



# Evidencing the Impact of the Primary PE and Sport Premium

## 2023-2024



Commissioned by  
Department for Education

Created by



Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESPA 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) 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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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 July 2022** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#).



# Kelsall Primary and Nursery School – Primary PE and Sports Premium Review and Plan 2023 - 24

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Pupils participated in a wide range of PE provision and active playtimes led by highly trained and competent staff members and coaches.</li> <li>• Wide opportunity for children to take part in sporting competitions.</li> <li>• The use of external experts for rugby, netball and tennis has enhanced the sporting offer in PE for all children. Teaching and support staff worked alongside expert sports coaches to develop subject knowledge</li> <li>• Children participate daily in a mile a day initiative with many children choosing to add to their distance records during play and free times.</li> <li>• New sports equipment was purchased for use across all year groups</li> <li>• Continue the use of PE passport to support teaching and learning.</li> <li>• A wider range of sports clubs were made available to all children e.g. netball, and tennis.</li> <li>• Continue using the ‘daily mile’ track for all children to promote being active outside of PE lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop the teaching in PE through high quality CPD, provided by PE lead.</li> <li>• Provide a wider range of sporting activities available during lunch break.</li> <li>• Further development of playground areas to support PE and Sports.</li> <li>• Have a higher number of disadvantaged children undertaking sport clubs and competitions.</li> <li>• A greater focus on boosting the participation of SEND children in sporting opportunities, both in and out of school time</li> <li>• Wider range of sporting coaches coming to school</li> <li>• Define and further develop means of assessment within PE, including a focus on pupil-engaged assessment.</li> <li>• Increase the use of technology within PE, particularly for evaluation purpose</li> </ul>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.	94%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	94%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	94%
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?	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 students today and for the future.

Academic Year: 2023/2024		Total fund allocated: £17.721	Date Updated: July 2024	
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				1%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Purchase of equipment to ensure enhanced playground resources (balls, hoops, bean bags etc.) to further improve engagement of children at lunchtimes	Sports and outdoor physical play items purchased for children suitable for years R to 6.	£199	Children all accessed enhanced playground resources as observed during playtime monitoring.  More children can now skip and more children are engaging in basketball.	Ensure that all outdoor equipment is kept in good condition and that new resources are purchased where needed.
Purchase of athletics equipment	Ensure athletics equipment is available and of a good standard to support development of athletics teaching and skill development.		All children were able to practice and develop their athletics skills during the summer term and performed well at Sports Day.	Ensure that all outdoor equipment is kept in good condition and that new resources are purchased where needed.
Purchase equipment that is engaging and stimulating for all age ranges (EYFS – Y6)	More equipment to be purchased for EYFS children to further their physical development through fine motor and gross motor skills.		EYFS equipment has supported gross and fine motor development  ITERS-R report was very high and highlighted excellent provision in the early years environment.	Use ITERS and ECERS to guide further investment in EYFS.
Maintenance of the Daily Mile track to allow children to continue to access the Daily Mile track every day.	Adequate time allocated to school caretaker to allow them to maintain the daily mile track during their working hours.		Daily mile track has been cleaned of weeds and defects so that it can be used every day. All pupils can access the 'daily mile'	Utilise Daily Mile each day and encourage use at breaks and lunch.

<b>Key indicator 2:</b> The profile of PE and Sport being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				1.4%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Release PE Lead Teacher for 2 half days to allow for monitoring and quality assurance of PE taught in school.	GP to be covered by supply to allow his to be released from class.	£247	Allowed sports lead to gain a better overview of sport being taught in school – strengths and areas for development.	Similar model of subject leadership release time to be used next year.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				6%
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
Use of expert sports coaches to ensure that pupils are increasing their subject knowledge and confidence through observation.  CPD offered to staff regularly during PE sessions by PE leads, with team teach opportunities taking place to improve the quality of PE offered to the children.	Teachers shadowing and observing sports coaches to develop teaching through demonstrations.	£975	By observing other coaches invited in to school, teachers are building up a repertoire of skills to successfully teach PE.	Use of expert coaches plays a significant part in the development of knowledge and skills for both pupils and staff.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				35%/47%
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
Opportunity for children to engage in dance and drama sessions with a trained practitioner.  Children have access to extend their learning in more physical and creative way.	Continued partnership with Storyhouse	£6174.99	Children have engaged in a variety of expressive arts activities including dance and drama. Outside at break and lunch times, more children are engaging on physical activities such as dancing and drama on playground stage.	Partnership with Storyhouse has been successful but decision has been made to offer a wider variety of sports next year.
Opportunity for children to engage in regular Forest School sessions with a trained practitioner.  Children have access to a range of activities and games, learn to manage risk and extend their learning outside in more active and physical ways.  Staff receive CPD through observation and coaching from a trained practitioner.	Re-establish the Forest School area and work in partnership with Forest School practitioner (Camp Curiosity) to run session.	£8400	Children love Forest School sessions. They are engaging in learning in more physical and active ways and building physical and emotional resilience.  Observations of playtimes show children repeating and extending forest school experiences independently.	Continued engagement with Camp Curiosity next year.

<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				10%
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
Membership of CEPD (Rural Sports) and Sports partnership to ensure children have the opportunity to engage in range of sporting competitions and events throughout the year.	<ul style="list-style-type: none"> <li>Membership of CEPD (Rural Sports) and Sports Partnership</li> </ul>	£1725	Many events attended by children in KS1 and KS2 giving them a variety of opportunities to participate in different sports (handball, athletics, cross country, multi-sports etc)	Continue membership of organisations