

# 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 2022. To see an example of how to complete the table please click [HERE](#).



## 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>	
<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 2022.</p> <p>Please see note above</p>	% 63
<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>	% 57
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	%76
<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>	No

## 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:</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: %	
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?:	
Continue providing opportunities to KS2 children at lunch times and break times. Open up these opportunities to KS1 children to participate in sporting activities with Sports coach.  Offer a range of extracurricular activities for pupils from EYFS to Year 6.	To have access to equipment to use during break time and lunchtime. Equipment to be stored in the outside shed for access. Providing children with equipment to use at break time and lunch time to encourage active break/ lunch  To continue to ask Children about extra curricular activity they would prefer and new opportunities are being offered.		£1000	In total 34 Year 5 and 6 pupils helped supported KS1 children in play, learning fundamental skills such as throwing, catching, kicking and embedding rules of games such as football. KS1 children also played a variety of sporting games taken from our PE scheme with equipment to help them communicate and take turns.  Sports coach carried out a range of activities with all children across Key Stage 2. Activities included: Year 6 dodgeball Year 6 Basketball Year 6 Football for girls and boys Year 5 dodgeball Year 5 Basketball Year 5 Football for girls and boys	Sports leaders to continue to carry out break time and lunchtime activities with children in Key Stage 1. Sport leaders to continue to use the PE scheme and new play equipment available to support children to be active.  Sports coach to continue offering and providing opportunities for children in Key Stage 2 to be active. Sports coach to open up opportunities to Key Stage 1 children at break times.

<p>Quality PE lessons provided for pupils in PE lessons</p> <p>Swimming coaching and water safety instruction provided for pupils.</p>	<p>Sports coach supports teachers using the new PE scheme successfully. Sports coach supported with team teaching and make sure equipment is up to date and available.</p> <p>Qualified instructors used to teach pupils a range of strokes and water safety skills. Transport to and from the leisure centre provided.</p>	<p>Year 4 dodgeball Year 4 Basketball Year 4 Football for girls and boys Year 3 dodgeball Year 3 Basketball Year 3 Football for girls and boys Key Stage 2 athletics Key Sage 2 cross country Key Stage 2 boccia and kurling</p> <p>Children have been introduced to the 3 pillars of PE and understand, rules and skills for different games. The sports coach has continues to support and team teach with teachers to deliver high quality PE lessons. The sports coach has also made sure equipment was up to date and available.</p> <p>Teachers promoted the importance of swimming and water safety through a range of quizzes, lessons and assemblies as well as through swimming lessons.</p>	<p>Sports coach to continue to support teachers with PE scheme. Sports coach to continue to support with team teaching and continue to make sure equipment is up to date and available. Sports coach to work with new members of staff and up level their skills in specific sporting areas.</p> <p>Teachers and sports coach to continue to promote the importance of swimming and water safety.</p>
<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>			<p>Percentage of total allocation:</p>
<p>%</p>			
<p><b>Intent</b></p>	<p><b>Implementation</b></p>	<p><b>Impact</b></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:	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 Leaders will develop their leadership skills and independence.  High profile achievements in classes with certificates where appropriate.	Sports leaders to continue to carry out break and lunch time activities with children in Key Stage 1. Sports leaders to use the new PE scheme to implement break time and lunch time activities. Sports leader to continue to take more ownership of a range of sport activities taking place across key stage 1 and sports day.  To continue to celebrating sporting achievements in school classes and on different platforms awarding trophies and certificates as appropriate.	N/A	Sports leaders have carried out a range of sporting activities with KS1 children at break times and lunchtimes. They have taken on more ownership with games and utilised the PE scheme for a range of games. The sports leaders promoted and encouraged all children on sports day through the support of the sports coach.  The Children have been rewarded with certificates, trophies and recognition through the schools social media. They have also been celebrated in whole school and phase assemblies as well as having their pictures displayed on a PE board in school.	Sports leaders to continue to carry out break and lunchtime activities with children in KS1 and children in Year 3, particularly supporting them with group games such as football. Sports leaders will continue to use the PE scheme to implement break time and lunch time games and activities with support from the sports coach and PE leads.  Children to continue to be rewarded with certificates and trophies to recognise their achievements in school and extend their achievements across different platforms to raise profile.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</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:

<p>Sports coach will support the class teacher with delivering high quality PE lessons to pupils. This will increase the confidence, knowledge and skills of staff in teaching PE.</p>	<p>Sports coach to continue to support the class teacher with delivering high quality PE lessons to pupils. This will increase the confidence, knowledge and skills of staff in teaching PE and sport. Sports coach to work with new members of staff and up level their skills in specific sporting areas.</p>	<p>£20000</p>	<p>Sports coach supported the class teacher with delivering high quality PE lessons to pupils. This increased the confidence, knowledge and skills of staff in teaching PE and sport.</p>	<p>Sports coach to continue to support the class teacher with delivering high quality PE lessons to pupils. This will increase the confidence, knowledge and skills of staff in teaching PE and sport. Sports coach to work with new members of staff and up level their skills in specific sporting areas.</p>
<p>Continue to embed the fundamental skills through Get Set for PE scheme and Big moves programme offered throughout KS1.</p>	<p>To continue the Big moves programme with the new intake of EYFS children.</p>		<p>Children in EYFS participated and were assessed in the 12 Big Moves programme. Any next steps were forwarded to parents through communication and tasks were set at home to follow up.</p>	<p>To continue the Big moves programme with the new intake of EYFS children.</p>
<p>Sport Coach will continue to provide the subject knowledge required to skilfully teach some areas of The National Curriculum requirements for PE.</p>	<p>To continue to provide the subject knowledge required to skilfully teach some areas of The National Curriculum requirements for PE. Sports Coach to work with teachers providing a new P.E. scheme.</p>		<p>Sport Coach provided the subject knowledge required to skilfully teach some areas of The National Curriculum requirements for PE. Sports Coach worked with teachers teaching and embedding PE scheme.</p>	<p>Sport Coach to continue to provide the subject knowledge required to skilfully teach some areas of The National Curriculum requirements for PE. Sports Coach to continue working with teachers the P.E. scheme.</p>

<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>	<p>Percentage of total allocation:</p>
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Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
<p>Your school focus should be clear what you want the pupils to know and be able to do and about</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has</p>	<p>Sustainability and suggested next steps:</p>

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what they need to learn and to consolidate through practice:			changed?:	
<p><b>Additional achievements:</b></p> <p>To continue to offer a variety of clubs with a focus on Pupil Premium children and SEN children.</p> <p>Encourage a range of children in after school clubs through providing clubs of their interest in year groups.</p>	<p>Pupil Premium children continue to have first priority to select after school clubs on a half-termly basis. We are aiming to achieve 10% more pupil premium children to take part extra-curricular activities. This is going to be monitored throughout the year. Consistent communication with parents every half term.</p> <p>To continue to build on a wide range of after school clubs through external providers and school staff.</p>	<p>£ 1000</p>	<p>Pupil Premium successfully had first priority when signing up to clubs on a half term basis. We met our aim to achieve 10% more pupil premium children to take part extra-curricular activities. This was monitored throughout the year by consistent communication with parents every half term.</p> <p>After school clubs were ran successfully through external providers and school staff.</p>	<p>To continue to offer a variety of clubs with a focus on Pupil Premium children and ELSA.</p> <p>To continue to build on a wide range of after school clubs with a wide variety of staff.</p>



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:
To continue to offer pupils with a wide range of competitive level 1, 2 and qualifying competitions through PE lessons with the emphasis on inactive children and Pupil Premium children.	To continue to provide pupils with the wide range of competitive level 1, 2 and qualifying competitions through PE lessons with the emphasis on inactive children and Pupil Premium children.	See above-sports coach	<p>Sports coach carried out break time and lunch time activities with the children in Key Stage 2 with a focus of Pupil Premium children. Activities include:</p> <ul style="list-style-type: none"> <li>Year 3 dodgeball</li> <li>Year 4 dodgeball</li> <li>Year 5 dodgeball</li> <li>Year 6 dodgeball</li> <li>Key Stage 2 cross country</li> <li>Year 3 athletics</li> <li>Year 4 athletics</li> <li>Year 5 athletics</li> <li>Year 6 athletics</li> <li>Year 3/4 girls football</li> <li>Year 3/4 boys football</li> <li>Year 5/6 girls football</li> <li>Year 5/6 boys football</li> <li>Key Stage 2 boccia and kurling</li> </ul>	To continue to offer pupils with a wide range of competitive level 1, 2 and qualifying competitions through PE lessons with the emphasis on inactive children and Pupil Premium children.
To continue to promote the school ethos and values; encouraging pupils to participate as a school team. This will increase participation in competitive sports and raise the profile of PE and sport within and outside of school.	To continue to promote the school ethos and values; encouraging pupils to participate as a school team. This will increase participation in competitive sports and raise the profile of PE and sport within and outside of school.		This has been promoted throughout the school year using the school games and values. There has been a large intake of sporting games and activities during break times which the children have enjoyed taking part.	To continue to promote the schools values and ethos, encouraging all children to participate in games and to work as a team. To continue to raise the profile of PE and sport within and outside of school.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Shamara Roberts
Date:	12.07.23
Governor:	
Date:	