

# 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  | £21000 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2022. | £21000 |

## 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> | 9.7%   |
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.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 2021.</p> <p>Please see note above</p>   | 9.7%   |
| <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>  | 2%   |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>  | Yes/ <b>No</b>   |
| <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>   | Booster groups for Y5 who missed swimming due to COVID |

## 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:      |   |  |
|---|--|--------------------|---|--|
| <p><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</p>   |  |                    | Percentage of total allocation:   |  |
|   |  |                    | %   |  |
| Intent  | Implementation   |                    | Impact  | Sustainability and suggested next steps: |
| 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?:  |  |
| Qualified sports coaches to provide quality/range of sporting lunchtime activities.   | Two qualified coaches to run sessions during lunchtime   | £5000              | All pupils active every day. For at least 30 minutes.<br>Clubs are provided, meet the children's interests and there is a culture of 'opting in' to things. Pupils expectations are high. Pupils' concentration and coordination are improving over time.       |  |
| <p>P.E. and Sport Premium co-ordinator to: Monitor and track children's participation in sporting activities, during and after school (including weekend clubs).</p> <ul style="list-style-type: none"> <li>Tailor provision of clubs for maximum involvement with levels of attendance across different groups (e.g. pupil premium) monitored to plan future provision.</li> </ul> | <p>Variety of lunchtime/after school clubs run by staff or outside agencies that cater to children's interests (active clubs).<br/>School clubs to include:<br/>Football<br/>Cricket<br/>Netball<br/>Eco</p> | £2000              | <p>All pupils active every day. For at least 30 minutes.<br/>Clubs are provided, meet the children's interests and there is a culture of 'opting in' to things. Coaching is of a high quality and develop a culture of having a go and being part of a team</p> |  |

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|  | Audit PE equipment. Order new items and replenish broken playground equipment to encourage range of sporting activities available for each year group at lunchtimes, during lessons and after school. New playground markings to support culture of sport and provision | £7000 | Activities are well organised by the PE Coordinator and supported by Young Sports leaders. Equipment available to provide quality provision |  |
|--|---|-------|---|--|

|   |                                      |
|---|--------------------------------------|
| <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:<br>% |
|---|--------------------------------------|

| 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?:  |
| <p>Participation in sport and physical activity as a part of a healthy lifestyle to be understood and practised by children and staff</p> <p>Aims:<br/>           To promote healthy lifestyle choices<br/>           To inspire achievement in sport at any level<br/>           To ensure all children are proficient in the fundamentals of sport<br/>           To provide opportunities for children to develop skills so they can play a variety of sports<br/>           To provide the children with self-esteem, confidence and self-belief<br/>           To participate in a range of sporting of competitions, with the main focus being teamwork and sportmanship</p> | <p>Recognise sporting achievements during phase assemblies every Friday to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies.</p> <p>Maintain and update the sports notice boards in the School Hall to raise the profile of PE and Sport for all children, parents and visitors. Include match results, and links to local clubs to encourage extra-curricular sporting activity.</p> <p>Boards regularly updated. Images of the Sports Committee are up and are signposted as 'people to talk to' in regards to extra-curricular clubs both in</p> | £1000              | <p>Pupils are very proud to be involved in assemblies/have photos on notice boards etc. This is building confidence and self-esteem in sporting capability. It also encourages others to continue to work hard at sports that they enjoy doing. A big focus on effort and 'team player'</p> <p>Parents/Carers are regularly updated with sporting achievements and notices on new and existing clubs through newsletters, and the wider community updated through 'tweets' - raising the profile of sport</p> |

|  |   |  |   |  |
|--|---|--|---|--|
|  | and out of school (in guidelines to GDPR).<br><br>Sporting achievements in inter and intra-school tournaments also celebrated on display board. |  | e.g. higher attendance at after school clubs, showing support for the school teams. |  |
|--|---|--|---|--|

**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport** Percentage of total allocation:  
%

| Intent  | Implementation  | Impact             | Sustainability and suggested next steps:   |
|---|---|--------------------|--|
| 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>Aims:<br/>To improve the quality of PE delivery by staff across the school by bringing in a Lead Practitioners to deliver PE lessons. PE scheme purchased to support and build knowledge and confidence of staff delivering the subject.</p> | <p>PE Subject Leader to attend CPD training and leadership. PE subject leader to feedback on meetings/training with school through in-house CPD, team teaching and lesson observations/walks</p> <p>PE leader to attend PE/sport conferences</p> <p>Annual audit for staff – target CPD in response to findings</p> <p>Audit of PE equipment and new equipment purchased to ensure the success and provision of the new PE scheme</p> <p>Review curriculum map to utilise staff strengths across certain sports. Teachers to be more confident teaching a sport they have</p> | £1000              | <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Improved physical development of all children.<br/>Improvements in diet, fitness and body image<br/>Pupils enjoy participating and are making progress in PE<br/>Improved attainment in PE<br/>Staff have gained knowledge and feel more confident to deliver PE lessons<br/>More consistent approach to delivering PE lessons across a range of activities<br/>Profile of PE has increased</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: |
| <p>Ensure every pupil, by the time they leave Year 6, have had the opportunity to represent the school in a sporting activity</p> <p>Aims:<br/>           Attending more festivals and competitions and ensuring all pupils represent the school<br/>           Competitions and festivals are held during the school day<br/>           After school sports club every night with clubs relating to the competition calendar.<br/>           Taking pupils to appropriate events to allow them to thrive, such as a specialist SEN tournament</p> | <p>Attend and compete in fixtures and tournaments organised</p> <p>P.E. co-ordinator with support of staff to ensure the school calendar encourages intra-school (house) competition</p> <p>Hold a School and Trust Games Day where all KS2 classes can compete in a range of sports.</p> <p>School calendar to include termly intra school competitions</p> | £2000              | <p>Celebration of all participation achievements within school</p> <p>Pupils skills improved through the experience and some developed an interest in a new activity</p> <p>The events have been used to ensure that pupils know they must behave otherwise they don't get to attend (Respect, Ready, Safe)</p> |  |

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



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|-------|--|
| Date: |  |
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