

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2022

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](#).



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£ 7442
Total amount allocated for 2020/21	£24,902 (inc. 19/20 carry forward)
How much (if any) do you intend to carry over from this total fund into 2021/22?	£11,208
Total amount allocated for 2021/22	£17,460
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£31 154

## 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 2020.</p> <p>Please see note above</p>	77% not many children had accessed swimming provision due to the Pandemic
<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>	77%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	23%
<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/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: 202/22		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:
					7.8%
Intent		Implementation		Impact	
<i>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:</i>		<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Funding allocated:</i>	
Increase the number of pupils who are regularly exercising for 30 minutes per day. This is in addition to PE and Games lessons.		Continuation of a sport coach during the lunchtime period to provide a further opportunity for pupils to take part in physical activity.		£1200  Subscription for the Wilson Stuart Sports hub @£1238	
				<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	
				<i>Sustainability and suggested next steps:</i>	
<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:
					66%
Intent		Implementation		Impact	
<i>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:</i>		<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Funding allocated:</i>	
				<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	
				<i>Sustainability and suggested next steps:</i>	

<p>Children are aware of the benefits of being physically active on their mental health and well-being. Children understand how to use their bodies to keep them safe.</p> <p>Using role models to engage pupils.</p>	<p>Children being involved in weekly fitness and well-being sessions with mentor. This will promote their physical and mental well-being. Children also have a good understanding of keeping safe.</p> <p>Sports coaches to reinforce positive behaviour during lessons.</p>	<p>% of Mentoring Salary 4x afternoons per week £9600</p> <p>Secure minds solutions £11,100</p>	<p>We believe that the small group opportunities and discussion scenarios, that this will facilitate regularly, will significantly impact on children's confidence in themselves and their world and in their positivity towards themselves and their learning.</p> <p>60 Children across the school have worked with fitness and mental health mentor including all Year 6 children.</p> <p>Children and parents seeing positive impact.</p>	<p>Continuation of mentor working with more children.</p> <p>CPD of staff and improving their skills in promoting and improving the physical well-being of the pupils. This will help continue to improve the whole school ethos of promoting physical and mental well-being.</p> <p>Continue to monitor and invite pupil and parent responses in the programme. From this we can look for ways we can make changes for next year.</p>
---	--	---	---	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				9.9%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Staff have the knowledge and skills to ensure PE lessons engage and excite pupils and pupils are keen to continue with sport outside of the school environment.  Teaching of PE is never at least good  Contributions made by sports coaches is never less than good  Good resources available to support P.E lessons.	Regular discussions with staff to discover their strengths and weaknesses when delivering P.E. Discuss staff confidence, knowledge and skills.  Where required, CPD to support with the teaching of particular aspects of the PE and Sport curriculum e.g. gymnastics and dance  Training for lunchtime staff on developing games on the school playground.  New resources ordered to support outstanding P.E lessons.  Annual H&S check and repair to equipment via Mercury sports	£2460          £1051.20    £218	Staff have taken notes with ideas from the sports coaches to use and adapt in their own lessons.  Staff have given feedback on the impact of the sessions through questionnaires. This indicates increased confidence in a range of PE areas as staff have picked up ideas for teaching certain areas.  71% of children have worked with a Sports Coach during P.E lessons.  As staff confidence has improved, children have benefited from higher quality teaching in PE lessons.  Better resources have engaged and motivated children's participation.	Continue with CPD next year so that staff can gain expertise in different area- through the sports hub.  Staff can also discuss good practice with each other and help offer to each other.  New staff to the school and ECTs to receive extra CPD depending on their confidence and needs.  Continue training of lunchtime staff (see K11).
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				10.9%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>



All pupils to be provided with the opportunity to participate in competitive sports and represent the school  Increase the number of competitive sporting opportunities for school teams	Membership of sport associations to allow access to competitive sports e.g. <i>Wilson Stuart Active Sports Society</i> .	£1238	Year 6 Girls enjoyed the opportunity to participate in Netball Club.	To promote participation in competitive sport next academic year.
	Subscription to BCSSA for access to competitive inter school sports competitions	£100	Children have been exposed to a variety of after school clubs which has encouraged them to join outside clubs. They have enjoyed playing competitively against their peers.	To participate in a variety of competitive sports, both boys and girls.

Signed off by	
Head Teacher:	Mr G O'Hara
Date:	18/07/22
Subject Leader:	Miss H Wood
Date:	18/07/22
Governor:	Mr T. Forker
Date:	18/07/22