

# 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 the irrespective 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](https://www.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 2020/21  | £12,083 |
| Total amount allocated for 2021/22  | £17,065 |
| How much (if any) do you intend to carry over from this total fund into 2022/23?    | £22,479 |
| Total amount allocated for 2022/23  | £17,014 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £39,493 |

## 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> | N/A |
| <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 2020.</p> <p>Please see note above</p>  | N/A |
| <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>  | N/A |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>  | N/A |
| <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>   | 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.

| Academic Year: 2022/23  |  | Total fund allocated: £39,493 | Date Updated: September 2022   |  |
|---|--|-------------------------------|--|--|
| <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:          |
|   |  |                               |  | %  |
| 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: |
| Whole school improvement plan.<br><br>Curriculum Map - skills progression.<br><br>Providing targeted activities or support to involve and encourage the least active children.<br><br>Encouraging active play during break times and lunchtimes.<br><br>Establishing, extending or funding attendance of school sports clubs and activities and holiday clubs, or broadening the variety offered. | P.E to link in with School improvement plan.<br><br>P.E, PSHE, SCIENCE links to whole school approach.<br><br>After school clubs offered to all families at the same cost.<br><br>Lunchtimes – monitored with equipment and resources to encourage active play.<br><br>Clubs offered by staff and outside agencies | £                             |  |  |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement   |  |                    |  | Percentage of total allocation:          |
|--|--|--------------------|--|--|
|  |  |                    |  | %  |
| 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>Actively encourage pupils to take on leadership or volunteer roles that support the delivery of sport and physical activity within the school (such as 'Sports Leader' or Peer-mentoring Schemes).</p> <p>Embedding physical activity into the school day through encouraging active travel to and from school, active break times and holding active lessons and teaching.</p> | <p>Physical activity</p> <p>Sport</p> <p>Inter competitions - Tag Rugby and 3T Cricket</p> <p>Play – break and lunchtime active play, play music, effective resources.</p> <p>Active P.E lessons</p> | £                  |  |  |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport   |   |   |  | Percentage of total allocation:          |
|---|---|---|--|--|
|   |   |   |  | %  |
| 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>Primary P.E planning</p> <p>Scheme of work to support staff fully – using plans effectively.</p> <p>Imoves – new scheme to support brain breaks and dance.</p> <p>Power of reading.</p> <p>Into the Woods topic, Fire and Ice topic, Location, Location, Location topic.</p> | <p>Staff Inset</p> <p>Fit Kids- children’s health week</p> <p>Into the Woods</p> <p>Forest school leader to work with each class for a 6 week period (hour session) outside learning. EYFS, Year 1 &amp; Year 2.</p> <p>Fire and Ice</p> <p>Dance focus linked to power of reading</p> <p>Rock dance workshop</p> <p>Fiona Arnold to deliver quality gymnastics sessions (x4) for each year group through the year.</p> | <p>£380 Fit Kids</p> <p>£ Forest school</p> <p>£</p> <p>£ Mindfulness</p> |  |  |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils   |   |                    |  | Percentage of total allocation:          |
|---|---|--------------------|--|--|
|   |   |                    |  |  |
| 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>Introducing a new range of sports and physical activities to encourage more pupils to take up sport and physical activities.</p> <p>Partnering with other schools to run sports and physical activities and clubs providing more, and broadening the variety of extra-curricular physical activities after school in the 3 to 4pm window, delivered by the school or other local sports organisations.</p> | <p>Assemblies to offer a range of different sports. Fencing etc.</p> <p>Sport council pupil voice to discuss different sports to be offered.</p> <p>Chuckles is the local child care provider – clubs after school by quality clubs and partnerships.</p> | £                  |  |  |

| Key indicator 5: Increased participation in competitive sport  |  |                                 |  | Percentage of total allocation:          |
|--|--|---------------------------------|--|--|
|  |  |                                 |  | %  |
| 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: |
| Increasing and actively encouraging pupils' participation in the School Games.<br><br>Organising more sport competitions or tournaments within the school coordinating and entering more sport competitions or tournaments across the local area, including those run by sporting organisations. | Meet with Fiona Arnold to enter competitions that's inclusive to all:<br>Tag Rugby,<br>Football,<br>Tennis,<br>Dance,<br>Quad kids,<br>Pantathlon,<br>3Teas cricket.<br><br>Inter house tag rugby/cricket competitions | £ 300<br><br>£20 per team entry |  |  |

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