

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

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](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 by the end of the summer term or by **31<sup>st</sup> July 2023** at the latest.

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](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2023:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• All children represent their house in competitions throughout the year.</li> <li>• Playtimes are more active. We have permanent equipment available at all playtimes. A choice of equipment is provided during lunchtimes to promote different activities. KS2 children support KS1 children through their roles as Play Leaders.</li> <li>• Collaboration with other schools in the local area. A strong team of PE leaders in our ACCT community allows the children from all schools to work collaboratively as well as compete against each other.</li> <li>• KS2 children given opportunity to take part in qualifiers.</li> <li>• All staff have had training in Real PE and the school is now signed up and ready to start teaching Real PE lessons in September.</li> </ul>	<ul style="list-style-type: none"> <li>• To further develop the Sports Leader role and to ensure that the Sports Leaders and PE coordinator meet at least every term.</li> <li>• To ensure children make informed choices about their physical, emotional and mental well-being.</li> <li>• To support children in becoming effective leaders.</li> <li>• To establish an appropriate level of challenge in planned activities.</li> <li>• To improve the teaching and assessment of PE through a monitoring schedule.</li> <li>• Children to choose and be responsible for class equipment to access at playtimes.</li> <li>• Due to the ongoing impact of COVID-19 we were not able to take part in as many local festivals as we did before the pandemic. Next year we hope to return to the usual programme.</li> <li>• To facilitate a smooth roll out of the Real PE scheme across the school.</li> <li>• To re-introduce the Personal Best Challenge that stopped due to Covid-19.</li> </ul>

Meeting national curriculum requirements for swimming and water safety.	
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.	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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/ <del>No</del> Years 3&4 swim for 10 weeks to meet NC requirements. Selected children from Years 5&6 attend top up swimming lessons for 10 weeks in the Autumn Term.

## 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.

<b>Academic Year:</b> 2022/23		<b>Total fund allocated:</b> £17,810 (total spent <b>£15875.85</b> )		<b>Date Updated:</b> July 2023					
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: <b>19%</b>				
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 children make informed decisions about their physical, emotional and mental well-being.</li> <li>More children to take part in active playtimes.</li> <li>To ensure children have basic first aid knowledge.</li> </ul>		<ul style="list-style-type: none"> <li>New resources available for playtimes.</li> <li>Playground markings to develop a variety of different games.</li> <li>SCARF programme for all year groups to use to enable teaching and awareness of mental well-being.</li> <li>First aid training course for Year 6 pupils.</li> </ul>		<ul style="list-style-type: none"> <li>£454.66</li> <li>£1715</li> <li>£995</li> <li>£165</li> </ul>		<ul style="list-style-type: none"> <li>All children had access to permanent play equipment from the beginning of the year. They now have access to other non-permanent resources that has helped to develop activity levels further.</li> <li>Mental well-being has become more of a focus for the children.</li> <li>Children keener to take part in sport and take on different roles.</li> </ul>		<ul style="list-style-type: none"> <li>The permanent play equipment and playground markings require very little maintenance or further spending.</li> <li>The non-permanent equipment will need to be replaced when required but children are learning the importance of caring for their equipment.</li> <li>Keep implementing SCARF lessons to keep mental well-being a priority.</li> </ul>	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				3%
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>Children to be safe in water as we live in a county with lots of access to open water.</li> <li>Opportunities provided for children to lead and volunteer.</li> </ul>	<ul style="list-style-type: none"> <li>Children in Years 5&amp;6 who are not confident swimmers receive top up swimming lessons.</li> <li>House Captains organise and run competitions based on their own expertise and the children's interests.</li> </ul>	£458	<ul style="list-style-type: none"> <li>100% of the Year 6 cohort are able to swim 25m in a variety of strokes.</li> <li>House Captains attended meetings and organised events for the rest of the school trying to do one event each half term.</li> </ul>	<ul style="list-style-type: none"> <li>House Captains to complete training of Vice Captains ready for the next year moving forward.</li> </ul>



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				14%
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 introduce the Real PE scheme which enables staff to teach a variety of skills in fully differentiated lessons.</li> <li>To improve the quality of PE teaching through continued professional development.</li> <li>To inspire children to try new things by providing a wider range of opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Continued support from Real PE and additional training for PE Lead.</li> <li>West End in Schools ran workshops for FSU and KS1 children. Teachers took part in the workshops and learnt a new way of inspiring children to use their imaginations and to combine dance with drama connected to a topic.</li> <li>Local Tennis club coaches to lead lessons alongside class teachers.</li> <li>Local Cricket club coaches to lead lessons alongside class teachers.</li> </ul>	<p style="text-align: center;">£737</p> <p style="text-align: center;">£349</p> <p style="text-align: center;">£666.69</p> <p style="text-align: center;">£660</p>	<ul style="list-style-type: none"> <li>Pupils and teachers alike were inspired to try many new skills, such as working differently as a team, using new stimulus to inspire movement and creativity, working independently and collaboratively to create a performance.</li> <li>Pupils benefitted from lessons taught by local experts and staff gained experience of how to teach different sports.</li> </ul>	<ul style="list-style-type: none"> <li>Real PE has had great feedback and has been easy for all staff to use-look at whether we want to use their assessment tools.</li> <li>Many skills were learnt by both the children and the teachers, which can be used in future PE, Dance and Drama lessons. However the day was so inspirational and exciting that it would be great to repeat it in future years.</li> <li>All classes from KS1 and KS2 were selected to take part in the tennis lessons with each class receiving at least half a term of lessons.</li> </ul>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				<b>48%</b>
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>Pupils to be given the chance to experience a broader range of opportunities and events.</li> <li>New after school clubs offered to pupils.</li> </ul>	<ul style="list-style-type: none"> <li>New equipment has been bought to replace tired and old equipment and maintenance of existing equipment.</li> <li>Outdoor learning club available for all children from Reception to Year 6.</li> <li>Netball after school club offered to Year 5 and 6.</li> </ul>	<p>£1903.71</p> <p>£6557.52</p> <p>£62.02</p>	<ul style="list-style-type: none"> <li>Better equipped PE lessons with more resources available per child.</li> <li>Different equipment enabling a broader variety of sports and activities.</li> <li>Equipment ordered for Real PE lessons allowing us to follow the scheme with complete fidelity.</li> <li>Outdoor learning engages children who are not always keen to join Sports Clubs.</li> <li>Increased participation and knowledge of sports</li> </ul>	<ul style="list-style-type: none"> <li>Equipment needs to be stored well and looked after so that it will not need to be replaced too quickly.</li> <li>Sports Leaders to be trained to look after and check the equipment.</li> </ul>



Key indicator 5: Increased participation in competitive sport				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:
<ul style="list-style-type: none"> <li>Pupils in all Key Stages to attend competitions when invited.</li> </ul>	<ul style="list-style-type: none"> <li>Y5&amp;6 girls football tournament.</li> <li>Y5 swimming gala.</li> <li>Y5&amp;6 girls tag rugby.</li> <li>Y3&amp;4 attended a tennis festival.</li> <li>Y1&amp;2 Multi-skills festival</li> <li>Minibus upkeep and fuel expenditure to take children to sports activities and competitions.</li> </ul>	<p>£670</p> <p>£482.25</p>	<ul style="list-style-type: none"> <li>The children take great pride in representing their school and through recognition in Assemblies inspire others to want to take part in future competitions.</li> <li>The minibus allowed us to attend these competitions without the extra expense of booking a coach.</li> </ul>	<ul style="list-style-type: none"> <li>The allocated funding has been used on the upkeep and fuel for the minibus. This will be an ongoing cost.</li> <li>Many of the competitions and qualifiers that we regularly attend did not happen this year due to losing the SGO. Next year we are looking at arranging more tournaments between local schools and meeting as a 'local schools group' to enable more schools to be involved.</li> </ul>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	

Date:	
Governor:	
Date:	