

# 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 2020/21	£0
Total amount allocated for 2021/22	£17,780
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2022/23	£17,770
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17,770

## 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>	Not applicable as an infant school
<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>	Not applicable as an infant school
<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>	Not applicable as an infant school
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	Not applicable as an infant school
<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>	Not applicable as an infant school

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## 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:	
<b>Key indicator 1: 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</b>				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?:	
To increase the average daily amount of activity across the school day	<ul style="list-style-type: none"> <li>High quality sessions during PPA to allow children to practise and embed their skills within team games.</li> <li>Contribution towards the employment of a sports coach to work in collaboration with the PE curriculum champion to develop the PE curriculum across the school</li> <li>Activities provided at lunchtimes with new equipment to engage children and lunchtime manager devising rota's for children to access the sports pitches</li> </ul>	<p>£ 3,375</p> <p>£2900</p>	<p>Sports coach has engaged children with application of skills into team games. There is a direct link between taught skill sessions and children then applying these into games. This has increased the competitiveness of children and helped children to understand how to 'win' and 'lose'. (Observation of Sports coach/ Assessment wheel)</p> <p>Sports coach supported on football pitch to ensure that children playing football understand and adhere to the rules. This has reduced fall outs at break and lunch time. (Staff feedback)</p>	<p>Embed the planned curriculum from taught skill sessions and application into team games. Further work needed to develop dance and athletics.</p> <p>Continue to ensure that adults have oversight of the football pitch- respect, sportsmanship, honesty and fairness.</p> <p>Consider other sports that children could be taught to</p>

To provide resources that allow for regular physical activity	<ul style="list-style-type: none"> <li>Purchase balance bikes to follow on from balanceability.</li> </ul>	£1000	<p>Children speak positively about the equipment outside and student governors supported the purchase of equipment taking feedback from their peers. (Student Gov voice and pupil voice)</p> <p>The sports coach costing increased, therefore these were not able to be purchased.</p>	apply in our playground-tennis/ cricket/ basketball
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**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:
Ensure PE has a high profile within school	<ul style="list-style-type: none"> <li>Invest in Real PE scheme of work in order to focus on fundamental movement skills and progression of skills across the school.</li> <li>Assessment of attainment of skills is used to identify target children- those children who are not engaging or those that</li> </ul>	£1995	PE lead implemented the change through effective implementation cycle (EEF) including mapping of scheme, introduction to interface and then assessment- this has all increased teacher confidence in delivering our PE curriculum and created consistency in the teaching and assessment of PE. (Observation- School Review)	<p>PE lead to continue to attend Real PE training and provide updates to staff.</p> <p>Continue to invest in the scheme as our main platform.</p> <p>Evaluate strengths and challenges with staff to use the scheme in a bespoke way to meet the needs of our</p>

	<p>have gaps that need closing.</p> <ul style="list-style-type: none"> <li>Resourcing for clubs</li> </ul>	£1000	<p>Assessment is now used to close gaps in skills (Observation of warm up's specific to class)</p> <p>Uptake of clubs continues to be high. Multi sports, football and dance have 20+ children per day.</p>	learners.
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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:
	%

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 ensure that all children receive a high quality physical education.	<ul style="list-style-type: none"> <li>Training for staff from PE specialists as part of the programme</li> <li>On-going training for the PE curriculum champion</li> </ul>	<p>£600</p> <p>£500</p>	PE lead confident to articulate her subject and the I,I,I. Cascaded key training and provided team teach support, monitored PE lessons alongside SLT and provided specific feedback. PE strong in Review.	

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>	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	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:
			All children accessed at least one	Continue to look at ways to encourage staff to run clubs

<p><b>consolidate through practice:</b></p> <p>To increase the range of sports that the children experience whilst at Green Lane</p>	<ul style="list-style-type: none"> <li>• Use children's voice to identify sports that they would like to learn.</li> <li>• Introduction of new sporting opportunities via after school clubs.</li> </ul>	<p>£2800</p>	<p>club per half term if they requested a club. Range of clubs on offer increased in number and also to meet the requests of children eg running club.</p>	<p>for the children to attend.</p>
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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:
<i>Increase opportunities for our children to compete against others.</i>	<ul style="list-style-type: none"> <li><i>Attend trust led key stage one athletics competition</i></li> <li><i>All children in school to compete in a sports day with winning medals and trophies</i></li> <li><i>KS1 to attend Saffron Lane for sports day including travel and equipment</i></li> </ul>	<i>£200</i>  <i>£600</i>  <i>£1500</i>	<i>Children competed in events against each other and against other trust schools. Children engaged in competitive athletics. High uptake of parents to observe events. Children enjoyed the opportunity to run on a proper running track/ jump in a proper sand pit.</i>	<i>Continue to champion children with strengths in athletics and provide the opportunity to visit a stadium.</i>

Signed off by	
Head Teacher:	Rebecca Conway
Date:	16/12/22
Subject Leader:	Michelle Lee
Date:	16/12/22
Governor:	Paul Archdeacon
Date:	16/12/22