

# 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 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](#).



## Details with regard to funding

Please complete the table below.

Total amount allocated for 2022/23	£17,520
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## 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 2021. Please see note above	67% (16 out 24 pupils)
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	67% (16 out 24 pupils)
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	67% (16 out 24 pupils)
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/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: 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</b>				Percentage of total allocation: 62%		
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?		
Increase pupil engagement in physical activity to provide at least 30 minutes of physical activity a day in school.	<p>School Games Crew to run games and activities on both KS1 and KS2 playgrounds.</p> <p>Implement 60 second challenges on KS1 and 2 playgrounds.</p> <p>Coach to run playground games 2 lunchtimes a week (1xKS1; 1xKS2).</p> <p>Use of anomaly board on KS1 playground.</p> <p>Purchase equipment and storage facilities for active play.</p> <p>Purchase Living Streets Tracker to promote active travel to school.</p> <p>Purchase storage facilities for</p>		£10800.72	<p>All pupils have access to active play at break and lunchtimes.</p> <p>School Games Crew supported pupils on KS1 with games at break times.</p> <p>60 second challenges implemented and date sent to BC on a weekly basis during spring term. We came 1<sup>st</sup> and 2<sup>nd</sup> on several occasions.</p> <p>Coach targeted girls' football on KS2 playground for half a term.</p> <p>Staff trained on anomaly board and learning walks showed pupils using it. Equipment available for games.</p>		<p>Sustainability and suggested next steps:</p> <p>Implementation of 60 second challenges to continue and new School Games Crew to devise own games - provide training on this. Potentially create own reward system and tracking.</p> <p>Purchase storage for KS1 playground.</p> <p>Continue with Bring Your Wheels to School day.</p> <p>Purchase Travel Tracker for next academic year.</p> <p>Timetable KS1 scooters to ensure use and monitor.</p> <p>Rota for equipment on</p>

	<p>scooters to promote active travel.</p> <p>Bring Your Wheels to School Day</p> <p>Training for SMSAs (x2)</p>		<p>Improved storage available on KS2 playground providing access to equipment at all break times. Equipment purchased to replenish lost and broken resources and to increase range of available sports.</p> <p>70% of pupils travel to school in an active manner at least once a week.</p> <p>Grant secured for scooter storage. Bring Your Wheels to School Day used to officially open.</p> <p>SMSAs implemented training and requested resources to support with games they enjoy, (e.g. Badminton).</p>	<p>playgrounds to ensure children have access to range of activities.</p> <p>Pupil voice for playtimes.</p>
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<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:
				0.2%

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:

<p>Reduce incidents of negative behaviour on playground</p>	<p>Bronze Ambassador Conference.</p> <p>School Games Crew to implement active play in KS1 and 2 playgrounds.</p> <p>Investigate Active Maths and English.</p> <p>Pastoral Lead running intervention based on Primary Shooting Stars.</p> <p>Change4Life Club for targeted families, including parents, to support with parental interaction with children.</p>	<p>£40</p>	<p>All pupils have access to active play ensuring that they have opportunities for healthier lifestyles.</p> <p>Fewer lunchtime behaviour incidents recorded across year when compared with data from previous years.</p> <p>Increased self-esteem of pupils reported from intervention. Teamwork skills also improved and fewer behaviour incidents reported for pupils.</p> <p>Pupils learnt range of skills in Shange4Life Club. Parental engagement not consistent so this aspect was not successful.</p>	<p>Change focus of Change4Life Club to building self-esteem and team work.</p>
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<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>				<p>Percentage of total allocation: %</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	
<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:</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>



Pupils receive a high-quality PE curriculum which sequences learning and provides support and challenge for all.	All teaching staff to work with Alan Watson from SHSSN (see last years' document.  AL to receive support from AW regarding leadership of subject.	£Money from previous year's spend.	All teachers from Year 1-6 had at least 2 terms support from Allan. 100% of teachers who benefited have increased confidence in delivering PE to classes resulting in secure teaching of subject across the 2 hours allocated per week.	Dissemination of training to new teachers/teachers returning from maternity leave.
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation:  
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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?
Ensure a broad range of sports available to pupils.  Increase club provision and track uptake.	Range of classes offered Taster Sessions organised by SHSSN.  Fund SHSSN membership for 2023-24 academic year.  Promote local sporting activities through Newsletter.  Track uptake of sporting clubs for all pupils.  Pupil voice to increase participation in clubs.	£Money from previous year's spend.	Taster sessions offered across school: Taekwondo, Handball, Wall Ball, Cricket and Dance. Dance Club offered as a result.  Increased range of clubs available: Gymnastics, Football, Netball, Basketball, Tennis, Dodgeball, Dance.  Basketball, Dodgeball and Dance clubs introduced as a result of pupil voice survey. Uptake not good for tennis and dodgeball but Basketball and Dance were successful.
			Sustainability and suggested next steps  Continue membership of SHSSN for access to taster sessions.  Continue to promote local sporting activities through newsletter.  Continue Basketball and Dance clubs.



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
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:
Pupils develop resilience through taking part in sporting competitions, learning to accept success and defeat graciously.	<p>Increase participation in competitive sport, utilising links with UDPSSA and SHSSN.</p> <p>Take part in 3 additional SHSSN sporting festivals each term.</p> <p>Run intra-school sports competitions once per term (3): basketball, Sports' Day and Hockey.</p> <p>Track uptake of sporting clubs for all pupils.</p> <p>Pupil voice to increase participation in clubs.</p>	£907.00	<p>Pupils took part in basketball and Sports' Day as house competitions. Change of coach meant that consistency was not applied to intra-school competitions.</p> <p>Seven inter-school festivals attended across year, carefully targeting pupils.</p> <p>Tracking allowed changes to clubs to be made where take up was low.</p> <p>Teams entered into football and netball leagues, football cup and Packham Trophy, and District Sports.</p>	Introduce third intra-school competition in spring term.

Signed off by	
Head Teacher:	
Date:	21/09/23
Subject Leader:	
Date:	21/09/23



Governor:	A.G. <u>Stoddart</u>
Date:	28/09/23