

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department  
for Education

Created by



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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 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	£17,710.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,770.00
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17,770.00

## 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. Please see note above	75%
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	90%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	90%

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

## 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:	Total fund allocated:	Date Updated:		
<p><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</p>			Percentage of total allocation:	
			8%	
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:
100% of pupils will have at least 30 minutes of physical activity a day	Each Subject Leader as part of the curriculum update will identify within the scheme of work where pupils can undertake physical activities e.g. geography village walk / science bug hunt / maths treasure hunt linked to coordinates, etc. Each teacher / TA will keep a simple log of what physical activities done PE subject leader will work with staff to ensure break / lunchtimes have a range of interesting physical activities (& train pupils to run them safely / properly)	SL development time (in main budget)  PE SL release time @ £160 per day - £480	Logs of activities / time to be collated each half term  Evaluated each half term to ensure an even spread of activities are taking place	Children displaying talent and/or enjoyment in after or before school sessions linked to local clubs to pursue sport at a developed level.
100% of pupils to be physically active in and out of school with evidence 100% of pupils to know what a healthy lifestyle is (diet / exercise / etc.) 100% of families to be encouraged to support the above	PE subject leader to collate activities logs from above and feedback to class teams / pastoral manager PSHE subject leader to ensure the PSHE program promotes all aspects of healthy living Pastoral Manager to contact / support families if a pupil is less physically	PE SL release time 1 PM session each half term - £480	Logs of activities / time to be collated each half term & fed back to class teams / pastoral manager – ID pupils who are “less active”  Pastoral manager to contact families of “less active” offer support & evidence impact through logs in the	

Ensure 100% of pupils can access PE in-school	active  Keep a supply of spare kit in school to lend to any pupil who does not have kit (Ensure especially for dis-advantaged and SEN pupils) Pastoral team to be alerted to any pupils who seem to have a lot of notes excusing them from PE to follow up with families	£500	following term  Ensure all pupils take part in in school PE  Staff to alert Pastoral team to allow them to follow up with home / families	
To encourage as many pupils / families as possible to walk / cycle to school	Promote through PSHE lessons.	£N/A		

<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: 6%
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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?:
Promote playtimes / break times as a time to be physically active / support well-being.  Children take part in range of activities and sports throughout the year.  Young leaders to lead playtime games, supervised by duty staff.  Sports coach to lead games during four lunchtimes per week.	Have a variety of activities at play / lunchtimes and train staff / pupils to run them so they become self-sufficient  Increased resilience and motivation	£ 1000 for equipment / resources	Surveys show pupils have access to good quality / active / fun activities at break / lunchtime. "Vast majority" of pupils' / staff report play / lunchtime is a good fun time / positive experience  Assessments are made on pupils each term.  Pupils accessing a range of events outside of school as part of a team and with other local schools and
			Sustainability and suggested next steps:  Continue to update and replace resources when necessary.  Use key sporting events to promote and encourage sport

			clubs.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				54%
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>High quality PE lessons taught throughout school</p> <p>Ensure all staff receive high quality CPD to allow for a high standard of subject knowledge and approaches</p> <p>External coaches to work alongside the teacher and TAs to share and demonstrate high quality lessons.</p> <p>Updating and restocking P.E resources to have necessary equipment to teach high quality lessons</p>	<p>Staff to attend CPD sessions</p> <p>External coaches to share PE plans, resources and ideas. To deliver some elements of PE where possible</p> <p>Resources brought to update old, broken or lost resources</p>	<p>£9000 for training, external coaches and CPD</p> <p>£610 for equipment and resources</p>	<p>PE courses attended</p> <p>Lesson studies take place with a focus on participation, engagement and inclusion</p> <p>Pupil voice</p>	<p>Continuously looking for training courses to keep knowledge and pedagogy up to date</p>

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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation: 26%

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:
Cycling proficiency/bikeability for KS2 pupils	Encourage children to become confident with cycling and understand the importance of road safety as they being to transition to secondary education (Y5/6 pupils)	£ 600	Pupil voice Certificate of achievement	Continued programme of cycling proficiency and bikeability throughout the next academic year
Balance bike training for R/Y1 pupils	Encourage confidence on using balance bikes and a precursor to riding a bicycle (R/Y1 pupils)			
Pupils in Y6 to be offered swimming as an additional from curriculum sport to ensure an increased number of pupils are able to swim 25m by the time they leave Y6	Swimming lessons offered to Y6 pupils due to missing swimming sessions during COVID 19 pandemic (Year 4 children normally go swimming and this cohort missed this during pandemic)	£3100	Pupils reach national expectations in swimming and achieve swim safety recognition by the end of Y6.	
We have a celebration day to engage	(This is Sports Day) Run sports day / invite all families / include a range of	£1000 (this is	Sports Day takes place Surveys / logs	

families of pupils and promote outreach to families	competitive activities inc. for families	mainly costs (transport)	show that the majority of families attend.	
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<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation: 6%
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 allow pupils to represent the school in a competitive environment.	To access a range of competitions Transport Competitions External festivals Competition entry fees To implement inter-school competition as part of the PE curriculum. Internal Competitions Taking part in competition helps develop resilience, confidence and team work.	£1000	Increased number of children who take part in competitions both internal inter-house and external against other schools	As children show increased enjoyment and talent in sports, begin to make links with local clubs for children to progress to.  Taking part in local sports festivals

Signed off by	
Interim Head Teacher:	Lee Dolphin
Date:	09.05.2023
Subject Leader:	Christopher Ryan
Date:	28/04/2023
Governor:	Jennifer Wakefield

Waldfoel

Date:

05/05/2023

