

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool  
Revised July 2022

Commissioned by



Department  
for Education

Created by



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SPORT  
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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 a significant improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this 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 carried over from 2021/22	£0
Total amount allocated for 2021/22	£ £ £17,630
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 0
Total amount allocated for 2022/23	£ 17,477
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£ 17,450

## 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 2022.</p> <p>Please see note above</p>	70%
<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>	70%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	20%
<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>	N/A



## 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:		Date Updated: October 2022			
<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: 56 %		
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:				
<p>1.Children in the EYFS have extended periods of physical activity each day so that their gross-motor skills are in-line/above expectations and they have regular opportunities to challenge their bodies physically.</p> <p>2. All children are physically active at lunchtimes, learn the rules of games and learn how to play as a team.</p> <p>3. All children have 2 hours of PE each week, one taught by the specialist PE coach, and one by their class teacher.</p>	<p>1.Children in the EYFS have access to: bikes, climbing frames, sports equipment e.g. skipping ropes, beanbags, balls.</p> <p>2. Sports equipment available in all areas of the school playground, including: skipping ropes, balls, hula hoops, bats and balls, basketball hoops. Support staff to supervise lunchtime skill sessions, football, hockey, basketball and table tennis. Sport coach to run lunchtime football skills sessions including girls only groups.</p> <p>3. The curriculum is devised to show a clear progression of</p>		<p>Coaching x2 hours per week £8,400</p> <p>Equipment £ 300</p> <p>Football sessions (£40 per week) £1,000 annual cost</p> <p>Increased percentage of attainment in Physical Development in EYFS by the summer term.</p> <p>Increased confidence and independence when using equipment and larger apparatus.</p> <p>Adult’s observations during playtime show evidence of improved team building skills and higher level of engagement and participation in outdoor games.</p> <p>Increased participation by pupils from YR to Y6 during</p>			<p>PD from 14% baseline to 86% at age related attainment.</p> <p>Approximately 70% of pupils show an improvement in their fine and gross motor skills across the school, showing resilience and better understanding of the skill involved.</p> <p>Achieved Gold Sports Award.</p>	

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	knowledge and skills across the year groups. By the time children leave Y6, they will have participated in, and learnt the rules of: netball, football, tennis, cricket, handball, volleyball and basketball. They will also have developed athletic and field skills and been taught a sequential gymnastics and dance curriculum.		our end of year sports day.	
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<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: 44%
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Intent	Implementation	Impact
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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:	
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<p><b>1.</b> Children in all Key Stages to experience a wide variety of ways to keep their bodies fit and healthy.</p> <p><b>2.</b> Children to be motivated to challenge their bodies in a variety of ways.</p> <p><b>3.</b> Children's cultural capital to be expanded through providing a range of physical activities and experiences including competitions and whole school events linked to other subjects of the curriculum such as science and maths.</p>	<p><b>1.</b> Dance sessions for all pupils YR to Y6. Skipping 4 Life sessions.</p> <p><b>2.</b> Sports week (linked to fund raising events such as comic relief and wellbeing week) and sports day.</p> <p><b>3.</b> Range of after-school clubs include multi-sports and football and our wraparound provision provides opportunities for children to take part in a range of sporting activities.</p>	<p>PESSN membership £ 4,500</p> <p>Skipping 4 Life £270</p> <p>Equipment, medals, cups, certificates and promotion material for sports week and sports day £500</p> <p>Swimming sessions KS2 £2,480</p>	<p>Raised profile of a wider range of sports and physical activities including dance and yoga.</p> <p>Positive outcomes and benefit in terms of pupils' health, as a result of the range of sports activities made available.</p> <p>A whole school approach was taken to further develop and consolidate pupils' PE skills.</p>	<p>Approximately 40% Increased engagement and participation, for example with children skipping during playtime and at home; increased attendance to after school clubs sporting activities in all key stages.</p> <p>Achieved Gold Sports Award.</p>
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				% Included above
<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:
<p>1. Children and staff to have a clear understanding of the skill being taught in any given lesson and to see this as part of a progression of skills across each unit of learning, as well as the year-on-year and whole-school curriculum.</p> <p>2. Staff's confidence in adapting the curriculum to meet the needs of their classes to increase.</p>	<p>1. Use of the PE hub as a framework for planning and resourcing.</p> <p>2. CPD for teaching staff, led by PE Lead and LPESSN. Qualified sport coaches to teach alongside class teachers to model, plan and deliver activities covering the whole range of the PE national curriculum and to assess effectively.</p> <p>Mentoring and coaching for PE subject lead in order to provide solid subject leadership.</p>	PESSN membership £ 4,500		<p>CPD used effectively resulted in an improvement in staff's knowledge and skills when teaching high quality PE lessons.</p> <p>The PE lead evaluation and feedback show that her ability to support staff was effective. Monitoring also ensured that consistency was applied across the school in the delivery of PE lessons.</p> <p>85% of PE observations were good or better.</p>
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				% Included above
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?	next steps:
<p>1. Access to extra-curricular clubs deliver a range of extra-curricular sports clubs in school including multi-sports, football throughout the year which can be offered free of charge to all children</p> <p>2. All pupils to be motivated to participate in a variety of movement activities which are engaging and fun.</p>	<p>1. Review of whole-school curriculum drawing on expertise of PE hub.</p> <p>2. Bikeability training for Years 5 and 6. External sports coaches to teach multiskills and football to targeted year groups in KS1 and KS2. After-school clubs and activities offered throughout the school year in football and multi-sports targeted at different year groups. Residential trips for pupils in Year 6 include opportunities to take part in activities such as the climbing wall, orienteering and archery. Six week blocks of swimming lessons for all pupils in KS2 across the academic year. Pupils with SEND to take part in sailing festival.</p>	<p>PESSN membership £ 4,500</p> <p>Swimming sessions KS2 £2,480</p>	<p>There has been an increase in pupils' participation in after school and lunch time sports clubs.</p> <p>Girls lunchtime football club was a success as we have seen more girls wanted to participate.</p>	<p>Achieved Gold Sports Award.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				% Included above
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:	Sustainability and suggested next steps:
<p><b>1.</b> All pupils to feel confident taking part in competitive sports and having the fundamental motor skills to enable them to partake.</p> <p><b>2.</b> Pupils, regardless of need, to understand how movements and skills can be adapted to ensure optimal participation in all sessions.</p>	<p><b>1.</b> Dance and football competitions via LPESSN.</p> <p><b>2.</b> All children to compete half a mile walk.</p> <p>Ensure collaboration amongst pupils and staff, developing consistency in approach and expectations.</p> <p>Set aside time to focus on study skills and extra support needed.</p> <p>Use assessment effectively to evaluate individual children's progress of knowledge and skills in a range of PE focuses.</p> <p>Partner with families.</p>		<p>PESSN membership £ 4,500</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p> <p>Improve team building skills, determination and endurance.</p> <p>Increased pupils' confidence and competence while taking part in competitions outside the school.</p>
				Achieved Gold Sports Award.

Signed off by	
Head Teacher:	<i>Reema Reid</i>
Date:	22/03/24
Subject Leader:	
Date:	

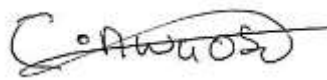
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Governor:	
Date:	22 March 2024

Created by:  **Association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

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