

# 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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SPORT  
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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, 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	£16,900
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## Swimming Data

Please report on your Swimming Data below.

<b>Meeting national curriculum requirements for swimming and water safety. To be completed at the point of document review 2022-23</b>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	90%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?	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:</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			Percentage of total allocation: Approx 50%	
Intent	Implementation		Impact	
School Focus with clarity on intended impact on pupils:	Actions:	Funding allocated:	Evidence and Impact:	Sustainability and suggested next steps:
To ensure that all pupils have the opportunity and are encouraged to take part in daily physical fitness.	<p>Removal of old outdoor climbing equipment and repurposing of the materials.</p> <p>Installation of outdoor gym equipment (including improvements to the surface) allowing pupils to undertake additional exercise opportunities at break and lunchtimes using a timetable system to ensure a greater opportunity for access. Pupils will require safety demonstrations on how to use the equipment to ensure maximum benefit and reduce any injury.</p> <p>Timetables will be drawn up for class access to avoid crowding and queuing, allowing pupils optimum access time.</p> <p>P.E coordinator to provide a lunchtime club to support children actively taking part in 'street football'.</p>	<p>£10,000</p> <p>£0</p>	<p><b>Pupils have greater opportunities to develop physical strength and muscle using equipment as well as the general stamina developed through cardio exercise at break/lunch times.</b></p> <p>Pupils are taught how to play properly, follow rules and compete safely in sports and games at break/lunchtimes.</p> <p><b>This has improved challenges at lunchtimes over football rules and fairness. Children are more independent in resolving sporting conflicts</b></p>	10 Year sustainability with yearly SLA checks to ensure maintenance.
				Percentage of total allocation:

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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Approx 55%
Intent	Implementation		Impact	
School Focus with clarity on intended impact on pupils:	Actions:	Funding allocated:	Evidence and Impact:	Sustainability and suggested next steps:
<p>To ensure that all pupils have the opportunity and are encouraged to take part in daily physical fitness.</p> <p>To improve the quality of dedicated P.E resources across the school.</p>	<p>Installation of outdoor gym equipment allowing pupils to undertake additional exercise opportunities at break and lunchtimes.</p> <p>Due to the increased use and wear and tear of specific P.E equipment there are no longer enough resources for a full class. Equipment will be audited against the P.E curriculum and further sport-specific resources purchased.</p> <p>New playground equipment will be purchased to encourage physical activity and fitness during break/lunch times.</p> <p>School gymnastic equipment will be serviced and maintained during the year in line with statutory expectations and to ensure that all equipment can be used effectively in lessons.</p>	<p>See above</p> <p>£1,850</p>	<p>Pupils will have greater opportunities to develop physical strength and muscle using equipment as well as the general stamina developed through cardio exercise at break/lunch times.</p> <p>Pupils and staff will be able to ensure that pupils are using the correct equipment for their learning and that unnecessary sharing or resources is avoided.</p> <p><b>New equipment purchased in line with the most recent changes made to our school P.E curriculum. This ensures that all pupils have access the equipment for P.E units and kit is in brand new condition. Furthermore, the increase in equipment purchased avoids prior issues of pupils having to share specialist equipment meaning more time for active learning.</b></p> <p>Outdoor break/lunch recreational resources for physical play will ensure that pupils are actively improving their physical health and stamina at break and lunch times , as well as having the opportunity to further develop and practise the skills taught in P.E lessons.</p> <p><b>Pupils are more active at break and lunch times – developing their</b></p>	<p>See above</p> <p>As equipment for P.E is now extensive for the current school curriculum, any further purchasing will only be required over time in the event of general wear and tear and/or if further new equipment is required for new P.E initiatives.</p>

			personal and team game skills through using equipment they have developed the knowledge of from P.E lessons. Pupils are also inspired to try games and sports in an informal setting, which they may not have chosen to experience previously – frisbee golf, basketball, bowling etc.	
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation: 8%
Intent	Implementation		Impact	
School focus with clarity on intended impact on pupils:	Actions:	Funding allocated:	Evidence of impact:	Sustainability and suggested next steps:
Ensure that the teaching and learning of P.E across the school is improved and staff are more confident in the delivery of P.E.	<p>P.E Coordinator to ensure effective curriculum development and progression of knowledge and skills from EYFS to Y6.</p> <p>P.E coordinator to effectively monitor the quality of teaching and learning through lesson observations and pupil voice.</p> <p>P.E coordinator to provide staff CPD on the delivery of P.E</p> <p>P.E coordinator to receive CPD through the academy to develop further leadership skills and to upskill other staff.</p>	£ 2,850	<p>Lesson observations/pupil voice show quality teaching and learning and staff acting upon feedback and CPD provided.</p> <p>P.E coordinator has received opportunities to network with other staff and cascade recent outcomes and development within the delivery of P.E.</p> <p><b>P.E curriculum is fully developed and continually evaluated and improved from EYFS to Y6, including progression of skills and knowledge, as well as Teacher Knowledge Organisers for all units.</b></p> <p><b>Staff voice now indicates that staff feel far more confident in the delivery of P.E and feel that the use of demonstration videos supports their teaching and planning.</b></p>	<p><u>Next Steps</u></p> <p>Provide further opportunities for staff CPD across the academy to observe outstanding P.E sessions.</p>

<p>Ensure that staff have access to quality planning and resources to support, ensuring consistency of delivery.</p>	<p>Purchase of Twinkl Go to support teaching staff with long term planning and coverage as well as quality demonstration videos.</p> <p>Purchase of a laptop and an iPad for the staff member delivering P.E to allow for showing exemplar videos and to record and play back videos for pupils to critically evaluate their skills and performance.</p>		<p><b>All pupils (including non-participants) are able to actively participate in lessons by using the iPad to film and evaluate learning allowing for immediate feedback from staff and peers. Furthermore, lessons are more effective in providing additional support through demonstration videos throughout the learning rather than at the start of lessons.</b></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:  
Approx. 20%

Intent	Implementation		Impact	
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>To ensure that pupils have access to a wide variety of sports and additional to those taught within the curriculum, both as extra-curricular clubs and during lessons.</p>	<p>P.E coordinator to liaise with Progressive Sports to arrange extra-curricular clubs for pupils (PP pupils as a priority) delivered by professionals to encourage additional fitness opportunities and experience of new games/sports.</p> <p>P.E coordinator to provide a</p>	<p>£4,712</p>	<p>Pupils will have a wider experience of sporting opportunities in school, giving them a taster of sports available to them.</p> <p>The number of clubs available and of children partaking in extra-curricular learning will increase.</p> <p>Sports clubs: Football (EYFS/KS1 group &amp; KS2 group)</p>	<p><u>Next Steps</u> Develop further opportunities for pupils to experience a greater array of sports and games including new 'up and coming' sports.</p>



	<p>lunchtime club to support children actively taking part in 'street football'.</p>		<p>Multi-Sports (weekly variation of sports and games, including frisbee, basketball, hockey etc)  <b>Focus on offering places at extra-curricular clubs to our Pupil Premium pupils (as number were previously low) – 47% of PP pupils attended a club (the other pupils declined) but this is a huge improvement on a previous 23%. 43% of SEND pupils attended a club – an improvement on previous 36%</b></p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
School focus with clarity on intended Impact on pupils:	Actions:	Funding allocated:	Evidence of impact: what do	Sustainability and suggested next steps:
Pupils have the opportunity to compete against other groups and classes within school more regularly.	P.E coordinator to plan Inter-school House competitions for lunchtime Street Football. This will be available for all year groups and not specific to 'school teams/clubs'.	£0	Pupils' sportsmanship will improve and a stronger 'House Team' ethos will develop in sport beyond the annual Sports Day. <b>Behaviour and attitudes displayed at lunchtimes during physical activity has improved with this support and pupils are more aware of rules and how to eliminate conflict.</b>	

Signed: *C. Seville* (Chair of Governors)

Signed: *V. Hulme* (Headteacher)