

# 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 2022. 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 2021/22	£402
Total amount allocated for 2022/23	£18,400
How much (if any) do you intend to carry over from this total fund into 2022/23?	Not yet known
Total amount allocated for 2022/23	£18,802
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£18,802

## Swimming Data

Please report on your Swimming Data below.

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>	N/A
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	NA
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	NA
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	NA
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?	<u>Yes/No</u>

## 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> 2022/23		<b>Total fund allocated:</b>		<b>Date Updated:</b>	
<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: 4%
<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>- 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>	£740	<ul style="list-style-type: none"> <li>- Successful PE lessons observed by the HWB team</li> <li>- Daily mile integrated in to every class practice</li> <li>- PE resources have helped to ensure progress in a range of sports</li> </ul>	<ul style="list-style-type: none"> <li>- Monitor the use of new resources, check PE stock termly to keep on top of orders</li> </ul>	
<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: 27%
<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. The profile of active lifestyles will be raised around the school.</li> </ul>	£2000	<ul style="list-style-type: none"> <li>- In EYFS a range of outdoor learning equipment has enhanced the gross motor skills of the children, consequently impacting their other areas.</li> </ul>	<ul style="list-style-type: none"> <li>- See how EYFS and the treehouse manage sharing resources. Do they need any specialist gross motor equipment?</li> </ul>
<ul style="list-style-type: none"> <li>- 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</li> </ul>	<ul style="list-style-type: none"> <li>- Outdoor resources will be improved through the OPAL project</li> </ul>	£2800	<ul style="list-style-type: none"> <li>- Playtimes have been enhanced through resourcing (sand pit, mud kitchen etc) and we are waiting to see the long term impact on behaviour. There are many more opportunities for all on the playground.</li> </ul>	<ul style="list-style-type: none"> <li>- Liaise with lunchtime staff to see when new resources are needed. OPAL team to continue monitoring the project and accessing finds where necessary.</li> </ul>

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				46%
<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>- Staff feel confident in delivering a range of PE lessons across the school</li> <li>- Planning is clear and progressive from Year 1 to Year 2</li> </ul>	<ul style="list-style-type: none"> <li>- PE Specialist Coaching to upskill teachers</li> </ul>	£8000	<ul style="list-style-type: none"> <li>- Specialist coaching has allowed teachers to feel confident in their delivery of PE lessons. The structure, pace and learning objectives of lessons are enhancing their skills and allowing them to partake in a range of sports</li> </ul>	<ul style="list-style-type: none"> <li>- Continue with the use of our coach to enhance PE teaching across the school</li> </ul>

	<ul style="list-style-type: none"> <li>- Staff can access professional development platforms such as courses, research and guidance to increase teacher confidence and understanding.</li> <li>- New staff can attend training to broaden their knowledge, confidence and understanding of PE. Children will therefore be exposed to high quality teaching.</li> </ul>	£500		
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 21%
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><b>Swimming is not a requirement in KS1 but we are going to use our funding to help prepare our children for this experience in the junior school, improve their gross motor skills, broaden their experiences and give some children the new sensory 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>	<ul style="list-style-type: none"> <li>- A 'pop up' pool will be put into the playground in the summer term for the year 2 pupils to use regularly</li> </ul>	£3952.60	<ul style="list-style-type: none"> <li>- Children in year 2 had the wonderful experience of swimming in the summer term. The short intense swimming time allowed them to uplevel their swimming ability and confidence in the water.</li> </ul>	<ul style="list-style-type: none"> <li>- We will continue with this project next year but will be paying swimming teachers to come in due to staffing</li> </ul>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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>- 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>	NA	<ul style="list-style-type: none"> <li>- We participated in a range of competitions including tag rugby, football x 2 and borough sports and the children were exposed to a range of experiences and competitive environments. Extra coaching was given to these children to ensure they felt prepared for the competitions.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue with extra coaching for teams in the new spare year 1 PE slot.</li> </ul>

Signed off by Charlotte Woolf	
Head Teacher:	Sarah Clements
Date:	23/11/2022
Subject Leader:	Charlotte Woolf
Date:	23/11/2022
Governor:	Chris Coley
Date:	23/11/2022