

# 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](#).



## Details with regard to funding

Please complete the table below.

Total amount allocated for 2022/23	£21,270.00
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£21,270.00

## 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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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 2023. Please see note above	90%
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	78%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	78%
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?	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: £21,270.00		Date Updated – 21.07.2023	
<b>Key indicator 1: 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</b>					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:
Ensure adequate equipment is available at all times for PE lessons	Replacing lost/broken/missing stock to ensure high quality PE lessons are delivered, enabling children to achieve.  New climbing ropes in KS2 hall to enhance provision of gymnastics	£3,176.48	Children have newer, better quality sports equipment, which impacts their experience of sport in their PE sessions. Teachers have more equipment readily available to support their lessons and therefore provide quality teaching. This equipment is also available for children to utilise during break and lunch times, promoting daily physical activity e.g., wall targets and basketball nets	Newer, better quality equipment will be more sustainable and remain in good condition for children in future years. The more sports equipment available, the more children that will benefit, including those joining our school in the future. Daily physical activity will become ingrained in students moving through the school.	
<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: 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:

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Ensure disadvantaged children have equality of opportunity. Awareness of mental health and wellbeing through initiatives such as Relax Kids.	Relax Kids sessions weekly for children who have been identified by teachers as a priority for additional mental health and well-being support.	£1,240.00 – cost shared with PPG	Priority children identified by teachers are receiving weekly support for their mental health and well-being. Through these sessions, children given strategies to support their mental health and relaxation.	Relax kids to continue and is embedded in our weekly timetable for selected children. List of children is reviewed by teachers. Children will leave Relax Kids with strategies that they can use independently at home and in school to support them with their mental health and well-being.
Ensure large gym equipment is safe to use.  Ensure fixed play equipment on the playgrounds is safe to use	Sportsafe inspection for indoor equipment  The Play Inspection Company – inspection of outdoor equipment	£373.73  £90.00	Children have been able to use the large gym equipment safely in PE lessons.	Next step is for teachers and children to continue to use this equipment within their lessons and develop skills further.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation: 59.75%
<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:
Invest in specialist coaches to provide teachers with the skills to teach a variety of sports confidently.	Outside providers provide a variety of sports (chosen based on strengths and weaknesses reported via staff voice) to different year groups, especially those year groups where teachers have said they require further support with teaching in these areas.  Providing an additional swimming teacher to support less able swimmers	£2,720.00– Zumba £2,250.00 – Golf Open Trail – BalanceAbility £3,240.00 £1842.00 – Football coaching  £1,260.00	Children are further developing a love for sport and physical activity. Children have had active sessions, which impacts on their physical and mental health. Children are more knowledgeable of skills that are required to play the sports offered.  Baseline Balanceability: 16.6% After Balanceability: 85%  Tri-Golf School Games finalists/Winners.	The sequence of lessons provided, offered teachers the opportunity to observe strategies and techniques to implement into their teaching. Children can build upon these skills in future lessons and take part in the tri-golf tournament and dance competitions in future years.

Invest in a PE scheme which facilitates outstanding lessons – PE Passport.	PE Passport is a portable Physical Education planning, assessment and tracking tool designed to enable all Primary School teachers to deliver enjoyable, active and high-quality sessions. Within the PE Passport schools have access to a full curriculum of engaging, interactive P.E lessons for each year group with each lesson containing clear, progressive learning objectives; differentiated activities and videos to support the narrative.	£300.00	Children are being challenged more appropriately and progress in Dance/Gymnastics/Athletics and Games based activities is clearly defined.  Staff have received clear training on how to access and implement PE passport for most effective PE provision.  PE Lead + HT and DHT - monitored/drop-ins.  PE passport used inform assessments.	Training shared with new staff.
Purchase of triple Somersault bars for KS1		£1,097.60	Purchased at end of academic year with impact expected to improve fine and gross motor skills in KS1 and a positive effect on handwriting	

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>	Percentage of total allocation: 6.7%
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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?:
Catch up swimming	Providing an additional opportunity to support those children in Year 5 and Year 6 who cannot swim 25 metres by providing an trained swimming teacher and pool hire	£1,415.00	More children have achieved the goal of swimming at least 25 metres. Such children, who needed extra sessions, are now leaving school feeling more confident and competent in the water. Children who have not achieved this goal, were provided with the opportunity for more swimming sessions and have progressed in confidence and
			Sustainability and suggested next steps:
			Catch up swimming to be continually offered in future years to secure confidence and competence in swimming. Y5s, who didn't achieve this goal during catch up swimming will have further catch up swimming in Year 6 to further progress.

			competence.	
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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:
Attending external events both within our own cluster of schools and wider participation in local competition	Ensuring that children have as much opportunity as possible to engage in competitive sport outside of their own school – releasing staff to take children to events/competitions.  Line markings to enhance sports days	£2,400.00  £197.00	Many children across school have experienced the realities of competitive sport. They have gained an understanding of what it means to be part of a team and how taking part can improve the chances of their team winning.  Sports Mark Gold achieved.  Athletics – School Games finalists/Bronze medallists. Bell Boating Champions. Tri Golf – School Games Champions. Cross Country Finalists/National Finalists. Football League Champions Netball League – Bronze medalists. Girls Cricket – School Games – 4 <sup>th</sup> place Swimming – School games representatives.	Children will further develop the nature of competitive sport throughout their school life. Children will experience this when competing with other year groups and other schools in sporting events.

Signed off by:

Head teacher – Kate Wilcock,

Subject Leader – Rebecca Widdett,

Governor responsible for Sports Funding – James Fairfax,