

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

July 2023

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 2020/21	£0
Total amount allocated for 2021/22	£0
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2022/23	£19,610
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17, 930

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. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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 2023. Please see note above	38%
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	38%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	56%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above 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: 2020/21		Total fund allocated:		Date Updated:	
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					Percentage of total allocation:
					14%
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:
TA/MDMS employed to participate in lunchtime activities (KS2 playground) for 60 minutes.	TA/MDMS to run football and hockey sessions with KS2 pupils. Additional equipment is given to other pupils through the monitoring of sports leaders (ran by this particular adult).	£ 1700	More children are taking part in physical activity at break and lunch times to ensure they are getting 30 minutes a day. This has support children's stamina within their P.E. lessons.		Pupil-voice has outlined that the children enjoy the organised games at lunchtimes.
EYFS play equipment	Enhance PA within EYFS during lunch and discovery time.	£1,000	The use of the equipment has supported the children in developing their gross-motor skills.		Next steps – look into how similar equipment can be used to support KS1 growth motor skills.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					41%
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:

KS1 and KS2 equipment for playtimes and P.E. lessons	To enhance Physical activity at lunch times and promote a variety of sports within the PE curriculum.	£5441	More children are participation in Physical Activity due to the equipment being available consistently at lunch times.	
Playground markings	To provide allocated space for certain activities to be played and teach children about the importance of markings n a game/match.	£2670	Upper KS2 children are able to use the markings to support their learning.	Continue to encourage adults and children to be mindful of the markings during their P.E. lesson.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				34%
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:
Sports coach to support teacher's CPD across KS1 and KS2 - to reduce gaps in learning.	To provide high quality lessons for children and support staff with CPD.	£6280	Teachers feel more confident with delivering PE lessons and can identify children next steps accurately. This has supported the children in understanding how to self-assess in PE.	Teachers to use the knowledge for CPD in future lessons. PE Lead to observe teachers in these sports next academic year.
Primary PE Planning	To provide staff with lessons plans that have a clear outline of what the children should be achieving throughout each lesson.	£395	Staff voice has outlined that teachers enjoy using the tool. It is easy to access and has a clear end goal.	Next steps – re-subscribe for another 3 years and make use of the new sports/activities that are available.
P.E. conference	P.E. leads to attend the conference and have access to workshops which demonstrate new initiatives.	£80	P.E. leads can use the new initiatives to support the panning of the curriculum for next year.	P.E. leads to use information to inform curriculum for next year.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				2%
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:
Chinese Dance Workshop	To provide children with a wider range of dance activities which is not covered in the curriculum.	£314	The children were exposed to dance topics which are not within our curriculum.	The children really enjoyed taking part in the activities and have requested clubs for the sports. This will be looked into for the next academic year.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0.25%
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:
Inter-house sports game competition rewards	Internal competition to increase motivation and promote teamwork	£50	To promote whole-school competition after several years of not being able to mix year groups. The children found their love for team work.	Children can successfully participate in competitive sport. More children to be exposed to out-of-school competitions to promote inclusion.
Football competitions organised by local school	Children to experience competitions outside of the school environment.	£0	Children re-introduced to competition and built up their team-work and problem-solving skills.	
School Games Meeting attended	To support starting back up competitions with local schools	£0		