

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 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](#).



Details with regard to funding

Please complete the table below.

Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17,500
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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. 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	47% (LA 37%) (National 34%)
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.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	59% (LA 51%) (National 72%)
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	53% (LA 50%) (National 34%)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	50% (LA 40%) (National 56%)
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?	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:		
<p>Key indicator 1: The engagement of all 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: %	
Intent	Implementation	Evidence to be collected and impact expected / achieved		
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>Additional Physical Activity Opportunitites</p> <p>Aims:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Improve stamina <input type="checkbox"/> Improve concentration <input type="checkbox"/> Provide a break from academic based lessons <input type="checkbox"/> Relieve stress 	<p>All classes to take part in daily fitness sessions 'Mile a day'. All pupils to take part in mile a day (minimum 15 minutes) within their class on average 3 days a week throughout the whole school year.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Daily Mile will provide 45 minutes additional physical activity per week for all pupils. <input type="checkbox"/> Maths of The Day programme to increase physical activity during Maths lessons. Provide specialist support for teachers. <input type="checkbox"/> MOTD will provide 45. minutes per week additional physical activity for all pupils. <input type="checkbox"/> MOTD training sessions to provide CPD for teachers. Focus 	<p>Maths Of The Day (MOTD) £975</p>	<p>Evidence:</p> <p>Photographs, Class Dojo, School website, CPD log, MOTD lessons in red maths books.</p> <p>'Mile a day' embedded in all year groups. All classes comple4ng an average of 3 days a week as a minimum.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Feedback from children-do they feel more able to concentrate after 'Mile A Day'? <input type="checkbox"/> <input type="checkbox"/> Feedback from staff-are children more able to focus? <input type="checkbox"/> Books show that MOTD style lessons are being taught in every year group at least once a week.<input type="checkbox"/> 	<p>Teachers to apply the MOTD approach to other lessons as their confidence increases to ensure at least one lesson per week is 'active'.</p> <p>Next steps: To consider a 'Mile a day' track around the field to allow for MAD to be completed even when weather is poor.</p>

	<p>around the benefits of active lessons</p> <p>JC to monitor a range of children across the Key Stages to monitor improvements in their stamina and endurance levels.</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Evidence in books shows that active lessons in other subjects are being taught regularly across all year groups. <input type="checkbox"/> <input type="checkbox"/> Compare number of laps completed in 15 minutes throughout the year in each class (increased fitness / stamina) <input type="checkbox"/> <input type="checkbox"/> Use pedometers to measure walking speed / distance and track throughout the year. <input type="checkbox"/> <p>Impact: <input type="checkbox"/></p> <p>Children's overall fitness levels to improve</p>	
<p>Active Playground</p> <p>Aims:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Improve behaviour <input type="checkbox"/> Increase amount of ac4vity <input type="checkbox"/> Provide competitive opportunities <input type="checkbox"/> Create leadership opportuni4es 	<p>Offer a wide range of activities at lunch time on both KS1 and KS2 playgrounds</p> <p>Develop the play leader programme</p> <p>Playground/ sports equipment</p> <p>Edsential to provide an Active Playground training programme for School Sports Coach and selected Year 5 children.</p>	<p>Active Play Training (included in Edsential fee below)</p> <p>£2,000 for new sports equipment</p>	<p>Evidence: Training Plan, Play leader timetable, Pupil Voice, play leader training, Invoices</p> <p>Compare the number of behaviour incidents on CPOMS (YOY and term by term)</p> <p>Regular pupil voice to ensure children are happy and engaging in lunch time programme.</p> <p>Playleaders to record the number of children taking part each lunchtime to track engagement. Aim for 50% of children to take part in organised activities.</p>	<p>Purchase new equipment to keep the programme fun and engaging.</p> <p>Rolling programme of training to ensure sustainability (provided by Edsential). Train two year groups to ensure overlap.</p> <p>Next steps:</p> <p>Train Year4 and Year5 in late Summer term 2023 to gain maximum impact in Aut term.</p>

			<p>Impact:</p> <p>Professional development and practical ideas for lunch time supervisors. Training booked for March 2023</p> <p>Children happier during lunch times since the introduction of a structured lunch programme. Measure through pupil voice / questionnaire.</p> <p>Activities planned and changed according to pupil voice feedback.</p>	
<p>Sports Clubs</p> <p>Aims:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increase the number of clubs being provided each half term in school <input type="checkbox"/> 2021/22 was 2 sports clubs per half term <ul style="list-style-type: none"> ○ Aim Summer 2023 for 4 sports clubs per half term <input type="checkbox"/> Increase participation in sports clubs by existing users <ul style="list-style-type: none"> ○ Average club size in 2021/22 was 8 children ○ Aim Summer 2023 for average of 14 children per club. <input type="checkbox"/> Attract those children who don't currently use sports clubs. <ul style="list-style-type: none"> ○ In Spring 2022 identify the groups not attending 	<p>Review the clubs being provided. HJ to ask school council to find out which clubs the children would like to attend and plan accordingly.</p> <p>Buy in additional clubs from outside provider (Edsential) to include 4 additional Extra Curricular clubs.</p> <p>Edsential to provide a family engagement activity (Zumba). Planned for Summer 2023</p> <p>Provide clubs at different times of day to increase participation (before school, lunchtimes)</p> <p>Use school website, Class Dojo and letters home to promote sports clubs.</p> <p>Demonstration of karate skills to children to encourage children to join</p>	<p>Edsential Premium service package for Physical Education, Sport, Health and Personal Wellbeing. £6,600</p> <p>£2,000 for equipment (accounted for above)</p>	<p>Evidence:</p> <p>Registers, photographs, Class Dojo, timetable of clubs, parent pay</p> <p>Collate club registers to track number of children attending each club.</p> <p>Impact:</p> <p>More children taking part in after-school clubs.</p>	<p>Introduction of 'before' school karate club.</p> <p>Before school Dodgeball club was well attended (13 children)</p> <p>Promote local club links. Now working with two local football clubs who use our fields for training.</p> <p>Maintain high number of clubs and wide range</p>

<p>sports clubs then agree a target.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engage families in sports clubs <ul style="list-style-type: none"> <input type="checkbox"/> Aim to run at least one 'family' club per half term from Summer 2022 	<p>the club (assembly). HJ to promote on Class Dojo</p> <p>Purchase additional equipment to allow different clubs to be provided</p>			
<p>Personal Best – Mental Health through Physical Activity</p> <p>Aims to support children who:</p> <ul style="list-style-type: none"> <input type="checkbox"/> are inactive or disengaged with Physical activity <input type="checkbox"/> are lacking in confidence in all areas of school and / or personal life <input type="checkbox"/> are lacking resilience <input type="checkbox"/> are struggling with weight management <input type="checkbox"/> are displaying behaviour issues linked to confidence / resilience <p>Targets: Feedback from Edsential will show that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> All pupils will show improved self esteem following the programme. <input type="checkbox"/> Most pupils (75%+) will report a better attitude and eagerness towards participation in physical activity. <input type="checkbox"/> All pupils will show improved resilience 	<p>1 day per week for 6 weeks 2 hours each day (3 x 40 minute sessions)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Gr1 & 2 – children who don't engage, lack confidence or regularly avoid PE) <input type="checkbox"/> <input type="checkbox"/> Gr3 – children who don't cope with losing / poor sportsmanship. <input type="checkbox"/> <p>Provided by Edsential <input type="checkbox"/></p> <p>(3 blocks – Spring 1 and Spring 2) <input type="checkbox"/></p>	<p>£3,000 (£1,000 per block)</p>	<p>Evidence:</p> <p>Registers, photographs, feedback sent via Edsential tutors</p> <p>Detailed feedback provided by Edsential using pupil questionnaires and discussion)</p> <p>Impact:</p>	
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p> <hr/> <p>%</p>

Intent	Implementation		Evidence to be collected and impact expected / achieved	
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>Improved stamina and concentration due to increased fitness levels.</p> <p>Improved resilience, team work and problem-solving skills through high quality teaching of physical activity and sport</p> <p>Improved behaviour through role models, representing the school team and reinforcement of key character values during lessons.</p>	<p>Monitor stamina levels of key children in different year groups.</p> <p>Monitor and assist with the 'mile a day' intervention</p> <p>Celebrate achievements in assemblies, on notice boards and through Class Dojo</p> <p>Promote positive role models for involvement in sport either as a performer, official or coach.</p>	<p>Staff Training - Fitness and other Intervention Programmes £6,600 (Accounted for in Edsential package – listed above)</p>	<p>Evidence:</p> <p>School website/ Class Dojo, Whole School Improvement document</p> <p>Impact:</p> <p>Celebrate achievements, success and participation – increased self-confidence, increased status (individual and sport):</p> <p>Children now sharing their out of school success in celebratory assemblies (Gymnastics, swimming, football, baton etc)</p> <p>Children aware of clubs, competitions & achievements.</p> <p>Increase in the number of pupils attending after school activities and engaging in competitive opportunities.</p> <p>Improved behaviour and attitudes to learning demonstrated in PE lessons.</p>	<p>Inter school competitions organised for Spring 2 and Summer terms for all year groups.</p> <p>Next steps:</p> <p>Monitor behaviour patterns in more detail of key children and key groups who attend competitions and clubs.</p> <p>Develop lunchtime programme and target key children (inactive) within this programme.</p> <p>Greater emphasis on key character values during PE lessons.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Evidence to be collected and impact expected / achieved	
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:
Consistently deliver high quality PE lessons across all Key Stages and in different activity areas so that children are making the required or better progress.	<p>Specialist PE advisory teacher to work alongside 2 members of staff for 2 six week periods providing support for the teaching of Gymnastics, Dance and Games.</p> <p>Members of staff to attend twilight training sessions including 'Providing High Quality PE lessons' and other areas including Dance and Gymnastics.</p> <p>Purchase additional PE equipment to ensure all lessons are adequately resourced</p> <p>New PE planning briefed / trained out to all teaching staff.</p>	<p>Staff Training - Fitness and other intervention Programmes £6,600 (Accounted for in Edsential package – listed above)</p> <p>£2,200 for additional PE equipment (accounted for above)</p>	<p>Evidence:</p> <p>Lesson observations, support log.</p> <p>Impact:</p> <p>Staff confidence, knowledge and delivery improved in a range of activities. Lessons progressed from team teaching to solo teaching due to improved delivery.</p> <p>More pupil progress evident in lessons. All children are achieving or exceeding their targets.</p> <p>Higher levels of engagement and enjoyment from children.</p> <p>CPD for teachers booked for Spring 2 and Summer 2 (focus for ECT teachers)</p>	Staff continue to deliver PE curriculum this academic year and next year using the new PE planning

<p>Ensure the staff responsible for swimming attend appropriate course and gain qualifications in order to teach swimming effectively.</p>	<p>Access appropriate course. 2 day ASA swim course (via Edsential)</p> <p>Ensure that cover is provided for other teachers to work alongside these staff in order to gain knowledge and confidence.</p>	<p>£2,000</p> <p>(£156 per delegate plus supply cover £150 per day)</p>	<p>Evidence:</p> <p>Certificates from course</p> <p>Impact:</p> <p>Staff confidence, knowledge and delivery improves in a range of activities / strokes.</p> <p>Swimming groups split into smaller groups to allow higher ratio of swimmers to coaches</p>	<p>4 members of staff will be able to teach swimming.</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p>
<p>Intent</p>	<p>Implementation</p>		<p>Evidence to be collected and impact expected / achieved</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>
<p>Additional achievements:</p>		<p>£</p>		

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			%
Intent	Implementation		Evidence to be collected and impact expected / achieved
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:

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	