

# 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](#) 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, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

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 2023. 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 allocated for 2022/2023.	£18,730
Total amount of funding for 2022/2023. To be spent and reported on by 31 <sup>st</sup> July 2023.	£18,730

## Swimming Data

Please report on your Swimming Data below.

<p>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></p>	
<p>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.</p>	54%
<p>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.</p>	74%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	59%
<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>	Yes, for a different year group. Due to the pandemic, the year group to which the above data relates, only received one set of swimming lessons.

## 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

<b>Academic Year:</b> 2022/23		<b>Total fund allocated:</b> £18,730		<b>Date Updated:</b> July 2023	
<b>Key indicator 1:</b> The engagement of <a href="#">all</a> 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: 12.60%
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?:	
<ul style="list-style-type: none"> <li>To ensure that all children have opportunities for physical education, building towards 2.5 hours of structured activities per week.</li> </ul>		<ul style="list-style-type: none"> <li>Provision of 10 minutes of 'Wake and Shake' activities each morning before school, a structured timetable of PE and Games lessons, and a range of after-school sports clubs across the year.</li> </ul>		<ul style="list-style-type: none"> <li>Children have taken part in additional physical activities throughout the day, increasing fitness and the time spent on physical exercise.</li> </ul>	
<ul style="list-style-type: none"> <li>To encourage physical activity at morning break and lunchtimes.</li> <li>To offer a broad range of sports, catering for the needs of all our pupils.</li> </ul>		<ul style="list-style-type: none"> <li>Provision of physical activity at break and lunchtimes with a sports coach leading activities across a range of sports, such as football, tag rugby, and golf.</li> <li>Lunchtime supervisors to provide opportunities for physical exercise across the lunchtime period with organised physical activities based on the Get Ahead Partnership routines.</li> </ul>		<ul style="list-style-type: none"> <li>£2360</li> </ul> <ul style="list-style-type: none"> <li>PE sports coach provides a positive role model for all children.</li> <li>The school has expanded the range of sports offered to pupils.</li> <li>Pupils participation in an increasing range of sports has developed their capability and performance levels, and their understanding of a range of different techniques and tactics</li> </ul>	
				Sustainability and suggested next steps:	
				<ul style="list-style-type: none"> <li>Commitment to maintaining all of the listed activities in future years and expanding our offer where possible, e.g., through provision of a more comprehensive wraparound offer.</li> </ul>	
				<ul style="list-style-type: none"> <li>Consideration of systems which will increase the focus of pupils leading activities themselves in support of their peers.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Provision of a range of after-school sports activities, including football, cricket, and dance.</li> </ul>		across different sports – for example, reaching a regional tri-golf final, which is taught at lunchtimes.	
<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: 61.56%
<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:
<ul style="list-style-type: none"> <li>• To provide CDP activities which support the delivery of high-quality PE and Games lessons delivered during curriculum time.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing support from the Get Ahead Partnership to support the subject leader and staff in general with the delivery of high-quality PE and Games.</li> </ul>	<ul style="list-style-type: none"> <li>• £2310</li> </ul>	<ul style="list-style-type: none"> <li>• Continued progression of all pupils during curriculum PE and Games lessons.</li> <li>• Pupil feedback tells us that the children enjoy the variety of sport on offer at the school.</li> <li>• All adults provide excellent role models for our children.</li> </ul>	<ul style="list-style-type: none"> <li>• A continuing commitment to staff development in PE over time, supporting better outcomes for pupils.</li> <li>• Increase the monitoring of PE next year and associated feedback to colleagues, supporting the quality of learning.</li> </ul>
<ul style="list-style-type: none"> <li>• To provide a range of inter-school competitive sporting opportunities, realising physical and emotional wellbeing benefits for our children.</li> </ul>	<ul style="list-style-type: none"> <li>• Get Ahead Partnership was purchased to support a broad range of pupils to partake in inter-school competitive sporting opportunities, such as: <ul style="list-style-type: none"> <li>- Boccia</li> <li>- Dodgeball</li> <li>- Football</li> <li>- Tri-golf</li> <li>- Sports Stars (English Institute of Sport).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• £1075</li> </ul>	<ul style="list-style-type: none"> <li>• Increased numbers of pupils across Key Stage 1 and Key Stage 2, with a broad range of sporting abilities, had the chance to take part in inter-school competitive sporting opportunities, winning awards in activities such as tri-golf, boccia, and panathlon.</li> <li>• Pupils' wellbeing has been enhanced through active participation in these events.</li> </ul>	<ul style="list-style-type: none"> <li>• The academy is committed to its ongoing extensive programme of attending inter-school sporting opportunities, along with providing sporting visits such as to the English Institute of Sport in Sheffield.</li> </ul>

<ul style="list-style-type: none"> <li>To ensure children have access to safe equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Maintenance and inspection of PE equipment (Hall equipment inspection).</li> </ul>	<ul style="list-style-type: none"> <li>£252</li> </ul>	<ul style="list-style-type: none"> <li>Children are able to safely participate in physical activity in PE lessons.</li> </ul>	<ul style="list-style-type: none"> <li>PE equipment will be maintained so that they are safe for children to continue to use.</li> </ul>
<ul style="list-style-type: none"> <li>To ensure that PE and Games are fully resourced.</li> </ul>	<ul style="list-style-type: none"> <li>Resources purchased and organised throughout the school and within the main PE store, providing original equipment in some cases, and also replacement of old/damaged stock.</li> </ul>	<ul style="list-style-type: none"> <li>£7892.29</li> </ul>	<ul style="list-style-type: none"> <li>Lessons are fully resourced, enhancing opportunity for all. Well-resourced lessons ensure our pupils are active for a greater percentage of their lesson time, as opposed to waiting for a turn.</li> </ul>	<ul style="list-style-type: none"> <li>PE Leader/JR to monitor and replenish as necessary on an annual basis.</li> </ul>

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				13.07%
<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:
<ul style="list-style-type: none"> <li>To purchase the new 'Complete PE' scheme of work, providing new long-term and medium-term plans to ensure full curriculum coverage.</li> </ul>	<ul style="list-style-type: none"> <li>Complete PE scheme purchased and CPD organised for staff in the use of planning, delivering and assessing more effective PE lessons.</li> </ul>	<ul style="list-style-type: none"> <li>£540</li> </ul>	<ul style="list-style-type: none"> <li>Staff feel more confident when delivering PE and have a bank of resources and ideas to refer back to. Staff are encouraged to share good practice and feedback following training.</li> <li>Children are taught through a scheme which is better sequenced and provides a broad and balanced PE and Games curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>The PE Leader to monitor teaching and learning across the subject on an ongoing basis, sharing key outcomes with staff.</li> <li>The PE Leader to proactively seek CPD opportunities to enhance the expertise of staff, ultimately supporting stronger pupil outcomes.</li> </ul>
<ul style="list-style-type: none"> <li>To ensure that the PE Leader keeps up to date with key developments in</li> </ul>	<ul style="list-style-type: none"> <li>PE Leader to attend relevant training and subject network</li> </ul>	<ul style="list-style-type: none"> <li>£1907.71</li> </ul>	<ul style="list-style-type: none"> <li>PE Leader disseminates the outcomes of training and</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that the outcomes of training or the work of the PE</li> </ul>

the subject, supporting staff to more effectively deliver the learning.	meetings.		meetings, supporting better PE.	Leader is shared across staff on an ongoing basis.
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation: 10.02%

Intent	Implementation	Impact	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:
<ul style="list-style-type: none"> <li>To ensure that all pupils are given the opportunity to reach the required standard in swimming.</li> </ul>	<ul style="list-style-type: none"> <li>Additional swimming lessons and transport organised for those Year 5 pupils who did not meet the required standard in our Year 4 curriculum swimming and in line with our desire for all pupils to master this key life skill.</li> </ul>	<ul style="list-style-type: none"> <li>£1877</li> </ul>	<ul style="list-style-type: none"> <li>Children accessed additional swimming lessons and made further progress, with further pupils meeting the required standard.</li> </ul>	<ul style="list-style-type: none"> <li>The academy has committed to this system of additional swimming lessons for many years and will continue to do so in the years ahead for as long as the funding remains available.</li> </ul>
<ul style="list-style-type: none"> <li>To broaden the range of sports on offer at the academy.</li> </ul>	<ul style="list-style-type: none"> <li>A new PE scheme for next year will involve some additional new sports not currently undertaken within our curriculum, or a more extended focus on others. Planning undertaken for the delivery of a broader range of sport, including the purchase of new resources.</li> </ul>	<ul style="list-style-type: none"> <li>Costed above.</li> </ul>	<ul style="list-style-type: none"> <li>Children to access a broader range of sports and use new equipment within PE lessons.</li> </ul>	<ul style="list-style-type: none"> <li>To embed the new curriculum next year and use of the equipment.</li> <li>To carefully monitor outcomes.</li> </ul>

<ul style="list-style-type: none"> <li>• To offer extended provision incorporating a selection of sporting opportunities across the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Provision of 10 minutes of 'Wake and Shake' activities each morning before school, a structured timetable of PE and Games lessons, and a range of after-school sports clubs across the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Costed above.</li> </ul>	<ul style="list-style-type: none"> <li>• Children have taken part in additional physical activities throughout the day, increasing fitness and the time spent on physical exercise.</li> </ul>	<ul style="list-style-type: none"> <li>• Commitment to maintaining all of the listed activities in future years and expanding our offer where possible, e.g., through provision of a more comprehensive wraparound offer.</li> </ul>
<ul style="list-style-type: none"> <li>• To encourage physical activity at morning break and lunchtimes.</li> <li>• To offer a broad range of sports, catering for the needs of all our pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Provision of physical activity at break and lunchtimes with a sports coach leading activities across a range of sports, such as football, tag rugby, and golf.</li> <li>• Lunchtime supervisors to provide opportunities for physical exercise across the lunchtime period with organised physical activities based on the Get Ahead Partnership routines.</li> <li>• Provision of a range of after-school sports activities, including football, cricket, and dance.</li> </ul>		<ul style="list-style-type: none"> <li>• PE sports coach provides a positive role model for all children.</li> <li>• The school has expanded the range of sports offered to pupils.</li> <li>• Pupils participation in an increasing range of sports has developed their capability and performance levels, and their understanding of a range of different techniques and tactics across different sports – for example, reaching a regional tri-golf final, which is taught at lunchtimes.</li> </ul>	<ul style="list-style-type: none"> <li>• Consideration of systems which will increase the focus of pupils leading activities themselves in support of their peers.</li> </ul>



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2.75%
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:
<ul style="list-style-type: none"> <li>To provide a range of inter-school competitive sporting opportunities, realising physical and emotional wellbeing benefits for our children.</li> </ul>	<ul style="list-style-type: none"> <li>Get Ahead Partnership was purchased to support a broad range of pupils to partake in inter-school competitive sporting opportunities, such as:               <ul style="list-style-type: none"> <li>- Boccia</li> <li>- Dodgeball</li> <li>- Football</li> <li>- Tri-golf</li> <li>- Sports Stars (English Institute of Sport).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Costed above.</li> </ul>	<ul style="list-style-type: none"> <li>Increased numbers of pupils across Key Stage 1 and Key Stage 2, with a broad range of sporting abilities, had the chance to take part in inter-school competitive sporting opportunities, winning awards in activities such as tri-golf, boccia, and panathlon.</li> <li>Pupils' wellbeing has been enhanced through active participation in these events.</li> </ul>	<ul style="list-style-type: none"> <li>The academy is committed to its ongoing extensive programme of attending inter-school sporting opportunities, along with providing sporting visits such as to the English Institute of Sport in Sheffield.</li> </ul>
<ul style="list-style-type: none"> <li>To hold a Sports Day as a celebration of our pupils' participation in competitive sport.</li> </ul>	<ul style="list-style-type: none"> <li>Sports Day organised for pupils across all age groups, with parents invited to attend, and an underlying intra-school points based competition.</li> </ul>	<ul style="list-style-type: none"> <li>£516</li> </ul>	<ul style="list-style-type: none"> <li>Children came together to support and encourage one another in a competitive environment. Children received awards and competed for their house giving them great pride and a sense of achievement.</li> </ul>	<ul style="list-style-type: none"> <li>To continue to provide an annual Sports Day for all pupils and to foster values of positive sporting competition.</li> <li>To consider other possible applications of intra-school sporting competition across the academic year.</li> </ul>

Signed off by:	
Headteacher:	Mark Strong
Date:	19/07/23
Subject Leader:	Mark Strong (in absence of PE Leader)
Date:	19/07/23
Governor:	Janice Moran
Date:	19/07/23