

# 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 2021/2022	£0
Total amount allocated for 2022/2023	£17680
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17680
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17680

## 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>	96.6%
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 2023. Please see note above	93.3%
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	93.3%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	96.6%

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?	
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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: 06/9/23	
<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:
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	14%
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: £2500	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
An increased number of children will take part in physical activity during lunch and play time.	<p>Offer additional sports equipment during breakfast club and at break times.</p> <p>Each class to refresh and reorder class equipment to ensure that they remain relevant and engaging.</p> <p>To continue to develop play leaders, building on the foundations of last year, to allow all children the opportunity to engage with a range of physical activities at break and lunch times.</p> <p>Introduce a time table of activities for each year group to allow for clarity in what will be available and when.</p>		<p>More equipment has led to more children engaging in active play at break and lunchtimes.</p> <p>Equipment has been switched from class specific to a whole school equipment box to allow for a greater variety of equipment for each child and to help cover lost equipment more sustainably.</p> <p>Play leaders in the initially worked effectively and they were enthusiastic to help monitor and encourage the play of others ensuring that more children were active at break and lunch.</p> <p>A daily timetable has helped to give children options and activities for each day, as well as</p>	<p>To ensure that all equipment is well maintained and that budget is set to refresh some of the lost equipment and broken each term.</p> <p>Certain equipment, such as footballs and basketballs, to be allocated to classes so that class teachers can ensure that every child has the opportunity to use them, as well as classes having responsibility for looking after their own equipment.</p> <p>Play leaders to be given more time for planning activities and to be refreshed each term to avoid drop out. A greater recognition to be given to those who volunteer to encourage them to stay involved.</p>

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			ensuring that all year groups have access to a range of activities.	Timetabling and provision to be reviewed and carried over to next year.
<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:
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	36%
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: £6375	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>To further enhance daily activity sessions for each class and support the positive profile of sport in the school.</p> <p>Active lessons will be introduced in all year groups to help build to the recommended 30 minutes.</p>	<p>Continue lunch time adult led sport sessions.</p> <p>Timetable these sessions so that every child has the opportunity to access a range of activities and experiences.</p> <p>To research and provide teachers with information on active learning techniques and routines to help incorporate physical activity into daily lessons.</p> <p>Healthy lifestyles for all children are well promoted. Support is offered from external agencies to parents.</p> <p>Links with partner schools to be restarted and developed to allow for</p>		<p>More children have had the opportunity to access lunchtime activities that are led by an adult. Certain groups have taken full advantage and timetabled slots ensure that all children have the option to join in an adult led, structured activity at least once a week.</p> <p>Some more active lesson ideas have been trialed in year 2 and other year groups have trialed daily mile or daily exercise style activities.</p> <p>Inclusive school football and basketball teams have been running and competitions have been attended.</p>	<p>To be more rigorous in the promotion of the various activities, reminding children what is on offer. To include a greater range of activities and make these known to the children.</p> <p>To gather feedback and implement what has worked in terms of active learning across more year groups. To further research and provide cpd on active learning approaches.</p> <p>To maintain our school teams and to add tag rugby and gymnastics if possible.</p>

	<p>interschool activities and tournaments. This will include travel and staffing to and from events.</p> <p>Pupil voice questionnaires to determine attitudes to PE and Physical activity in the school and how to improve them.</p>		<p>Pupil voice identified behavior and not enough time to do the games as key issues in some classes. CPD was arranged to address engagement and behavior in PE.</p> <p>All classes generally held a positive view of active play and exercise and where pleased to have access to equipment at lunchtime.</p>	<p>Further refreshes of equipment for outdoor use. Play leaders to take greater responsibility for outdoor equipment. Different, larger equipment to be introduced (such as connect 4 or giant jenga) to add more options and variety.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
Intent	Implementation		Impact	5%
<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>Children will receive high quality lessons.</p> <p>Staff will be confident to deliver high quality, sequential lessons.</p> <p>The PE curriculum will be relevant and engaging.</p> <p>Support staff will be confident to support PE sessions.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Get set 4 PE to be carried forward into 2022/2023.</p> <p>New staff to be introduced to the Get set curriculum and have time to meet PE lead to discuss.</p> <p>Use staff questionnaires to determine CPD needs, confidence levels and identify staff who would like peer coaching from PE Lead.</p>	<p>Funding allocated: £950</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Get Set 4 PE has been effectively embedded in most year groups and is being used and adapted by class teachers and HLTAs. LR has met with new staff to help them access and use Get Set 4 PE.</p> <p>CPD given based on staff feedback. CPD involved ways to adapt learning objectives and teaching practices to help maintain</p>	<p>Sustainability and suggested next steps:</p> <p>To continue to use Get Set 4 PE next year to support planning and new staff.</p> <p>Further follow up and staff meeting time to record and help where necessary to see impact of CPD. Further CPD to</p>



	<p>CPD offered to staff to improve the quality of PE lessons.</p> <p>CPD session offered to all support staff to help with the assisting of PE teaching.</p> <p>PE lead and HLTA will lead active and engaging PE lessons and support less confident teachers.</p>		<p>engagement and behaviour issues. Staff have been trialling new techniques thus half term.</p>	<p>be offered to continue to develop teacher's confidence in teaching, planning and assessing PE sessions.</p>
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<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	33%
<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>Funding allocated: £5855</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Continue to offer a broad range of sports opportunities to all children in school and outside of it.</p> <p>Children are aware of the importance of looking after their mental health and engage in a number of strategies to enable them to continue to access a broad curriculum.</p>	<p>To refresh after school club provision every half term and ensure that there is something for all age groups in each block.</p> <p>Review the current playground markings and outdoor equipment. Order equipment as necessary to allow us to facilitate a broad range of activities.</p> <p>Playground zoning to be introduced slowly over the year to allow for children to embed the</p>		<p>A wide range of sports based clubs have been offered this year with many being free to children. This allows us to</p> <p>Playground markings have remained unchanged, equipment from classes has been gathered together and made available to all children.</p>	<p>These clubs will continue to be offered next year and cover a range of activities. Priority free spaces reserved for PP students. Make as many free and open as possible.</p> <p>Re order shared equipment for outside use (after meeting with Play leaders for input.) inquire about big games for outside use.</p>



	<p>routines and take full advantage of the opportunities offered.</p> <p>Healthy living and mental health boards to be maintained and visible to staff and students.</p> <p>Mental health support continued to be offered through Thrive and Pastoral support.</p>		<p>Playground zoning has begun to be implemented however, due to staffing and supervision has not been fully embedded.</p> <p>Mental health board has been put up for children, as well as wellbeing and thrive active to identify and support mental health</p>	<p>Reallocation and retraining of staff to better support zoning, Dedicated time weekly to help train play leaders to manage some zones.</p> <p>Mental health board to be reviewed and refreshed as needed.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
Intent	Implementation		Impact	11%
<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>Funding allocated: £2000</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Offer competitive sports opportunities in a wider range of sports than has previously been available: for example, cricket, rounders, doge-ball, cross-county, trigolf etc.</p> <p>To increase the visibility and engagement of girls in competitive sport.</p>	<p>School team participation in local leagues to increase competitive sport.</p> <p>Build and develop partnerships between local high schools to enhance provision.</p> <p>Restart our links with partner school to engage in a variety of sports competitions including team games and gymnastics.</p> <p>Offer a wider range of school teams, such as a rugby or hockey team, to compete and practice out of school time. With help of external agency.</p> <p>Focus on encouraging girls to play in more competitive sports, forming mixed or girls teams where appropriate.</p>		<p>Girls teams have been offered and all teams have been allocated as mixed when numbers are not sufficient.</p> <p>School basketball and football teams formed and managed by outside providers. Leagues and match ups have been played with a variety of schools.</p> <p>More girls in uks2 have been interested in playing in team sports but not a significant increase.</p>	<p>Pupil voice to girls to gauge interest in different sports with the view to set up new girls sports clubs.</p> <p>Team games to be managed and facilitated by TP.</p> <p>Expand our competitive club provision to include rugby.</p> <p>Contact SMP PE coordinator to discuss cross over events.</p>

Signed off by	
Head Teacher:	A. Goddard

Date:	10/10/22
Subject Leader:	Mr L Rebecca
Date:	10/10/22
Governor:	Judith Daniels
Date:	10/10/22