

# 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](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](#).

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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£71.00
Total amount allocated for 2022/23	£17, 562
How much (if any) do you intend to carry over from this total fund into 2023/24?	£ 17, 562 - £17,065 £497.00
Total amount allocated for 2023/24	£
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£

## 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>	TBC July 2023
<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>	TBC July 2023
<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>	TBC July 2023
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	TBC July 2023

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?	Yes/No
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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: £17, 562	Date Updated: 03.03.23	
<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:
				37%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	£6548
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:
Run 'Wake Up Shake Up' early morning session, in order to encourage more pupils to attend school earlier and get involved in additional physical activity.	Identify staff members to undertake activities. Introduce activities in which all children can be involved - i.e. Wake up Shake up.	£2275	High participation amongst pupils involved in 15 minutes of higher intensity physical activity before/during the school day. Many pupils start the school day energised with a positive mental attitude.	Continue to run and promote this, embedding extra physical activity into the school day for short bursts of time to break sedentary periods.
Development of OPAL to utilise space for activity more effectively and create positive relationships with PA, enhancing physical activity and play. Pupils to be encouraged to take part in different activities to help them keep active and to further improve the quality of play/physical activity/outdoor learning offered.	Maintaining strong partnership with OPAL.  Assemblies for pupils based on assessing risks.  Staff members to maintain and monitor OPAL	£500          £700	Increased engagement in physical activity at breaktimes. Wider range of activities experienced. Fewer first aid visits due to increased ability to risk assess and build-up of enjoyment, engagement and resilience.	Continue to develop and replenish outdoor environment and equipment, finding ways to offer more (and differing) opportunities for active learning and physical activity.

Extra-curricular activities to interest and engage a wider range and greater number of children in physical activity (aiming to encourage least active and more disadvantaged children to attend) and exploring pupil voice.	Extra-curricular clubs to run linked to PESSPA.  Staff to also run and oversee clubs ran by pupil sport leaders at dinner times.  Conduct pupil surveys to find out what they would like to see in the school's PE provision - including after-school club offers.	Multi-sports - £200 (one term) Running club - £200 (one term) Dance club - £400 (2 terms)  Football £555  Cricket - £120	Higher engagement in extra-curricular activities by a range of pupils due to pupil voice. Development of pupils' wider skills (e.g. social, personal, leadership etc.) due to sport/play leader opportunities.	Continue to allow pupil voice to lead in decision-making, regarding extra-curricular offers.
Pupils to leave KS2 with a 25m swimming proficiency.	Weekly swimming lessons for Y5/6 across different terms.  Staff members chaperoning children to swimming pool  Additional swimming lessons for year 6 'catch-up'	£0  £700  £448	Higher percentage of Y6 cohort will leave KS2 able to swim competently, confidently and proficiently over a distance of at least 25 metres.	Offer additional swimming opportunities where possible to raise attainment in swimming, in order to meet end of KS2 National Curriculum requirements.
Invest in a range of PE equipment adding to existing inventory to increase the quality of the delivery of PE across school for all pupils and are physically active at playtimes and lunchtimes.	Equipment bought for PE lessons and as outdoor equipment. (medicine balls, yoga balls, wobble boards)	£400	PE lessons are of high-quality, supported by appropriate equipment.  Playtimes show children being engaged in physical activity (pupil voice)	Continue to audit PE provision in line with PE curriculum offered and ensure quality of stock is maintained.
<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: 24%
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	£3870	

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 awareness of PE and sporting activities in school with pupils, parents and the wider community.	PESSPA shared on ClassDojo, website and newsletter at least monthly, with parents and visitors (clubs on offer, involvement in competitions/sporting events/results of competitions & PE achievements - e.g. PE Champion etc.)  Achievements celebrated in assembly (match results, PE Champion Award and other notable achievements).	£0	Raised awareness of the importance of sport and its presence within school. Development of pupil confidence and self-esteem due to celebration of success (including both sporting skills and wider skills used). Pupils want to share this success and improve, with an increased focus on personal best. Pupils active in all weathers, building resilience and maintaining engagement in PA.	Continue to audit and improve (where necessary) the school's physical environment.
Make school improvements to better allow pupils to explore their natural environment through outdoor learning, positively affecting their wellbeing and mental health.	Audit and make necessary improvements to the school's physical environment to create a stimulating playground for pupils, and to better support outdoor learning and the promotion of physical activity.  Introduce 'all weather' equipment that children can interact with in different ways to help build their physical literacy - e.g. balls, bats  Invest in ways to make being active outdoors more practical in all weather - e.g. outdoor clothing, wellies and storage.	£2000  £300  £300		



	Maintenance of outdoor area - football pitches, grassed areas etc	£1240		
Make active travel an easy option for children and their families, aiming to increase levels of sustainable and active travel, in order to boost daily physical activity in pupils and improve their health and wellbeing.	<p>Ensure school grounds are appropriately accessible for bikes and scooters.</p> <p>Enhance existing storage facilities/security for bikes/scooters by purchasing bike locks for pupils to use when actively travelling to/from school.</p> <p>Advocate leaving cars at home and promote active travel amongst pupils and their families, encouraging them to walk/cycle/scoot to school.</p> <p>As concern about road traffic injury is a major contributor to physical inactivity in relation to pupils walking to school, deliver road safety sessions.</p>	£0	Active travel numbers increase as well as pupil engagement in regular PA.	<p>Continue to promote and introduce (as necessary) ways to encourage active travel amongst pupils.</p> <p>Continue to offer road safety workshops in connection with relevant organisations.</p>
Active learning opportunities to reduce sedentary time and to positively impact upon pupils' mental health, wider development, attitudes, behaviour, and in turn, their overall learning and attainment.	Embed active learning approaches/activities within teaching, particularly in Maths and English (e.g. Teach Active).	£0 £30	Participation of all pupils in regular physical activity during the school day, working to eliminate sedentary behaviour habits and improve levels of attention, enjoyment and motivation in relation to learning.	Continue to promote 'brain breaks' (e.g. Go Noodle, Supermovers), embedding extra physical activity into the school day for short bursts of time to break sedentary periods. Active learning to also be promoted and delivered, where appropriate, more regularly across school.



Sport leaders' group to aid delivery of PE and other activities to keep pupils active and give more opportunities for healthy competition, as well as giving pupils the opportunity to develop their confidence and leadership/coaching skills, including at breaktimes, with regular mini intra-school competitions being held.	Actively encourage pupils to take on leadership/volunteer roles to support the delivery of SS and PA within school through sports leader and peer-mentoring schemes.  Regular arrangement of intra-school competitions and activities/clubs to be ran at breaktimes with pupils leading.	£0  £0	Improves pupils' wellbeing (with links to SMSC wellbeing), prepares them to become more focused, confident and self-assured and builds a variety of skills (e.g. communication, decision-making, teamwork, resilience, motivation, tolerance and respect) through leadership activities.  Improves pupils' social interaction, reduces negative behaviour and gives them a stronger feeling of responsibility.  Development of skills can also be applied and built on in relation to other areas of the curriculum.	Investment in practical learning for current and future pupils through leadership activities, allowing them to continually develop their skills and knowledge through practice.
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Key indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport				Percentage of total allocation:
				7%
Intent	Implementation		Impact	£1187
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:
In order to improve the progress and achievement of all pupils, a focus is to be placed upon up-skilling staff and ensuring they have the knowledge, skills and confidence to plan, teach and assess PE at a high standard.	PE lead liaises and maintains links with partners - e.g. RealPE contact.  Subject leader to participate in appropriate training and attend related conferences. Relevant CPD to be delivered to whole-school staff.	£120	Subject Leader and staff teaching PE have strong subject knowledge and increased confidence to lead the subject, support staff and deliver high-quality provision. Staff and pupils take valuable knowledge and skills away from sport coaches, which can be applied to a range of sports. Pupils receive a high-quality	Staff to receive whole-school RealPE training in order to improve subject knowledge, staff confidence and to ensure the delivery of high-quality PE lessons.  Continue to establish links between PE and other

	Online, interactive RealPE scheme planning/learning via the Jasmine Active platform - available for staff and pupil view.	£1,067	PE curriculum. Pupils more engaged and active for sustained periods of time, building resilience and establishing positive relationships with PE, striving for personal best and evaluating their own strengths and areas for improvement. PE taught discretely and regularly in EYFS with a focus on skills (linked to early learning goals) and children becoming more physically literate sooner.	curriculum areas showing: English (through reading) and SMSC (with focus on RealPE 'cogs', supporting the holistic development of children).  Continue to work with sports coaches to support staff in delivering high-quality sports provision.
	Implementation of appropriate scheme/s of work to support high-quality teaching of PE and progression of skills - RealPE and Power of PE - creating links with other subjects.  Children's experiences of PE to start strong within EYFS -implement new Real Foundations scheme.  Use of coaches in school to model good practice to staff members who deliver PE lessons (tennis, cricket, football etc.)	£0		

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>	Percentage of total allocation:
	11%

Intent	Implementation		Impact	£1860
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:
Offer a wider range of activities both within and outside of the curriculum in order to get more pupils involved in SS and PA.	Involve external coaches/organisations to work alongside staff to broaden PESSPA that school offers, ensuring that pupils are exposed to sports they may not usually engage with e.g. cricket match	£60	Coaches/sessions develop skills and inspire pupils to participate in sports they may not otherwise be exposed to. Pupils are regularly involved in SS and PA.  Children make links to local cricket	Continue to offer coaching sessions, particularly of sports pupils may not have regular opportunities to partake in, along with SS and PA opportunities. Expose pupils to sports people who represent

	Liaise/partner with other schools to run SS and PA events.		club and attend their weekly sessions at the club.	these sports, increasing emphasis on aspirations and achieving personal best.
	Balance bikes ordered for EYFS	£350	School football team travel to football matches.	Continue to promote the local cricket club and the sessions held there.
	PE lead to visit school regarding new running club	£40		Continue to promote flyers/posters from SLA for a wide range of sports/activities.
	Dance City to work with year 3 children for 10 weeks	£1200		CPD for class teacher
	Staff to chaperone children after school day	£60		
	Transport for Dance City visit for children and parents	£150		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				20%
Intent	Implementation		Impact	£3650
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:
Encourage physical activity and give pupils increased opportunities to play competitive sport.	<p>Liaise/partner with other schools to run inter-school events</p> <p>SLA fee (silver)</p> <p>Frequent rewards/awards given to children relating to PESSPA - e.g. 'PE Champion of the Term', Active Champion of the Year' etc.</p> <p>Regular intra-school events organised and held.</p> <p>Our Sports week visitors to showcase sports.</p> <p>Staff members to chaperone after-school football matches</p> <p>Football league fees</p>	<p>£0</p> <p>£2100</p> <p>£0</p> <p>£0</p> <p>£ 500</p> <p>£50</p>	<p>Develops a range of skills in pupils (e.g. motivation, determination, perseverance etc.) Pupils have more resilience. Participation in competitive sport is high.</p>	<p>Re-join SLA in next academic year to provide pupils with increased opportunities to play a range of competitive sports.</p> <p>Ensure a range of pupils attend a higher number of sport events (through the SLA) next academic year, targeting those least active.</p> <p>Create more opportunities to partner with other schools to run sports activities and competitions.</p> <p>Continue the school football team, promoting competitive sport outside of school.</p>



Transport to ensure children can attend more competitive events.	Access to community transport links to provide transport to more SS events.	£ 1000		Use and maintain community transport links in next academic year, to ensure participation in competitive sport continues to be increasingly accessible.
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	