

# 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 2021/22	£0
Total amount allocated for 2022/23	£18,650
How much (if any) do you intend to carry over from this total fund into 2023/24	£0
Total amount allocated for 2022/23	£18,650
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£18,650

## 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>N/A Swimming is taught in the Key Stage Two curriculum at the Junior School.</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>	
<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>	
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	
<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>	

## 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: £18,650	Date Updated: 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:
				35%
Intent	Implementation		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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated :</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	<b>Sustainability and suggested next steps:</b>
Children know how to engage in physical activity outside of directly instructed PE lessons.	Sports coach to model and teach active play during lunchtimes 2 x week. EYFS staff explicitly teach playground games using equipment during timetabled daily Physical Development time. Training of Year Two “Playground Leaders” to encourage this play at other times.	Included in sports coach funding (see below)	Children across all year groups observed to play physically active games even without an adult leading the specific activity	Playground Leaders can model to other children. As children are a young age and leave school after 3 years, this needs continued repetition.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				20%
Intent	Implementation		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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated :</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	<b>Sustainability and suggested next steps:</b>
Raise children's awareness and enjoyment of ways to be physically active for children who do not enjoy traditional sports or have opportunity to participate out of school. Increase resilience, teamwork and wellbeing.	Funding towards cost to provide active Forest School sessions	£3,200	100% of KS1 children participated, children observed to play co-operatively and actively in forest school. Children's reported enjoyment of forest school is high.	Forest school area is available for classes to use even when Forest School Leader not on site.
Increase parental engagement in school, increase parental understanding of the importance of PESSA, raise profile of PE.	Parent PE workshop provided for each year group.	Included in sports coach funding (see below)	Parents and children reported enjoying sessions, parental feedback survey reported these as "something we do well"  Children can articulate ways exercise is an important part of a healthy lifestyle.	Parental workshops are successful and should continue each year.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
<p>Staff are confident in the knowledge, skills and vocabulary for each age and stage of our PE curriculum.</p> <p>Opportunities for teachers to work alongside sports coaches to create sustainable practice.</p> <p>Provision of training opportunities for all teaching staff, teachers and teaching assistants.</p>	<p>Sports Coach to work alongside PE coordinator to map our knowledge, skills and vocabulary across school</p> <p>Sports Coach 2.5 days/week leading PE lessons and providing staff CPD</p>	£ 13,500	<p>Learning walks highlighted staff's confidence in articulating and modelling the knowledge, skills and vocabulary children should be learning in lessons.</p> <p>Children's reported enjoyment of PE is high.</p> <p>Ofsted noted "Physical education (PE) is a particular strength and pupils benefit from the high-quality lessons and clubs provided."</p> <p>Staff confidence in teaching PE is high.</p> <p>Pupil feedback suggests PE is enjoyed and children know that eating fruit and vegetables and exercise are important to keeping healthy.</p>	<p>Staff are encouraged to use their enhanced knowledge and skills in PE across the curriculum.</p> <p>Continue to adapt knowledge, skills and vocabulary across school as part of our school curriculum review</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 20%
Intent	Implementation		Impact	
<b>Your school focus should be clear</b>  <b>what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	<b>Sustainability and suggested next steps:</b>
<p>Children experience a wide range of different sports and activities as part of our PE curriculum.</p> <p>Additional achievements:</p> <p>Active play equipment for playground including bikes and playground equipment purchased through PTA fundraising</p> <p>KS1 Subsidised for all children and provided free of charge to children eligible for pupil premium sports clubs – a different sport offered each half term.</p> <p>Dance club and musical theatre club also available through school.</p>	<p>Our knowledge, skills and vocabulary curriculum map ensure children are taught a range of different disciplines and skills during their time in school</p> <p>Additional achievements:</p> <p>Active play equipment for playground including bikes and playground equipment purchased through PTA fundraising</p> <p>KS1 Subsidised for all children</p> <p>Playground leaders continue to support with the implementation of the new equipment and modelling how to use equipment safely and effectively.</p>	<p>Included in sports coach funding (see above)</p> <p>£300</p> <p>Provided from SBS</p> <p>At cost to parents</p>	<p>Through observations and drop ins, pupils are taught a range of different skills in PE across different disciplines. There is progression in the knowledge, skills and vocabulary from Reception to Year 2.</p> <p>OFSTED 2022 ‘Staff run popular after-school clubs where pupils can do dance, music or sport. There are also sports activities available at lunchtime.’</p> <p>All children have the opportunity to develop fine and gross motor skills outside of the classroom during their outdoor learning and play time.</p> <p>Children’s engagement and participation in club remains high.</p>	<p>Continue to offer a range of different sports and activities including our ‘Well-being Wednesday’ offer to children.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
Intent	Implementation		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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	<b>Sustainability and suggested next steps:</b>
Offer competitive sports opportunities to all children	Competitive Sports participation through year group sports days, joint competitive PE lessons and local infant school tournament	included in sports coach funding (see above)	Children understand how competitive sport prepares children for success and failure.  Through pupil interviews, children commented how the school jingle supports this idea of sometimes we win and sometimes we lose.	Continue to develop both in school and cross school competitive sports opportunities.

Signed off by	
Head Teacher:	<i>Catherine Smith</i>
Date:	<i>8/7/2022</i>
Subject Leader:	<i>Joe Staines</i>
Date:	<i>8/7/2022</i>
Governor:	<i>Tom Blewitt</i>
Date:	<i>8/7/2022</i>