

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



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](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, 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](#).



Created by:



Supported by:



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2022/23	£19,560
How much (if any) do you intend to carry over from this total fund into 2023/24	£0
Total amount allocated for 2023/24	£19,560
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023	£19,560

## 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><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>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 2020.</p> <p>Please see note above</p>	80%
<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>	80%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	80%
<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>	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.

<b>Academic Year:</b> 2022/23		<b>Total fund allocated:</b> £19,560		<b>Date Updated:</b> July 2023	
<b>Key indicator 1:</b> 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: 14%
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:
Over 50% of children participating in sports events, clubs, activities.  Every child to have the opportunity to do 30 mins of physical activity in school every day.	Wake Up/ Shake Up in every class every day Active maths sessions Daily Mile offered every day Particular children to be targeted for specific clubs and events More activities available at lunchtimes to encourage physical activity		£300          £2500	Wake up/Shake up fully integrated in Year F. Daily morning sessions of 5/10 mins.     Sing Up sessions also include movement / action songs to promote physical activity across KS2.  Saints club provision offered to all PP children including active maths sessions.  Lunchtime staff trained up in playground games. Children introduced to new games making use of the new playground	Year F provision will continue to be delivered.  Assess the impact of this in Year F and across the school.  Ongoing  Ongoing

			lines/courts. Introduction of new playground equipment.	
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: 15%
<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:
All children, staff and parents aware of the high status of sports and PE in the school	<p>Set up Sports Teams Attend more sports events and competitions Set up Sports Board and webpage/ blog to advertise and promote New PE kit is fully available to all. Strategic planning of playground re-design eg playground lines Dinner staff to initiate and run games/ sports with the children Revision of PE curriculum so it is more ambitious and broad.</p> <p>Pen surface to be re-surfaced with Astroturf. This will provide a more durable and long-lasting surface and also create an opportunity to hire out the pitch to other schools/ organisations.</p>	£3000	<p>Sports teams set up including Football (girls and boys), athletics. At least 85% of all Sports Games events attended.</p> <p>Sports board set up. Webpage on School website displays Sports events highlights including Twitter.</p> <p>New PE kit available to all including information on alternative suppliers to allow parents choice and control.</p> <p>Playground lines/courts completed.</p> <p>Lunchtime staff trained up in</p>	<p>Build on the successes to keep children’s enthusiasm and momentum planning and organising events as early as possible.</p> <p>PE leads to deliver a termly assembly to highlight the Sports board and how chn can use it as an interactive information tool.</p> <p>Keep parents updated of any changes regarding uniform / sports events to ensure positive communication.</p> <p>Continue to update and train new staff</p>

			<p>playground games. Children are making full use of the new playground lines/courts. Play can be seen regularly throughout playtimes and during PE.</p> <p>Planning successfully introduced covering a range of sports and skill sets.</p> <p>Pen surface - quotes pending.</p>	Amend and adapt where appropriate for new classes
--	--	--	--	---

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	Percentage of total allocation:
	19%

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:
<p>Children make secure progress in skills and knowledge in PE</p> <p>Highly-skilled and specialist PE staff teaching PE wherever possible</p> <p>Plans to introduce PE baseline assessment to ensure children are making progress in fundamental skills and are line with their peers.</p>	<p>Sports specialists appointed</p> <p>CPD from Saints Foundation</p> <p>Staff to observe good-quality PE teaching</p> <p>Training for dinner staff</p> <p>PE programme and planning provided for all staff</p>	<p>£800</p> <p>£2000</p> <p>£1000</p>	<p>3 members of staff received CPD from Saints this year.</p> <p>All PE planning is accessible to all staff on the shared drive.</p>	<p>Saints Foundation provision offers Social action projects including mental health, sustainability with children giving back to the school, e.g. growing own vegetables or a litter pick.</p> <p>Start termly baseline assessments and use to identify specific groups who are progressing, e.g. girls/boys, PP children also to set</p>

				individual targets for children so they can improve their fundamental skills.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 41%
<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:
All children to have been offered a wider range of sports opportunities  Some children to have persevered with a new sport/ activity	Free sports clubs for all children Taster festivals and events Broad curriculum with different sports in each year Get experts in for unusual sports tasters, e.g. Olympic athlete event Parents to come and share skills Sports celebration board with photos including staff achievements to inspire children	£7000 £500  £500	A variety of clubs offered each day with a review/change each term, including the Sports needed for teams to practise / develop their skills.  Chn were able to attend taster festivals, particularly those in KS1. Data collected identified those children not being chosen for events. This allowed us to select events for these particular children to boost their confidence/skills.	Emphasis on staff members/parents sharing their own sports successes which can be displayed in assemblies/sports board.  Continue with annual charity events, eg. Poppy appeal, red nose day.  Continue to collect participation data to support inclusion

Key indicator 5: Increased participation in competitive sport				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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
All children regularly taking part in competitive sport	<p>An inter-house tournament for each year group with the sports they have been learning every half-term</p> <p>School to enter as many inter-school events as possible</p> <p>Training of sports apprentice to facilitate this</p> <p>Added role of Sports Admin to ensure events and communication runs smoothly and ensures high numbers of children attending a range of events.</p>	£3000	<p>Inter-house tournaments took place at the end of each PE unit for KS2.</p>	<p>2023/24</p> <p>We would like regular football training sessions at lunchtimes to support our girls and boys teams.</p> <p>PE leads and Sports admin to continue successful collaboration and communication.</p>

Signed off by	
Head Teacher:	M. Lobo
Date:	November 2022/ July 2023
Subject Leader:	A. Porter/ M. Alexander
Date:	November 2022/ July 2023



Governor:	S. Deadman
Date:	November 2022/ July 2023