



# 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](#).



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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£6792
Total amount allocated for 2020/21	£18 640
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2022/23	£18 540
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£25 292

## 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>	88%
<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>	59%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	82%
<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

## 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: £25 292		Date Updated: 03/10/2023	
<b>Key indicator 1: The engagement of all 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</b>					Percentage of total allocation:
					47.4%
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:
<ul style="list-style-type: none"> <li>Increase pupil participation in physical activity within and beyond the curriculum offer.</li> </ul>	<ul style="list-style-type: none"> <li>KS2 playground updated with traverse, games and playground markings to encourage children to be active at play and lunchtimes.</li> <li>Employ a range of coaches to deliver after-school sports activities: boxing, football, jujitsu,</li> </ul>	£9500  £2500	<ul style="list-style-type: none"> <li>Pupils understand the need to keep themselves active during the day. They are able to access physical activities at play and lunchtimes, which includes a climbing wall.</li> <li>Pupils are aware of a range of different sports that they can take up. They have been exposed to a range of sports</li> </ul>		<ul style="list-style-type: none"> <li>With the implementation of new playground equipment, pupils should make the most of these physical games/activities during play / lunch times. There is no further anticipated spend on playground equipment.</li> <li>Pupils should be encouraged during play / lunchtimes to make the most of the equipment, which will contribute to their daily exercise.</li> </ul>
<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:
					25.3%
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:
<ul style="list-style-type: none"> <li>- Increase pupil participation in physical activity within and beyond the curriculum offer.</li> </ul>	<ul style="list-style-type: none"> <li>- Provide additional swimming sessions for those pupils in years 5 and 6, who have not yet met the required 25m standard.</li> <li>- Train sports leaders to plan, deliver and lead lunchtime games.</li> </ul>	<p>£6200</p> <p>£200</p>	<ul style="list-style-type: none"> <li>- A greater proportion of pupils leaving KS2, having attained proficiency in swimming.</li> <li>- A number of UKS2 sports leaders trained, who, with the support of lunchtime staff, delivered a range of activities.</li> </ul>	<ul style="list-style-type: none"> <li>- There is still some way to go to ensure that <u>all</u> children leave primary school having attained competence in swimming.</li> <li>- Need to continue to work with swimming partners to develop an appropriate swimming curriculum that given pupils the necessary skills.</li> <li>- Swimming for next year has been put into year 4 as well as continuation in year 5 and 6.</li> <li>- Next year, we will roll out the training for LKS2 pupils, who will be able to oversee activities on the KS1 playground.</li> </ul>

**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport**

Percentage of total allocation:

6.3%

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:

<ul style="list-style-type: none"> <li>- Raise the quality of teaching and learning in PE and school sport by providing support to deliver a broad, balanced and highly inclusive curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>- CPD opportunities provided through release of subject lead to model effective teaching strategies.</li> <li>- Subject leader to attend relevant conferences / subject leads training / network meetings to gain relevant information, and disseminate this.</li> <li>- Liaise with Trust schools and PE leads to share knowledge and expertise.</li> </ul>	<p>£1600</p>	<ul style="list-style-type: none"> <li>- Staff upskilled in delivering effective PE sessions through coaching, mentoring and team-teaching from the PE lead.</li> <li>- Subject lead upskilled to be able to better monitor the subject and the impact on pupil's progress.</li> </ul>	<ul style="list-style-type: none"> <li>- Staff to continue to deliver effective PE sessions, drawing on the coaching and mentoring they have had.</li> <li>- Leaders will identify strong practice across the school and staff will begin to coach and mentor each other in the different areas of the PE curriculum.</li> </ul>
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<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>	<p>Percentage of total allocation: <b>9.9%</b></p>
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Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> <li>- Provide a range of opportunities for pupils to take part in a range of school sport, through extra-curricular activities.</li> <li>- Work with partner agencies to provide opportunities for all pupils to take part in inclusive sports.</li> </ul>	<ul style="list-style-type: none"> <li>- Investment in a range of different equipment to enable pupils to experience less-common sports.</li> <li>- Provide 'taster' sessions in inclusive sports, for all pupils i.e. wheelchair basketball.</li> <li>- To continue to provide opportunities during break and lunchtimes.</li> </ul>	<p>£2000  £500</p>	<ul style="list-style-type: none"> <li>- Increase In the percentage of pupils taking part in 'new' sports.</li> <li>- Attendance registers at clubs show an increase in the % of vulnerable and SEND pupils accessing clubs.</li> <li>- Selected year groups took part in inclusive sports to raise awareness.</li> <li>- Increase in the % of pupils taking part in at least 30 minutes of physical activity</li> </ul>	<ul style="list-style-type: none"> <li>- Further increase the opportunities for all pupils to access play and lunchtime equipment.</li> <li>- Rolling programme of pupils being exposed to inclusive sports to raise the awareness of all.</li> <li>- Continue to increase the number of pupils taking part in at least 30mins of physical activity daily.</li> </ul>

			<p>each day.</p> <ul style="list-style-type: none"><li>- Increase in the number of pupils taking part in games and competitive activities at break and lunchtimes.</li></ul>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				12.2%
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:
<ul style="list-style-type: none"> <li>- To provide a wide range of opportunities for pupils to take part in competitions.</li> <li>- Provide opportunities for pupils with SEND, the least active and the least confident to attend competitive activities.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to be a member of HAS and make the most of the offer they have regarding competitions.</li> <li>- Attendance at bespoke SEND competitions i.e. adaptive.</li> </ul>	£1500  £1592	<ul style="list-style-type: none"> <li>- Increased school entries into competitions across the academic year.</li> <li>- Increase in the % of pupils across KS2 taking part in at least one competitive activity.</li> <li>- Increase in the % of SEND pupils taking part in intra / inter-school competitions.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to be a member of HAS to access local and regional competitions.</li> <li>- Continue to seek out opportunities for pupils with SEND to take part in competitive activities.</li> <li>- Develop local cluster links in order to reduce the cost of accessing competitive sport e.g. by reducing the need to pay for transport.</li> </ul>

Signed off by	
Head Teacher:	Stuart Mills
Date:	20/09/2022
Subject Leader:	Ash Jackson / Stuart Mills
Date:	20/09/2022
Governor:	
Date:	