

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised September 2022

Commissioned by



Department
for Education

Created by



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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 **31st July 2020** 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 2020. 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 June 2022 | Areas for further improvement and baseline evidence of need: |
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| <p>Success of regular, weekly, Forest School in allowing ALL children to engage in and embrace the values of outdoor activity, as well as understand local conservation as a global issue that they can contribute to on a local level. Forest school area expanded.</p> <p>Increase in extra-curricular clubs provided and accessed by children across the key stages</p> <p>Increasing use of Daily Mile Track and outdoor equipment on a daily basis; playtimes now observed as involving a much higher percentage of active play by children.</p> <p>More opportunity for team sports and competitive sport. More competitive sports against other school and participation in competitions.</p> <p>Higher success rate – Dance won competition. Boys football were runners up in the McCarthy cup. Children came 2nd in the local cross-country races.</p> <p>First time having a girl's football team.</p> <p>Specialist coaches in for teachers CPD and to teach children in badminton and cricket.</p> <p>Made links with local schools.</p> <p>Hosted sports competitions/games.</p> <p>Parents able to support and cheer children on from our school.</p> | <p>Continue coaching to extend individual staff knowledge across the key stages; not just knowledge of their current class/KS.</p> <p>Increase opportunities for children take part in inter-school competitive sports.</p> <p>Use children's new 'houses' to encourage inter-school sports.</p> <p>Increase sporting opportunities (competition) for KS1 children.</p> <p>New climbing/gym equipment to encourage more physical activity outside, during lunch, play and structured times. Use as an intervention tool for least physically able children.</p> |

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| Meeting national curriculum requirements for swimming and water safety. | |
| <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 2020.</p> | 68% |

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| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 68% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 68% |
| 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: 2021/22 | | Total fund allocated: | | Date Updated: June 2022 | |
|---|---|-----------------------|--------------------|---|---|
| <p>Key indicator 1: 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</p> | | | | | Percentage of total allocation: |
| 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: |
| Forest School skills and the best resources and environment to educate children about the benefits of OUTDOOR activity and encourage further engagement (at home) with the outdoor environment and a different type of physical activity Eg den building, outdoor art, path clearing in the woods. Qualified forest school staff leading. | Two staff members trained to be qualified FS teachers. Larger area of forest for children to explore and be physical with. | | 10010 | Positive Pupil Voice. Children talk about how they carry on with FS activities eg den building, outside of school. | Forest School area can be used indefinitely with careful maintenance. |
| Weekly quality delivery of PE curriculum, accessible for all KS1/2 pupils. (Upskill teachers and TAs to deliver | Elite coaching (PE lessons and lunchtime club) | | 4715 | Class teachers assessed children by June 2022 as being: In games achieved: Y6 89 % expected or above | Raising standards provides an excellent baseline for the following year |

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| <p>inspiring, quality first teaching and strengthen subject knowledge).</p> <p>Badminton coaching From Badminton England</p> <p>Opportunity to compete in different sports and nationally.</p> | <p>1 term of coaching for Teacher CPD and skills taught to children by a professional. 2 classes once a week over 6 weeks.</p> <p>Football resources</p> <p>Dance competition</p> | <p>150</p> <p>£58.01</p> <p>616.40</p> | <p>Y5 81% expected or above Y4 82% expected or above Y3 75 % expected or above Y2 100% expected or above Y1 92% expected or above</p> <p>Pupil voice – positive feedback. Children and parents given information about local badminton clubs. Class teachers involved feel more confident teaching badminton now.</p> <p>Shin pads and socks</p> <p>Mixed age range. Both boys and girls took part. Children had success (won the regional dance). Children to now compete in the nationals. Whole school and parents feel proud and supportive. More children want to participate in dance in school.</p> | <p>(Teachers have been upskilled to provide long-term quality first teaching)</p> <p>Teachers have been up-skilled and can pass their skills on as CPD to other teachers.</p> <p>Girls football team set up for the first time. Football teams and competitions to be entered again for more children next year. New links set up with schools to arrange friendly matches. SEN team set up and children competed against other schools.</p> <p>Class teacher/lead is a qualified dance teacher and will continue running a dance club in school and prompting dance as well as arranging opportunities to dance competitively.</p> |
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement Percentage of total allocation:

| Intent | Implementation | | Impact | |
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| 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: |
| Provide opportunity for children to demonstrate they are responsible, active and respectful citizens who have a positive impact on society. Plan exciting learning opportunities and enrichment experience from outside agency. | Invested in Forest School | 10,010 | Pupils continue to gain a greater understanding of conservation as a global issue and how they can | |

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| | | | make a difference as individuals- starting with their local environment | |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
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| 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: |
| Increased confidence, knowledge and skills of all staff in teaching PE and sport in order to deliver a varied curriculum to a high standard due to improved teacher subject knowledge. | Invest in Elite Community coaching to upskill teachers (teachers work alongside coaches) Invested in having professional coaches from Cricket England and Badminton England. | (see above) 150 | Teachers have had the opportunity to watch the teaching progression and skill development in each sport throughout the year, and work in partnership with the coaches to deliver effective games lessons Improved differentiation skills to enable ALL children to access the PE curriculum A wider variety of sports for Teachers to observe and learn about. | Teachers have increased subject knowledge in specific year group. Could continue coaching to extend individual knowledge across the key stages. To be reviewed. |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
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| 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: |
| Engage the children, who find sport-specific activity difficult to access and excel in, in an alternative form of physical activity. | Elite led games session 2x weekly | (See above | Started with 15 children and gradually grew as other children joined to support the more vulnerable children in engaging with the activities. Consolidated and applied key PE skills to a broader range of active play, not just specific sport. | Children have developed knowledge of playground activities and games that can be passed on and shared with younger members of the school |
| Offer a wide range of regular after-school and lunchtime clubs so that ALL children have access to physical extra-curricular activity or sporting opportunity | Dance club once weekly (KS2) Dance Kit brought | (See above) | Promoting a fantastic work ethic; the students committed to daily rehearsals as the competition approached- emphasis on skills development and high expectations of performance. Honed cross-country skills and increased children's stamina. 6 K2 children took part in a local cross country event and came 2 nd out of 28 teams. | Kit will be reused for future club and matches |
| | Running club once a week (KS2) | No cost | | |

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| | <p>Ballet club (KS1)</p> <p>Football training once a week for the girls plus additionally during 2/3 lunch time (KS2)</p> <p>Mini-kickers club (KS1 and 2), indoor games club (KS1) and outdoor lunchtime sports club (KS2) (provided by Elite) from July 2019-March 2020</p> | <p>No cost</p> | <p>A dance opportunity for KS1, not usually provided in a primary school setting- introduced to a new form of activity and developed basic coordination skills.</p> <p>Stamina, ball skills and team work developed in preparation for competition.</p> <p>Develop and consolidate key games skills and encourage competitive spirit</p> <p>Exposure for KS1 children to many sporting genres. KS2 developing and consolidating skills taught in PE.</p> | <p>Budget should allow for some clubs to be provided by coaches (parents possibly contribute, rather than pay full amount). Once interest established, clubs may continue to be well-supported, even with cost attached.</p> |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| 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: |
| <p>Increase motivation and opportunities available for ALL children to be able to participate in competitive sport.</p> <p>Children to have the correct and attire and equipment to perform their best.</p> | Football league subs | 32 | <p>Boys and girls competed in the local league. Squad of 10. Year 5s and 6s boy and girls trained and represented the school in matches, throughout terms 1, 2, 3 and 4.</p> <p>Mixed ability children (SEN) had matches to train for and compete in.</p> <p>Children worked well in a team. Positive feedback from parents and the children involved. More children participating competitively.</p> <p>Best success to date in football for the boy's team.</p> <p>First ever girls football team.</p> <p>Promotes sense of school community; representing the school in outside competition and providing role-models within the school, from the team</p> | <p>New kit already purchased</p> <p>Minimal subscription</p> <p>Footballs purchased new (can be manageably replaced)</p> <p>Our intention is to reuse dance costumes for future competitions</p> |
| | Purchase of footballs | 229.26 | | |
| | Sportswear purchased for dance competition. | 137.17 | | |
| | Netballs | 184.50 | | |

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| | | | <p>Promoting a fantastic work ethic; the students committed to daily rehearsals as the competition approached- emphasis on skills development and high expectations of performance.</p> <p>Pupils were highly motivated by the competition element.</p> | <p>Costumes can be reused and club can continue.</p> |
| | Rounders equipment ball and bats + (baskets). | 107.89 | <p>Children had new equipment to train for their rounders tournament. (Year 5 and 6). KS2 children could then use the equipment for their rounders lessons taught in term 6.</p> | <p>Rounders balls and bats purchased new (can be manageably replaced)</p> |
| | Basket balls and storage bags. | 201 | <p>Children in KS1 have got the correct size basketball to use during and practise skill with during their lessons.</p> | <p>Basketballs purchased new (can be manageably replaced)</p> |

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| Signed off by | |
| Head Teacher: | |
| Date: | |
| Subject Leader: | SWard |
| Date: | 08.09.22 |

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| Governor: | |
| Date: | |