

# 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.

## Swimming Data

Please report on your Swimming Data below.

|   |     |
|---|-----|
| Meeting national curriculum requirements for swimming and water safety.<br><br>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.<br><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?<br><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 2020.<br>Please see note above  | 60% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?<br>Please see note above  | 60% |
| <b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>  | 54% |
| 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?   |     |

## 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> 19, 630 |                    | <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:<br>25%   |
| 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:   |
| To utilise the local facilities to provide opportunity for our children to use them in PE, school sport and after school sporting provision.   | Hiring of the Dorothy Hyman for PE sessions and after school provision. |                                      | £1000.00           | High quality PE lessons were delivered to our Year 6 cohort, in partnership with the use of the local facilities. Children were more engaged in their PE lessons, and the quality of education improved due to high quality resources.  | The local facilities offer us their facilities at a discounted price. These facilities are require din order to accommodate our school, and provide high quality PE lessons.   |
| To increase the amount of physical activity undertaken by pupils each day and provide opportunities for children to participate in more that 30 mins each day.   | Staff CPD on delivery active learning across an range of subjects.      |                                      | £2000.00           | Unfortunately, this CPD did not happen.   | To consider exploring CPD that can be offered to staff in delivering active learning in the next academic year.  |
| To increase the amount of physical activity undertaken by children, providing the opportunity to participate in more than 30 mins per day, before school and during lunch breaks.  | Grassroots breakfast club and lunch time provision.                     |                                      | £2000.00           | 100% of pupils who attened breakfast club, participated in an extra 30 minutes of exercise every morning.<br>60 children per day, participated in an extra 25 minutes of physical activity each lunch time.<br>Children learnt a range of different sports and skills each day. | Continue with breakfast club and lunch time provsion. Consider altering the time breakfast club starts, in order to offer 45 minutes physical activity each morning. Work with providers to ensute a variety of sports are explored, giving more children the opportunity to engage in extra |

|   |  |                    |   | physical activity.  |
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| <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:<br>20%  |
| 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:  |
| To measure and close the gender sport gap.  | Totally Runable<br>Grassroots Football (see below for costings)  | £3999.99           | The opportunities offered to both genders to participate and compete in sport was exactly the same. Both genders had the opportunity to participate in the same after school clubs, play time football leagues and competitive sport. 72 competitive competitions were attended, with an even split gender at each competition. In events where genders were split e.g. boys'/ girls' football, both genders participated in leagues and the same number of matches.<br>Totally runable provided a 6 week football course to our Y4 girls. 100% of the girls who had never played football before, said they would play again. 20% of the girls joined the after school girls' football club, post this course. | Continuation of our inclusive offer to all genders. Consider which year groups across school, girls do not feel as confident in sport/ attend less sporting after school clubs and explore and discuss possible ways to approach this and close the gender sport gap. |

|  |  |                                    |   |   |
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| To improve staff's knowledge and delivery of active learning across all areas of the curriculum. | Staff CPD (as documented in key indicator 1) | (as documented in key indicator 1) | Unfortunately, this CPD did not happen. | To consider exploring CPD that can be offered to staff in delivering active learning in the next academic year. |
|--|--|------------------------------------|---|---|

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport   |  |                    |   | Percentage of total allocation:   |
|---|--|--------------------|---|---|
|   |  |                    |   | 13%   |
| 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:  |
|   |  |                    |   |   |
| To increase and improve provision and opportunities in PE for SEND pupils.  | Staff questionnaire on the difficulties in providing quality provision for SEND.<br><br>CPD/ Training for all staff- PE Umbrella- Ryan Ellis | £300.00            | This CPD did not happen.  | To be reviewed and considered for next academic year.   |
| To identify the areas for development in the PE curriculum.   | PE Staff Questionnaire<br>Lesson observations<br>PE Assessment tool created<br>PE assessment   | Free               | 100% of staff feel more confident in the planning and delivery of PE, with the use of Complete PE scheme. A range of staff observations has allowed us to identify strengths and areas for improvement across school.<br>Staff still feel they need more support in assessing PE. | To continue to support staff in their delivery and planning stages.<br>Continue to identify areas of strengths and areas for improvement across school, and implement strategies.<br>Begin to introduce utilising complete PE as a tool for assessing PE. |

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|---|---|--------------------|--|---|
| To improve confidence of staff, in the teaching of PE.  | Complete PE- Annual Subscription  | £200.00            | 100% of staff feel more confident in the planning and delivery of PE, with the use of Complete PE scheme.  | Continue with the annual subscription to support staff. DW to explore the updates and changes made to complete PE scheme, and make staff familiar with these.   |
| To improve staff's knowledge in delivering high quality PE.   | PE Staff questionnaire to provide feedback for CPD offered to staff.  | £2000.00           | 100% of staff feel more confident in the planning and delivery of PE, with the use of Complete PE scheme. A range of staff observations has allowed us to identify strengths and areas for improvement across school. Staff still feel they need more support in assessing PE. | To continue to support staff in their delivery and planning stages. Continue to identify areas of strengths and areas for improvement across school, and implement strategies. Begin to introduce utilising complete PE as a tool for assessing PE. |
| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>  |   |                    |  | Percentage of total allocation:<br>13%  |
| <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:  |
| To increase the quality of resources and opportunities within school for pupils.<br><br>Improve the space provided to deliver high quality PE.              | DW to carry out an audit of the PE equipment.<br><br>Staff questionnaire of what equipment they would like.<br><br>Equipment to be ordered. | £530.00            | High quality resourcing led to high quality PE lessons. Children were more engaged, and the outcomes of the lessons improved.  | To continue to audit PE equipment in order to ensure high quality lessons can be delivered, and the Complete PE scheme utilised to its potential.   |

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|---|--|-----------------|--|--|
| <p>To provide children the opportunity to participate in high quality after school provision, delivered by professional outside agencies.</p> | <p>Red in The Community<br/>Grassroots Sport Academy</p> | <p>£2000.00</p> | <p>Approximately 120 children per half term, participated in after school clubs run by an outside provision. This was 120 children receiving an extra hour per week of physical activity whilst learning new skills in a variety of sports. Some children were inspired to join out of school clubs in a range of sports, demonstrating that these clubs had opened up a range of pathways within sport.</p> | <p>Continuation to offer the after school provision to our children, to engage them in a variety of sports. Continue to work with local partnerships, in order to provide children the opportunity for pathways outside of school.</p> |
|---|--|-----------------|--|--|



| Key indicator 5: Increased participation in competitive sport   |  |  | Percentage of total allocation:  |
|---|--|--|--|
|   |  |  | 29%  |
| 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?  |
| To increase the participation in inter school sports.   | <p>PSP Sports Package</p> <p>Grassroots Cluster Sports Package</p> <p>Inter school competitions organised by the MAT.</p> <p>Participation in School Games competitions.</p> <p>Transport to competitions.</p> | <p>£800.00</p> <p>£1800.00</p> <p>Free</p> <p>Free</p> <p>£3000.00</p> | <ul style="list-style-type: none"> <li>72 inter sporting events per participated in this year in a variety of sports.</li> <li>Approximately 140 extra hours of physical activity.</li> <li>Over 300 children participated in competitive sport.</li> </ul>                |
| To increase the participation in intra school sporting events.  | Staff training on the delivery of intra school events. Delivered by DW   | Free   | <ul style="list-style-type: none"> <li>14 inter school competitions held this year.</li> <li>100% of children in school competed in at least 1 competitive sport.</li> </ul>   |
|   |  |  | Sustainability and suggested next steps:   |
|   |  |  | To continue to work with sports packages in order to give our children the opportunity to participate in competitive sport. To continue to work with local partnerships in order to provide children with more scope for pathways outside of school, and later on in life. |
|   |  |  | DW to ensure that more intra school competitions are delivered and that staff are trained in delivering them. DW to monitor who is organising intra school competitions, and support any staff who may need.   |

|               |          |
|---------------|----------|
| Signed off by |          |
| Head Teacher: | J.Bean   |
| Date:         | 05.01.23 |

Created by:



Supported by:



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|-----------------|------------------|
| Subject Leader: | <i>D.Wigston</i> |
| Date:           | 05.01.2023       |
| Governor:       | C.Kaye           |
| Date:           | 09.01.23         |