

# 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](#) 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 2022/2023, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2024.**

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 2024. 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 2022/23	£1852.21
Total amount allocated for 2023/24	£18,400
How much (if any) do you intend to carry over from this total fund into 2024/25?	£0
Total amount allocated for 2023/24	£20251.21
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£20251.21

## Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety. 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. <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>	N/A
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.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 2022. Please see note above</p>	NA
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above</p>	NA
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	NA
<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.

<b>Academic Year:</b> 2023/24	<b>Total fund allocated:</b> £20251.21	<b>Date Updated:</b> 12/07/24		
<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: 8%
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>- Children to be able to demonstrate the basic skills needed as the foundations for most team games</li> <li>- Children to have age appropriate agility, balance and coordination skills</li> <li>- Children's gross motor skills are age appropriate and help their fine motor skills to develop</li> </ul>	<ul style="list-style-type: none"> <li>-Age/stage appropriate resources are bought and used in school</li> <li>-Daily mile takes place daily</li> <li>-PE lessons are regular and meaningful</li> </ul>	£1490	<ul style="list-style-type: none"> <li>- Pupils are demonstrating improved skills during their PE lessons and in intra-house and intra-school competitions</li> <li>- Pupils are demonstrating that they have age-appropriate ability, balance and coordination skills</li> <li>- Pupils are demonstrating they have age appropriate gross and fine motor skills</li> <li>- Newly purchased resources have increased the number of opportunities available to</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to provide high-quality PE lessons and additional activities during snack and lunchtime (discussed below).</li> <li>- All classes continue participating in the Daily Mile.</li> </ul>

			children to develop their agility, balance and coordination skills	
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 34%
<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:
<ul style="list-style-type: none"> <li>- Physical and mental wellbeing is improved through access to outdoor learning equipment, active playtimes and opportunities throughout the school day.</li> <li>- To promote active travel outside of school.</li> </ul>	<ul style="list-style-type: none"> <li>- All pupils will be provided with the opportunity to access outdoor learning provision, outside of their PE times, to develop active lifestyles. This will primarily be delivered through the implementation of the OPAL project.</li> <li>- The profile of active lifestyles will be raised around the school.</li> </ul>	£4800	<ul style="list-style-type: none"> <li>- The provision of additional outdoor learning equipment has had a significant positive impact on the physical and mental wellbeing of pupils. Pupils are now able to participate in a wider range of activities such as hockey and golf which has enabled them to learn about different sports and develop locomotor play, fine motor and dexterity play and gross motor development.</li> <li>- Children also now have the opportunity to use wheeled toys, such as bikes and scooters.</li> <li>- All pupils participated in the TCS Mini London Marathon thereby emphasising the importance of regular physical</li> </ul>	<ul style="list-style-type: none"> <li>- Maintain resources to ensure safe parts</li> <li>- Continue to update resources to ensure opportunities for different types of physical play.</li> <li>- School to participate in Walk to School week next year.</li> </ul>

			activity.	
-Children will have access to age appropriate gross motor resources to help them to build strength and stamina. The quality of the outdoor space will allow for children to make progress in their gross motor skills	- Additional outdoor resources to be provided through the implementation of the OPAL project.	£2000	- Significant improvement in outdoor learning space and resources resulting in opportunities for children to develop their gross motor skills (see above).  - Pupils who attend the Treehouse participate in the 'Big Move' each morning which provides them with additional opportunities to develop their gross motor skills.	- Ongoing focus on the development of fine and gross motor skills, particularly in the Foundation Stage and the Treehouse.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation: 43%
<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 do now? What has changed?:	Sustainability and suggested next steps:
- Staff feel confident in delivering a range of PE lessons across the school - Planning is clear and progressive from Year 1 to Year 2 - Children receive quality PE lessons	- PE Specialist Coaching to upskill teachers	£8000	- Specialist coaching has enabled teaching staff to feel more confident in their delivery of PE lessons. The structure, pace and learning objectives of the lessons are enhancing their skills and ensuring that pupils meet the needs of the National Curriculum.	- Elements of individual lesson plans, such as warm up and cool down activities, are to be revamped so teachers become aware of a greater range of activities that can be incorporated into and delivered during PE lessons.

<p>- Staff feel confident in delivering a range of PE lessons across the school</p>	<p>- Staff can access professional development platforms such as courses, research and guidance to increase teacher confidence and understanding. - New staff can attend training to broaden their knowledge, confidence and understanding of PE. Children will therefore be exposed to high quality teaching.</p>	<p>£500</p>	<p>Not Implemented</p>	<p>PE and Sports lead to access appropriate professional development in order to develop their understanding and knowledge of PE &amp; Sports teaching.</p>
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation:  
21%

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>
<p><b>Swimming is not a requirement in KS1 but we are going to use our funding to equip the children with water confidence and water safety skills, both crucial life skills especially when living so close to the sea. The opportunity will also help prepare our children for the KS 2 curriculum, improve their gross motor skills, broaden their experiences and give some children the new sensory</b></p>	<p>- After the success of the pool last year a 'pop up' pool will be put into the playground again in the summer term for the year 2 pupils to use regularly</p>	<p>£4200</p>	<p>- Pupil progress across the Year 2 cohort was strong with pupils developing both their swimming skills and their confidence when in water. The intensity of lessons, 5 lessons over 2 weeks, enabled pupils to make accelerated progress also. STA accredited assessments - 53% of pupils can swim at least 10m 25% of pupils can swim 25m</p>	<p>- If possible, Year 2 to be provided with swimming lessons again in the Summer term of 24/25.</p>

<p><b>experience they need.</b></p> <p>Additional achievements:</p> <ul style="list-style-type: none"> <li>- Year 2 pupils will have made progress in their basic swimming abilities to ready them for the junior school</li> </ul>				
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<p><b>Key indicator 5: Increased participation in competitive sport</b></p>				<p>Percentage of total allocation: 0%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	
<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>- Pupils will participate competitively in sport according to their talents as an opportunity to compete and achieve</li> <li>- Children's teamwork and sportsmanship skills will improve</li> <li>- Children are able to use school resources to allow them to learn the new skills required for new sports</li> </ul>	<ul style="list-style-type: none"> <li>- Children will compete in a range of competitions with the SPSSA</li> </ul>	<p>NA</p>	<ul style="list-style-type: none"> <li>- KS1 teams were entered into the following competitions: Tag Rugby, Boys Football, Girls Football and Borough Sports.</li> <li>- This year was the first year we competed in the Girls Football tournament and placed third.</li> <li>- The Boys Football team placed third overall in the Borough, our best performance for many years.</li> <li>- Prior to competing in the tournaments, extra coaching was provided to competitors by a</li> </ul>	<ul style="list-style-type: none"> <li>- A Girls Football After School Club will run in 24/25 in order to provide greater opportunities for girls to play football in a fun and supportive environment.</li> <li>- A range of after school clubs will be available for pupils to attend which will enable them to acquire new PE skills.</li> <li>- To continue to provide opportunities for pupils to perform in competitive intra-school sport.</li> </ul>

		<p>specialist sports coach to ensure our teams were fully prepared for the competitions.</p> <ul style="list-style-type: none"> <li>- A number of SEN children represented our School in the Panathlon ten-pin bowling and multisports competitions.</li> <li>- All Y2 children participated in a Diving Talent Identification event run by Southend Diving at our School.</li> </ul>	<p>- Three Tees cricket will be introduced to the curriculum and as an After School Club to further broaden the range of sporting opportunities available to children.</p>
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Signed off by Charlotte Woolf	
Head Teacher:	Sarah Clements
Date:	26.9.23
Subject Leader:	Charlotte Woolf
Date:	26.9.23
Governor:	Chris Coley
Date:	11.10.23