

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department  
for Education

Created by



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 evidence of 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 2022. 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 2021/22	-£76.85
Total amount allocated for 2022/23	£ 7,095
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17,718.15

### Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	
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. <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? <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 2022. Please see note above	63%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	50%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	67%
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

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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: £6970.95	Date Updated: July 2023	Percentage of total allocation:
<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>			
Intent	Implementation	Funding allocated:	Impact
<p>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:</p> <p>Build on games available for children at playtimes</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Introduce play leaders</p> <p>Offer play leaders training to Year 5 children</p>	<p>£165 cover for training</p> <p>£197.58 equipment</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Play times have been more purposeful for some</p> <p>Some 'lonely' children have an activity to do</p> <p>Children's playtimes have been more enjoyable</p> <p>School council report that children are excited to engage in the play leader activities on offer at playtimes.</p>
<p>Provision for pupils who struggle to sit in class to be more active and stand while learning.</p>	<p>Provide a standing desk for children who struggle to sit to work and need to move or stand when learning.</p>	<p>£398</p>	<p>Children who need to be active during learning will be given the opportunity to stand to write and learn.</p> <p>Purchase of further stand up desks if positive impact seen.</p>
			<p>11%</p>
			<p>Sustainability and suggested next steps:</p> <p>Build on offer available</p>

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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:		
0%		
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
Embed personal best skills	All classes work together to vote for personal best sport Teachers build on time scale	Children have a chance to improve their best Children get to build resilience
Build on after school and lunch time provision	Work with after school provider to ensure a range of sports on offer Build ideas from parents and children as to what they would like on offer	More children accessing after school sports provision Monitoring of children accessing and

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

Percentage of total allocation:		
17%		
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
	Funding allocated:	
	Nil	
	Nil	

Staff upskilling	Reception PE support	£1062	Staff have a wider skill base Staff feel more confident to build on PE lessons Children benefit from better taught lessons	Ensure the long term PE plan is updated and any other areas or new sports added and staff trained where necessary
Staff upskilling	Sports Day support for all staff	£108 £20.45 equipment	Staff work with Onside coaches in specialised sports day events to upskill teaching and judging in these events.	Staff continue to work alongside Onside staff at sports day next year to embed understanding.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				
<b>Percentage of total allocation:</b>				
57%				
<b>Intent</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:
Develop resources to encourage trialling of different sports instead of football	Work with outside provider to ensure a range of sports on offer after school Links with local table tennis club – Saturday training Lunch time sports leaders Lunch time running club	£151	Children have the chance to experience a wide range of different sports Pupils have a wider knowledge of different sports Children have developed a wide range of skills that can be transferred	Ensure long term PE plan is reviewed to ensure children have a wide range of sports on offer to them and a wide range of skills developed

Swimming extra lessons to ensure children can meet 25m	Extra lessons for year 3-6 children who haven't yet met 25m	£3510.25	Children have increased water confidence They have chance to catch up with their peers. All children in Year 3 attend weekly swimming lessons, then children in Year 3-6 who have not achieved 25m access catch-up swimming sessions.	Consider block booking daily swimming for these children next academic year to build water confidence and swimming skills more rapidly. Impact of weekly sessions does not show enough improvement.
Long jump and high jump areas maintained to enable children to learn field events in athletics.	Purchase of silver sand for use in high jump and long jump areas	£145.83	Children are able to take part in long jump and high jump activities in PE lessons and athletics club after school.	Consider improvement of run up areas for these field events to enable better provision next academic year.
Provision of yoga for each class on a half termly basis	Use of Yoga instructor to work alongside class teachers in providing yoga at the start of the school day for each class (Year 1-6) half termly.	£175	Children have an active but calm start to the school day. Children are able to use the calm relaxation and stretching techniques learned to increase flexibility and well-being.	Teachers to use online yoga resources once confident to deliver yoga sessions to their class after working with Yoga provider.

**Key indicator 5: Increased participation in competitive sport**

Percentage of total allocation:		
17%		
Intent	Implementation	Impact
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>
<p>To ensure children have a wide range of competitions and that all children by the time they leave Year 6 compete in a competition</p>	<p>Allow access to as many different competitions as possible To allow all children, by the time they leave primary school, to compete.</p>	<p>Children feel a sense of accomplishment in representing the school Children have developed social skills through competing</p>
<p>Purchase of specialist equipment to enable children to participate in school competitions.</p>	<p>Purchase of mouth shields and shin pads for children attending hockey competitions and for use in school PE lessons in preparation for competition.</p>	<p>Children able to participate safely in lessons and competitions.</p>
	<p>Funding allocated:</p>	
	<p>Travel: £370 Competition fees: £500</p>	
	<p>£318.84</p>	
		<p>Build on house competitions Shin pads can be kept moving forward, but new gum shields will need to be purchased.</p>

Signed off by	
Head Teacher:	<i>C. Kilbey</i>
Date:	Sept 2023
Subject Leader:	<i>J. P. H. H.</i>
Date:	Sept 2023
Governor:	<i>D. W. H. 1</i>
Date:	Sept 2023