

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



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:

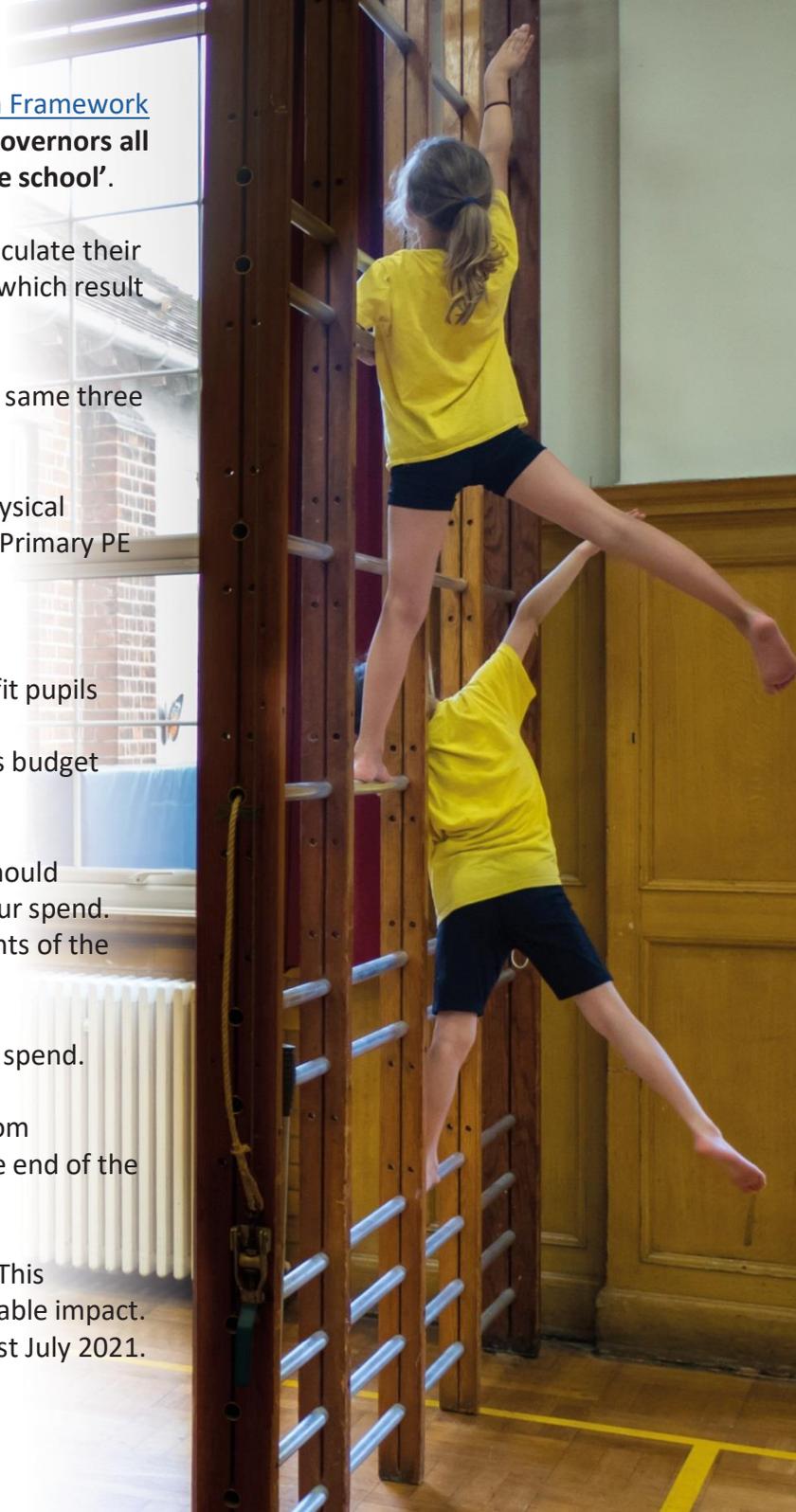
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; 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 by the end of the summer term or by **31st July 2021** 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 2021. 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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2023:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Activities include tennis, volleyball, netball, dancing, rounders, skipping, exercise machines, football, tag rugby and basketball. • The correct use of equipment is modelled by the staff. • With some staff overseeing play, other adults are actively involved in games through modelling, play and officiating. • All children enjoy the variety of active opportunities at playtimes. (PE pupil Voice). This has had a positive impact to active playtimes, behaviour and engagement. • The numbers of bikes and scooters in the shelters since the baseline survey has doubled. • Bikeability training has taken place with Year 6 and Year 5 children during the Spring and Summer Terms. • The profile of physical activity was raised by pupil/parent clubs and family sporting events. • A range sports clubs offered and competitions. • All pupils surveyed said that taking part in active playtimes, sporting clubs and competitions made them happy. • A full range of sports is taught to each year group from Y1 to Y6. • Active clubs have been across KS1 and KS2. • The children are enthusiastic about school after school provision. • 95% of KS2 children took place in school club this year. • All pupils take part in inter and intra class sporting competitions during the school year. • 76% of KS2 pupils took part in competitive sporting opportunities during the year with other schools. 	<p><i>To involve children in leading playtime active opportunities.</i></p> <p><i>To embed active travel to school through walking, cycling and travelling by scooter.</i></p> <p><i>To ensure there is an event to raise the profile of physical activity for children and parents every term.</i></p> <p><i>To increase the range of sporting clubs for KS1.</i></p> <p><i>To increase competition participation for KS1 and Y3.</i></p> <p><i>To provide support to a first year ECT teacher to support their PE teaching.</i></p> <p><i>To provide access to competitions in sports which children practise in class learning or in school clubs.</i></p> <p><i>To ensure parents are aware of the outcome class sporting competitions through Class Dojo.</i></p> <p><i>To ensure Y3 and Y4 access a wider range of competitions.</i></p>

Did you carry forward an underspend from 2021-22 academic year into the current academic year? NO

Delete as applicable

Total amount carried forward from 2021/2022 **£0**
+ Total amount for this academic year 2022/2023 **£19,400**
= Total to be spent by 31st July 2023 **£19,400**

<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 transfer to the pool when school swimming restarts.</p> <p>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.</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>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 2023. Please see note above.</p>	97%
<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>	97%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	93%
<p>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?</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: 2022/23		Total fund allocated: £5,000		Date Updated: 27.10.22 & 18.07.23	
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					Percentage of total allocation: 39%
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: £7,500	Evidence of impact: what do pupils now know and what can they now do? What has changed?:		Sustainability and suggested next steps:
1. To ensure there are a variety of opportunities for children to be active throughout the school day.	<ul style="list-style-type: none"> Playtime and lunchtime lead appointed to organise opportunities for the children to be active reviewing practice in line with pupil voice and the availability of different play spaces. Children support the organisation of active playtime activities. Consider pupils who aren't currently active. What would make them active? 	£3000 Active lunchtimes Lead £500 staff training £2,000 Additional resources	<ul style="list-style-type: none"> Activities include tennis, volleyball, netball, dancing, rounders, skipping, exercise machines, football, tag rugby and basketball. The correct use of equipment is modelled by the staff. With some staff overseeing play, other adults are actively involved in games through modelling, play and officiating. All children enjoy the variety of active opportunities at playtimes. (PE pupil Voice). This has had a positive impact to active playtimes, behaviour and engagement. 		<i>To involve children in leading playtime active opportunities</i>
2. To promote active travel to and from school.	<ul style="list-style-type: none"> Baseline survey in October and first active travel day. After the baseline, consider methods to promote active each month. 	£500	<ul style="list-style-type: none"> The numbers of bikes and scooters in the shelters since the baseline survey has doubled. Bikeability training has taken 		<i>To embed active travel to school through walking, cycling and travelling by scooter.</i>

<p>3. To ensure a range of active opportunities for the Foundation 1 children.</p>	<ul style="list-style-type: none"> Plan devised by LR [F1 teacher] and reviewed by PE CO and HT. Baseline evaluation [F1 teacher] of the children's use of active opportunities and compare with once new opportunities are established. 	<p>£1500</p>	<p>place with Year 6 and Year 5 children during the Spring and Summer Terms.</p> <ul style="list-style-type: none"> There are now a range of active opportunities available to the children which the children now engage in each day. 	
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<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: 5%</p>
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Intent	Implementation	Impact	Impact	
<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: £1000</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>1. To ensure the profile of physical activity is raised across school.</p>	<ul style="list-style-type: none"> Opportunities for parent/pupil sports participation club each term in KS2. In spring and summer, the school to host family participation events which promotes family physical activity. 	<p>£500 clubs resourcing and events</p>	<ul style="list-style-type: none"> The Year 3/Year 4 netball club was a family club which children attended with a family member. In the Summer Term, a family fun run took place for the children from F2 to Y6 and included parents from every class. School attendance for the first 	<p><i>To ensure there is an event to raise the profile of physical activity for children and parents every term.</i></p>

<p>2. To use sporting clubs to support good or better attendance.</p> <p>3. To use regular physical activity to promote happiness for the children in school.</p>	<ul style="list-style-type: none"> Identify families with below good attendance. Through pupil voice, consider clubs and sporting events they enjoy to support better attendance. 30 minutes of activity each day for all pupils. Two PE lessons per week for all pupils. A range of sport clubs and competitions offered. 	<p>£500</p>	<p>two terms of the year was 95.2%. The national average for same period was 93.9%. There active clubs in football, netball, dance, cheerleading and wild in the woods.</p> <ul style="list-style-type: none"> 30 minutes of activity each day for all pupils. Two PE lessons per week for all pupils. A range sports clubs offered and competitions. All pupils surveyed said that taking part in active playtimes, sporting clubs and competitions made them happy. 	<p><i>To increase the range of sporting clubs for KS1.</i></p> <p><i>To increase competition participation for KS1 and Y3.</i></p>
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation: 44%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</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: £8,500</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>1. Improve CPD of teachers in order to improve the teaching of P.E.</p>	<ul style="list-style-type: none"> Sports teaching specialists work with those staff who are working on developing PE best practice [Y1, Y2 and Y3]. 	<p>£6500</p>	<ul style="list-style-type: none"> Teachers in Y1, Y2 and Y3 are confident when teaching and assessing those areas of PE they are less-secure in. 	<p><i>To provide support to a first year ECT teacher to support their PE teaching.</i></p>

<p>2. To ensure all staff enhance their teaching of PE through practical CPD.</p> <p>3. To ensure staff have the resources to teach active, engaging PE lessons.</p>	<ul style="list-style-type: none"> Teachers in F2, Y4, Y5 and Y5 are confident when teaching and assessing those areas of PE they are less-secure in. PE Lead to survey staff to ascertain which unit each year group would like support with in practical teaching. PE lead to organise the re-stock of resources on a termly basis with all taught sports having sufficient, easily accessible resources. 	<p>£2000</p>	<ul style="list-style-type: none"> Teachers in F2, Y4, Y5 and Y5 are confident when teaching and assessing those areas of PE they are less-secure in. Resources are accessible and easy to find. PE lessons are active, drawing on a range of resources for pupil learning, practice and application of skills. 	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
9%

Intent	Implementation		Impact	
<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: £1800</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>1. To increase children’s involvement in school in a range of sports.</p> <p>a. A full range of sports is taught to each year group from Y1 to Y6.</p> <p>b. A sport club is offered to each year group.</p> <p>c. Ensure all groups of pupils participate in school clubs and find</p>	<ul style="list-style-type: none"> Sporting clubs planned throughout the year to promote engagement through a broad range of clubs. Clubs offered to every year group. Termly analysis of all KS2 	<p>£1000 extra club staffing</p> <p>£800 for club equipment</p>	<ul style="list-style-type: none"> A full range of sports is taught to each year group from Y1 to Y6. Active clubs have been across KS1 and KS2. The children are enthusiastic about school after school provision. 95% of KS2 children took place in school club this year. 	<p><i>To provide access to competitions in sports which children practise in class learning or in school clubs.</i></p>

<p>them attractive. d. 80% of KS2 pupils attend a club during the year.</p>	<p>pupils and pupil groups.</p> <ul style="list-style-type: none">• 80% of KS2 pupils participating in a club by the end of the year.			
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Key indicator 5: Increased participation in competitive sport				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: £600	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To increase participation in competitive school sports. a. All pupils take part in inter and intra class sporting competitions during the school year. b. 80% of pupils in KS2 children take part in competitive sports with children from other schools.	<ul style="list-style-type: none"> • Three inter class competitions take place through the year [Autumn 2, Spring and Summer 1]. • Shared with families through the school newsletter. • PE Co creates a system of record keeping with NK with records, including names and pupil premium status, from each staff member of the competitive sport that takes place. 		<ul style="list-style-type: none"> • All pupils take part in inter and intra class sporting competitions during the school year. • Parents are made aware of the outcome of sporting competitions through Class Dojo or the school newsletter. • 76% of KS2 pupils took part in competitive sporting opportunities during the year with other schools. 	<p><i>To ensure parents are aware of the outcome class sporting competitions through Class Dojo.</i></p> <p><i>To ensure Y3 and Y4 access a wider range of competitions.</i></p>

Signed off by	
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Date:	19.07.23
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Date:	18.07.23
Governor:	<i>Andrew Grantham</i>
Date:	19.07.23

Created by:  association for
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