

# 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 carried over from 2021/22	£3,000
Provisional amount allocated for 2022/23	£17,740
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£20,740

## Swimming Data

Please report on your Swimming Data below. **(To be completed July 2023)**

<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 2023.</p> <p>Please see note above</p>	%
<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>	%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	%
<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/No

## 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> £17,200		<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: 22% (£3,850)
Intent		Implementation		Impact (anticipated)	
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?:
To encourage children to engage in meaningful lunchtime play and activity.		Provide sustainable, durable equipment for use at lunchtime to facilitate play for children on the field and playground across all phases.		£2,200	Children have access to high quality equipment to facilitate progress and enjoyment within PE, allowing the enhancement of skills in a broad range of sports.  The children enjoy and engage in physical activity.  Evidence: greater participation from pupils in lunchtime activities. Fewer behaviour incidents recorded. Pupil voice.
To provide extra-curricular PE clubs both on a lunchtime and after school.		Lunchtime supervisors receive/continue CPD.  Funding for teaching assistants to provide extra-curricular activities during and after school.		£1,000 (CPD)	More pupils will have access to extracurricular activities with a broader range of sports offered. Children from both Key Stages will have greater access, and support will be available for

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			those with additional needs.  Evidence: engagement with afterschool clubs much greater; greater participation from pupils across the whole school.	
To provide high quality additional PE sessions.	Funding for qualified Sports coach to support teachers with delivery of PE lessons.  Continued CPD.	£150 (tennis coach – subsidised)  See additional costs allocated to Key Indicator 3.	Greater engagement of pupils in PE lessons due to additional qualified adult support. Greater confidence in staff for delivering high quality PE lessons.  Evidence: planning, pupil feedback, observations, outcome/skills.	
Ensure children have access to age-appropriate active travel training to encourage them to walk or cycle to school safely.	Year 6 children take part in Bikeability level 1 and 2 to learn how to ride their bike safely on the road.  Years 3-5 take part in Learn to Ride scheme ready for taking part in Bikeability in Year 6.	£200  £300	At least 80% of children leave Year 6 with a Level 2 Bikeability Award.  A greater number of children, who are able, ride a bike to school.  Evidence: register, outcomes, awards.	
<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% (£1,450)
<b>Intent</b>	<b>Implementation</b>		<b>Impact (anticipated)</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>To develop leadership skills in children.</p>	<p>School PE Lead to train up Year 6 Sports leaders (Game Changers) using the Primary Leaders Award.</p> <p>Game Changers then lead physical activity sessions to the rest of school in groups during lunchtime.</p> <p>Game Changers also help at events such as Sports Day.</p> <p>Equipment needed for these physical activities bought.</p> <p>Use of pupils to lead tasks within lessons such as warm up/cool down.</p>	<p>£100 (Licence) £100 (clothing) £100 (awards) £500 (equipment)</p>	<p>Anticipated that when walking around the school and attending tournaments it'll be visible that an increased number of children have responsibility within areas surrounding sport. It will also be demonstrated during assemblies when presentations are made.</p> <p>Children will develop a sense of leadership, loyalty, responsibility and accountability through their roles and this will link with the schools core values.</p> <p>Evidence: Record of leaders and observations.</p>	
<p>To raise the profile of physical activity, health and wellbeing to all children in school.</p>	<p>Continue to embed cross-curricular links within PSHE, science and DT.</p> <p>Local clubs invited to run taster sessions at school.</p> <p>Ensure at least 1x collective worship per year covers aspects of healthy lifestyles.</p> <p>External speakers invited to promote sport and a healthy, active lifestyle.</p> <p>Complete PE (scheme of work) success certificates handed out at Celebration Workshops.</p>	<p>£500 (comes with funding)  £100</p>	<p>Increased level of knowledge around 'healthy lifestyles' and for children to be able to discuss this.</p> <p>Evidence: Work in books (science/ PSHE), discussion, club lists and planning.</p> <p>See an increase in the number of children being active.</p> <p>Children able to make healthy choices with regards to diet.</p> <p>Children have a greater understanding of 'well-being' as a whole.</p>	

	'Book of Champions' to be created and shared with classes and during Celebration Worships. Children to be included on the school's Recognition Board.	£50		
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				41% (£7,000)
Intent	Implementation		Impact (anticipated)	
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:
To upskill all staff in recognised areas of weakness to deliver effective PE sessions.	Funding for qualified Sports coach to support teachers with delivery of PE lessons.  Continued CPD.	£3,600 (coach)	Greater engagement of pupils in PE lessons due to additional qualified adult support.  Greater confidence in staff for delivering high quality PE lessons.  Evidence: planning, pupil feedback, observations, outcome/skills.	
To offer more specialist PE teaching to children within school.	Funding for qualified Sports coach to support teachers with delivery of PE lessons.  Continued CPD.  Specialist coaches used for non-core experiences such as kayaking, orienteering, bouldering, rope work.	See above.  £1,400	Greater engagement of pupils in PE lessons due to additional qualified adult support.  Greater confidence in staff for delivering high quality PE lessons.  Evidence: planning, pupil feedback, observations, outcome/skills.	



To deliver a cohesive, structured PE curriculum with an effective method of assessment to allow for greater confidence in the delivery of PE of all staff.	Purchase of Complete PE.  CPD sessions for staff in identified areas of weakness.  Staff meetings used to discuss assessment of PE; how to be effective and support those that need it quickly and efficiently.	£1,500          £500	Greater confidence in staff for delivering high quality PE lessons.  Evidence: PE planning and annotations. Clear skill based, repetitive activities/curriculum followed across the school.	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 23% (£4,000)
Intent	Implementation		Impact (anticipated)	
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:
To ensure that equipment is updated to provide the best experiences for children to participate in a range of activities, both curricular and extra-curricular.	Update PE equipment which becomes old and damaged to ensure it provides sustainability for purpose and activity. Clubs including dancing, football, dodgeball, basketball, netball are on offer to children.	£1,000 (includes new storage)	Children have access to high quality equipment to facilitate progress and enjoyment within PE, allowing the enhancement of skills in a broad range of sports.  The children enjoy and engage in physical activity.  Evidence: greater participation from pupils. Pupil voice.	

<p>To ensure that all children have access to some form of sport or physical activity.</p>	<p>Taster sessions for clubs such as Cheerleading, Karate take place to ensure children know where they can participate in activity outside of school. Take part in AAT Festival of Sport.</p> <p>Game Changer activities at lunchtimes (see Key Indicator 2).</p> <p>Identify resources required for EYFS outdoor learning to improve outcomes for EYFS children.</p>	<p>£-</p> <p>£3,000</p>	<p>All children will have the opportunity to participate in a form of extra-curricular PE/ sport either during or after the school day.</p> <p>Children will engage with outdoor learning and gross motor skill/fine motor skill activities. Improved results for EYFS children.</p>	
<p>Increase in attendance at after-school clubs offering a broad range of activities.</p>	<p>After-school clubs to be targeted at those who may not wish to participate at a competitive level), including those aimed at KS1.</p>		<p>More pupils will have access to extracurricular activities with a broader range of sports offered. Children from both Key Stages will have greater access, and support will be available for those with additional needs.</p> <p>Evidence: engagement with afterschool clubs much greater; greater participation from pupils across the whole school.</p> <p>Evidence: Club registers, lunchtime records.</p>	

<b>Key indicator 5: Increased participation in competitive sport</b>			Percentage of total allocation:
			5% (£900)
<b>Intent</b>	<b>Implementation</b>	<b>Impact (anticipated)</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:
Increase participation in external sporting competitions and festivals accessible to all children, with an expectation that at least 50% of KS2 will have represented the school at some form of sport before leaving Year 6 (or at least have been given the opportunity to).	<p>Contribute to transport to and from such activities in order that this does not prohibit participation.</p> <p>Arrange training sessions prior to all Trust sports events.</p>	£500	<p>Upon leaving the school in YR6, it'll be evident that at least 50% of children have been given the opportunity to participate in some way at a tournament/festival. This will help to enhance children's confidence, self-esteem, sense of belonging, pride and knowledge of active lifestyles.</p> <p>Children will want to represent the school and this will enhance performance in PE lessons used for selection. It will also help to develop the schools core values.</p> <p>Evidence: Tournament registers/ records, and discussions.</p>	
Raise the profile of competitive sport in school.	<p>Contact local schools to organise competitions, including those within the Trust outside of Trust-wide competitions.</p> <p>Increase the number of inter-house competitions, promoted using the Game Changers and House captains.</p>	<p>£-</p> <p>£400 (includes new banners)</p>	<p>Diverse group of students given the opportunity to compete competitively at tournaments/fixtures.</p> <p>Evidence: Tournament registers/ records, and discussions.</p>	

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	