

# 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](#).



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/22	£0
Total amount allocated for 2021/22	£18,460
How much (if any) do you intend to carry over from this total fund into 2022/23	£0
Total amount allocated for 2022/23	£18,700
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£18,700

## 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 2021.</p> <p>Please see note above</p>	69%
<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>	69%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	69%
<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.

Academic Year: 2022/23		Total fund allocated: sara		Date Updated: July 2022	
<p><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</p>					Percentage of total allocation:
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:
Increase level of pupil engagement in physical activity at lunchtime.	CPD given to Y6 children by sporting influence to run lunch time activities. Playground buddies given sporting equipment to increase participation (PTA funded)		£770 A terms block of coaching sessions.	Increased levels of engagement in physical activity at lunchtimes from pupils including those who have previously been identified as inactive or less active.	Promoting lifelong Enjoyment and engagement in physical activity. Develop the organisation of the games being played and utilise the playground space more efficiently.
Refine and implement whole-school approach to physical activity.	Funding of specialist coaches to implement lessons to encourage a love of physical activity.  Coaches also to provide an extracurricular programme for Gymnastics, open to all ages throughout the year. As well as to provide inter/intra-school competitions for children.		£9,180 Full day of a sports coach throughout the year.  £270 After-school club	The offer/opportunity for pupils to engage in physical activity is evaluated to be stronger than in previous years. Pupil voice shows that pupils enjoy and value their learning. Also shows a love of competitions and gymnastics throughout the year. After-school club was well attended all year.	Each year this will need to be reviewed and coordinated – however a lot of elements if evaluated to be successful, can then be implemented again in the future.

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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
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>All pupils experience PE/physical activity in the wider school context. Physical activity is used throughout the school, during whole school events such as sports day and active learning interventions.</p> <p>We also have Sporting Influence taking children on Super Pupil trips/experiences to engage in a variety of sports and engaging children in lessons about healthy choices in life. Along with afterschool clubs and lunchtime activities to encourage further physical activity.</p>	<p>Part of the funding for the role of sporting influence is to plan and implement the Super Pupil trips to encourage the participation of children in a variety of different sports.</p> <p>In lessons they also target a healthy attitude to physical activity and the link between a healthy lifestyle.</p>	<p>£2,640</p> <p>4 half terms of sports numeracy and physical activity interventions.</p> <p>£1,050</p> <p>Super Pupil Trips</p>	<p>Pupils are aware of healthy choices that they can make and how PE lesson effect physical and mental health.</p> <p>Sports day received positive feedback and at least 95% participation across school.</p> <p>Good feedback from active learning interventions from coaches and children.</p>	<p>These events can be planned and run by the sporting influence coaches/PE subject lead in the future.</p> <p>Teacher CPD through the sporting influence coaches and PE lead to strengthen the outcomes of all children.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
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:
Improve the standard of PE teaching across school through CPD from Sporting influence coaches in areas that teachers have specified and general areas to improve PE overall.	Utilising previous years teacher voice, CPD was mapped out by the PE lead to give teachers support in areas they had identified as an area to improve in.	£9,180 Full day of a sports coach throughout the year.	Standard and confidence of teaching in PE lessons is shown to have increased through teacher voice. Pupil experience and progress is stronger as evidenced through pupil voice.	Teacher voice to be conducted again to see if any staff require support in other areas. Then utilise sporting influence for those teachers or reassess the best use of the coaches.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
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:
Ensure that equipment and resources are of the highest quality to implement the new PE curriculum ensuring children have a richer experience during lessons.	PE lead assessed the quality of equipment and determined if any equipment needed to be replaced or if there was a need for anything new.	£ 150 approx  (Equipment purchases)	Pupil experience is richer during lessons with access to appropriate equipment. Pupil voice shows that pupil enjoyment of different sports is high. More sports/activities are accessed throughout the year.	Future delivery of the curriculum requires the equipment and so in this sense it is sustainable. However, equipment will always need to be replaced and replenished.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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:
After school competitions ran by sporting influence to be attended by children.	Participate in competitions as much as possible ran by sporting influence.	£600	Pupils that attended competitions showed and eagerness and gave positive feedback about the competitions.	Continue to attend the competitions with the aim to attend more next year.
Intra-School competitions ran by sporting influence for a block of sessions.	Plan and implement a sports day for entire school to engage with.	Sporting influence after school competitions.	Sports day ran well with positive feedback from children, staff and parents.	Evaluate sports day and repeat the plan with additions to improve and build upon.
EYFS-KS2 sports days ran at the end of summer term, children competing on the day between teams and as an overall school.		£550 Half term of intra school competitions.		

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Miss Nixon
Date:	19/07/2023
Governor:	
Date:	