

# 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](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 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](#).

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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£21,235
Total amount allocated for 2021/22	£19,600
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19,600
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£19,600

## 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>	87%
<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>	47%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	87%
<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>	Yes/ <input checked="" type="checkbox"/> 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:	Date Updated:		
<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:	
			%	
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:
Implement a range of sporting clubs to engage pupils in extra-curricular activities. Lessons to start with consistency and an effective warm up. To improve the quality and variety of resources on offer to encourage daily participation in physical activity (both in and out of PE lessons)	Provide high quality extra-curricular opportunities. Ensure that high quality teaching is supported by an engaging and challenging curriculum so that all can succeed. Ensure sufficient equipment to fulfil lesson objectives and allow pupils to fully utilise lesson time.	£1,915	Wide range of sports clubs to enable children to have a choice in extra-curricular activities. Introduction of a 3-stage warm across all lessons and all years. Wider variety of lessons observed being taught and monitored through diaries/lesson observations.	Communication with teaching staff to identify additional ways to implement daily physical activity. Use feedback from the pupils to identify activities they would like to participate in.

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>Opportunities given for all pupils engage in a sporting activity (above and beyond PE lessons). A wider range of sporting activities offered, including traditional as well as more alternative sports.</p> <p>Additional sporting events offered at times throughout the year.</p> <p>Sporting links with first schools established.</p> <p>Collaboration of data, evidencing, meetings and organisation of budget.</p>	<p>New format for 'winter games' and 'Ossie games'</p> <p>Sports leaders to lead events for year 4 pupils.</p> <p>Effective and targeted use of funding.</p>	<p>£1,812</p>	<p>All children engaged in a variety of sports. All children to experience a competitive sporting environment through inter form/year group competitions</p> <p>An all-inclusive sports day, with a focus on mass participation. Wide range of sports on offer. Year group tutor competition as well as a clouted house system (vertical through out school)</p> <p>New year 5 pupils will be familiar and more confident with the PE department having already had experience at the school.</p> <p>Emails, evidence folder, registers.</p>	<p>Continue to offer a diverse range of sports and monitor attendance, actively encouraging underrepresented groups. All staff to have the knowledge to be actively involved in whole school sports events. Continue to provide links with first schools and wider community.</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:
<p>To improve the quality of teaching and learning in PE through continued professional development.</p> <p>Ensuring all PE staff are confident across all areas of the PE curriculum, providing support and training if needed.</p> <p>Target specific focus groups of pupils to ensure that all groups are making good progress.</p>	<p>Sports coach to work alongside PE teachers, supporting them with both planning and delivery of lessons. Particular focus on tennis, basketball and health related fitness</p> <p>Target groups identified (PP, SEND, GT), lessons tailored to individual needs.</p> <p>Well planned and engaging lessons creates a secure environment for pupils to flourish and achieve their full potential.</p>	£3,929	<p>All pupils make good progress in PE lessons, including SEND and PP. Pupils given the chance to consolidate skills before having to move on and then being more confident in future lessons.</p> <p>Improved knowledge, skills and CPD opportunities ensure high quality lessons.</p> <p>Pupil feedback indicates pupils feel positive about their PE lessons, achieving well and finding them enjoyable.</p>	<p>Provide team teaching opportunities to share good practice and ensure the effective sharing of knowledge by allowing time for observations, planning and assessment.</p> <p>Continue to collect feedback from pupils about PE lessons, giving them the opportunity to input into the department.</p>

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:
<p>Additional achievements:</p> <p>A range of clubs to be offered to all pupils at both lunch times and after school. A focus on alternative and non-traditional sports, to engage a wider cohort of pupils.</p> <p>Swimming for all year 6 pupils</p>	<p>Activities provided:</p> <p>Dance Kick boxing Archery Yoga</p> <p>Initial assessment and then a block of lessons for all swimmers not meeting the national expectation.</p>	<p>£10,908</p>	<p>Provided opportunities for students To try a variety of alternative sports within school at no cost. This has been significant in ensuring PP children have been well represented, as well as engaging less active children who have not wanted to participate in the more traditional sports. Alongside physical well-being, these opportunities help develop resilience, build confidence and promote positive mental health.</p> <p>Pupils not able to swim 25m made significant progress after additional coaching, many achieving the national expectation.</p>	<p>Continue to offer a wide and diverse range of clubs (free of charge) to all pupils. The activities are continually reviewed and assessed depending on number take up. The activities provided will not already be on the PE curriculum and our target group will be SEND, PP and less active children.</p> <p>Continue to assess all year 6 pupils and target resources to those not meeting the national requirement. CPD for staff to meet new guidance on swim teaching qualifications.</p>



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:
To provide more opportunities for competitive fixtures, across a wide variety of sports and for all pupils. To enter county, area and local competitions, as well as DASP (local middle schools) events.	Provision of sports clubs to prepare pupils for competition.  Implementation of new system (via SIMS) for notifying parents/carers about sporting fixtures.	£536  £500	More pupils have had the opportunity to compete at local, area and county competitions. Good attendance at clubs, pupils eager to attend and get selected to play competitively. Team sheets, results and match reports are evidenced.	Continue to subscribe to DASP, area and county competitions, with an aim to increase the range of sports at a competitive level. Monitor and target specific groups that are underrepresented at competitive fixtures.

Signed off by	
Head Teacher:	<i>Saira Hawtall</i>
Date:	21.07.23
Subject Leader:	
Date:	
Governor:	
Date:	