outcomes Increased confidence in using Real PE scheme of work High quality co-teaching of wide range of sports (rounders, basketball, volleyball, archery etc)	Investigate using PE specialist staff member

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				15%
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: £2385	Evidence of impact: What do pupils now know? What can they now do? What has changed?	Sustainability and suggested next steps:
<p>Broad range of sports and activities offered to all pupils through Physical Education</p> <p>Broad range of sports and activities offered to all pupils through Physical Activity</p> <p>Broad range of sports and activities offered to all pupils through School Sport</p>	<p>PE curriculum map offers a range of sports alongside Real PE to encourage children to apply their skills, develop tactics and take part in competition.</p> <p>Break time enrichment programme implemented successfully.</p> <p>2 Members of staff on break and lunch duty to allow use of field/front playground for additional activities</p> <p>Wide variety of after school clubs on offer including yoga, basketball, tennis, kickboxing and football.</p>	<p>Additional storage solutions £278</p> <p>Additional resources £407</p> <p>Clear woodland area for forest school development £1700</p>	<p>All children physically active during break time and happy to try out new activities. Children developing and securing new skills through varied activities.</p> <p>High uptake on after school clubs. Children keen to take part.</p> <p>Wraparound care in place and using Physical Activity resources.</p>	<p>Continue to review clubs and activities on offer</p> <p>Pupil questionnaire to gauge enjoyment and suggestions for future developments</p> <p>Continue investigation into becoming a forest school and link to PE curriculum</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
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: £770	Evidence of impact: What do pupils now know? What can they now do? What has changed?	Sustainability and suggested next steps:
<p>Pupils have the opportunity to reinforce fundamental movement skills outside of PE lessons.</p> <p>Enable all pupils to participate in competitive situations throughout the year in order to develop their physical and personal skills.</p>	<p>Termly Inter House Competition took place in Autumn and Spring Term and Annual Sports Day in Summer Term</p> <p>Mile-a-Day Cup awarded to winning house termly</p> <p>Country Dancing Festival held in July, with 5 visiting local infant schools</p> <p>Dropmore Football Festival restarted after COVID, with 5 visiting schools</p>	<p>Sports Day line marking £100</p> <p>Country dancing resources £470</p> <p>Football Festival resources £200</p>	<p>Children learnt 6 dances and performed these in front of an audience.</p> <p>Children learnt maypole dances and performed these in front of audience on 2 occasions</p> <p>Children work well in their House teams, vertical grouping across the year groups.</p> <p>Children proud of House achievements and termly House Cups, in particular the newly introduced Walk to School cup.</p>	<p>Continue organising and inviting local schools to football festival and country dancing</p> <p>Participate in more local and national events</p>

Signed off by			
Head Teacher:	Gitta Streete	Date:	25/07/2023
Subject Leader:	Gitta Streete	Date:	25/07/2023
Governor:	Jag Lall	Date:	27/07/2023