

# 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](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. **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 2021. To see an example of how to complete the table please click [HERE](#).

Created by:



Supported by:



## Details with regard to funding

Please complete the table below.

Total amount allocated for 2021/22	£30,468.00
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£19,520.00

## 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><b>DATA BELOW FOR 2021/22 YEAR 6 COHORT</b></p> <ul style="list-style-type: none"> <li>- 4 pupils did not attend lessons due to no parental permission</li> <li>- As a result of Covid delays, swimming lessons for Y6 only happened in term 6. Unfortunately, this meant that we were unable to provide additional swimming provision to support those pupils who did not meet the NC requirements. We will endeavour to address this in 2022/23.</li> </ul>
<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 2022.</p>	<p><b>40%</b></p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p><b>55%</b></p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p><b>93%</b></p>
<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>	<p>Yes/<b>No (Not in 2021/22)</b></p>

## 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><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</p>			Percentage of total allocation: Approx 20%	
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><b>HS Sports (Lunchtime Clubs)</b> Two lunchtimes per week – Sports Coach to facilitate sports and games in the MUGA for year groups on a timetabled basis.</p>	<p>Coach acting as a role model for pupils – engaging them in PA and sport, and demonstrating a positive attitude towards exercise. Helping to ‘train’ pupils in games and activities which they enjoy and raise heart rates, leading to regular increased levels of PA.</p>	<b>£1,950.00</b>	<p>Are pupils enjoying lunchtime sports? (Pupil Voice) Are pupils active at lunchtimes during their sessions with the Sports Coach? Are a high number of pupils participating in the sessions? Are pupils using games learnt at other times without the lead of the Sports Coach?</p>	<p>Great for behaviour management at lunchtimes. Good opportunity to build positive relationships between pupils and coaches – brilliant role models. Lots of children participating. Next year – add additional day (Mon – Thurs).</p>
<p><b>HS Sports (Intervention Groups)</b> Once per week – Sports Coach to plan and deliver an intervention programme for pupils identified by class teachers as those who are mostly physically inactive, have poor GMS, or lack confidence in their physical ability or self.</p>	<p>Building a strong relationship with pupils which fosters a positive response to PA and exercise. Delivering regular sessions which allow pupils to enjoy movement, believe in their own ability, and pushes them to make some progress in their PA levels.</p>	<b>£1,706.25</b>	<p>Do identified pupils regularly attend the intervention group? Are pupils engaged and enjoying the session? Is there a noticeable improvement in pupils’ self-confidence? Have pupils made progress in their GMS and/or fitness?</p>	<p>Brilliant way to provide additional, safe opportunity for PA to bottom 20% of pupils. Very successful – continue next year. Next steps – assessment and feedback to be developed.</p>

<p><b>Moredon Mile</b> The Moredon Mile to be completed twice per week by all pupils.</p>	<p>Teachers and staff to be role models by jogging/walking this alongside pupils. Regular movement for pupils, aiding PA and allowing better mental attitudes, concentration and behaviour.</p>	<p><i>No cost</i></p>	<p>Are all classes planning the Moredon Mile into their weekly timetable? Are all pupils constantly moving during the session? Are staff members participating to act as role models?</p>	<p>Not effective any longer. Used as brain break. Different brain breaks will be available with new SOW. Staff members not always engaged – not exciting for children. Just to be used as warm ups, etc. in new year.</p>
<p><b>Sports Leaders</b> 8 x Y5 pupils to be Sports Leaders – role models for peers. Trained in games to deliver to younger pupils at lunchtimes to increase PA.</p>	<p>Weekly training sessions for Sports Leaders. Rota created for Sports Leaders to be on duty at lunchtime play.</p>	<p><i>No cost</i></p>	<p>Are Sports Leaders actively and effectively involving other pupils in games and activities?</p>	<p>Good on Mondays under Evie's guidance but not on other days. Next year – look at how Sports Leaders can be used more effectively.</p>
<p><b>After School Clubs</b> A range of after school clubs offered to pupils in all year groups to encourage PA and enjoyment of sports and games.</p>	<p>Netball (Y5-6)</p>	<p><i>No cost</i></p>	<p>How many pupils are regularly attending clubs? How do pupils feel about the clubs on offer? (Pupil Voice)</p>	<p>Changed to multi sports midway through year to try and improve numbers. Next year – try to offer new clubs.</p>
<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>				<p>Percentage of total allocation: 0%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></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><b>Active Learning</b> KC (Active Learning Champion) to continually monitor and support staff in planning and delivering high quality and purposeful active learning across the curriculum. This will engage pupils, aid retention, improve vocabulary, and better school</p>	<p>KC to ensure all pupils are being offered lessons which include PA to enhance their learning in all subjects. Staff offered training and support to plan and deliver.</p>	<p><i>No cost</i></p>	<p>Is active learning evident in all planning? Are teachers trained and engaged with active learning? Is active learning benefitting pupils learning and progress? (Teacher Assessment and Pupil Voice)</p>	<p>Good. Next year – monitor again: check planning and observe.</p>

experiences.				
<b>Sports Week</b> Sports Week organised for Summer 2023. To enhance the profile of sport – including a wide range of workshops, activities, and competitions.	Every child engaging in various sporting opportunities throughout the week. Focusing on attitudes and values, such as sportsmanship through a celebration assembly. Sports Days including families.	<b>TBC</b>	Are pupils being offered a range of sporting experiences? What sports are pupils interested in experiencing (are these met?)? (Pupil Voice) Are families engaged and wanting to attend Sports Days? Has the profile of sport been raised again?	No Sports Week this year. Already booked for 2023/24 – lots of ideas to implement.
<b>PE and Sport Newsletter</b> KC (PE Lead) to send out a regular update to parents and families. To include national and local sporting news, achievements of pupils, updates on school clubs and experiences (plus opportunities out of school), descriptions of the benefits of exercise, and ideas for PA at home.	Every family receiving the newsletter. Pupils and parents understanding the importance placed on PA/PE and engaging more with sports in and out of school. Building a relationship with families based on sports and exercise.	<i>No cost</i>	Is the newsletter regularly sent to families? Does the newsletter provide interesting and useful updates? (Parent/Pupil Voice) Do pupils often share their sporting achievements to be published? Do families complete the ideas/challenges at home? (Parent/Pupil Voice)	Did not achieve. To try again next year.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				Approx. 50%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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><b>Fortius PE</b> One full day per week – PE Curriculum Specialist in school to offer CPD to teachers. <i>(Focus on gymnastics to boost teacher skills and confidence, utilise apparatus safely and effectively, and raise the profile of the sport.)</i></p>	<p>Working with every class teacher for one term during the year – team teaching to support meeting individual teacher needs to build confidence and knowledge. Delivering lessons consistent with latest legislation around areas such as health, etc. Focusing on ensuring all pupils progress physically, cognitively, socially and emotionally.</p>	<p><b>£8,000.00</b></p>	<p>Are teachers more confident to plan and deliver gymnastics lessons which allow pupils to make progress? (Teacher Voice) Are staff trained and secure in setting up and dismantling apparatus safely? Can teachers use apparatus creatively to vary exercises for pupils whilst being safe? Are teachers able to use correct gymnastics-specific vocabulary? Is there a progression in skills throughout the school so that pupils build on previous learning? (Continually assessed over next academic years)</p>	<p>Effective CPD. Not much change in staffing and staff reasonably sufficient in gymnastics. No Fortius coach next year – working more with HS Sports instead.</p>
<p><b>HS Sports</b> One afternoon per week – Sports Coach in school to offer CPD to teachers. <i>(Focus on tag rugby and football to boost teacher skills and confidence, support with steps for pupil progression and scaffolding, and guide staff to understand rules of play.)</i></p>	<p>Working with most class teachers for one term during the year on either football or tag rugby – team teaching to support meeting individual teacher needs to build confidence and knowledge. Delivering lessons consistent with latest legislation around areas such as health, etc. Focusing on ensuring all pupils progress physically, cognitively, socially and emotionally.</p>	<p><b>£1,950.00</b></p>	<p>Are teachers more confident to plan and deliver tag rugby and/or football lessons which allow pupils to make progress? (Teacher Voice) Do staff know the rules of the sports? Are teachers able to scaffold exercises and/or provide extension activities appropriately?</p>	<p>Great. Discussed ways to improve provision. 2 x coaches next year – working with every KS2 teacher for the whole year – focusing on outdoor sports to improve teachers’ confidence and quality of teaching.</p>

<p><b>Level 5 Certificate in Primary Physical Education</b></p> <p>Consolidate PE Lead's knowledge and ability to lead a curriculum which includes high quality PE delivery, positive attitudes towards PE across the school, good curriculum mapping and units of work, and assessment in PE.</p>	<p>KC (PE Lead) to complete course.</p>	<p><i>Fee paid from 2021/22 Sports Premium budget.</i></p>	<p>Is the PE Lead confident and secure in a range of sports, current pedagogy and PE/PA knowledge?</p> <p>Is the PE lead able to build and support a rich and varied PE curriculum?</p> <p>Can other staff approach the PE Lead or support with confidence?</p>	<p>To continue in 2023/24.</p>
<p><b>Primary PE Conference ((Fortius)</b></p> <p>PE Lead to attend (early bird ticket for 2023/24 – 2022/23 ticket paid from 2021/22 budget).</p>	<p>Improving knowledge and receiving updates on any curriculum changes.</p>	<p><b>£110.00</b></p>	<p>Is the PE Lead up to date with PE?</p> <p>Does the PE Lead have new ideas to implement in school to improve the current PE provision?</p> <p>Is the PE Lead motivated and re-energised to passionately lead the subject in school?</p>	<p>Good.</p>
<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>				<p>Percentage of total allocation:</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></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><b>Visiting Workshops</b></p> <p>Pupils should be exposed to a wide variety of sports through visiting workshops.</p>	<p>Throughout the year, PE Lead organising sports companies to visit.</p>	<p><b>TBC</b></p>	<p>Are pupils exposed to a range of sporting opportunities?</p> <p>Do pupils enjoy their experiences with visiting workshops? (Pupil Voice)</p>	<p>None due to budget confusion – ensure these are priority in 2023/24.</p>



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				Approx. 15%
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:
<b>Fortius PE Membership</b> A range of pupils able to attend festivals, workshops and competitions for a variety of sports.	Entry to School Games Competitions. Access to Swindon School Competitions. Entry to Swindon Dance Festival.	No cost – included within the £8,000 fee (K13)	Have pupils from different year groups attended festivals competitions?	
<b>HS Sports (Football Team)</b> 2 Football Coaches to plan and deliver weekly training sessions for pupils in Years 5 and 6.	Coaches acting as role models for pupils – engaging and training them to participate in competitive football. Coaching them as a team to achieve the best results possible and constantly improving performances.	£2,145.00	Is there a keen and enthusiastic Y5/6 football team? Do pupils in the team show competitiveness and sportsmanship?	Great – runners up in cup! Quality coaching and superb role models for pupils. Continue next year.
<b>Sarah King (TA – Girls Football Team)</b> SK to plan and deliver weekly training sessions for girls in Years 5 and 6.	SK acting as role model for girls – engaging and training them to participate in competitive football. Coaching them as a team to achieve the best results possible and constantly improving performances.	£500	Is there a keen and enthusiastic girls football team? Do pupils in the team show competitiveness and sportsmanship? Do girls in the team feel validated and excited to compete? (Pupil Voice)	SK left in term 5. Next year – look at opportunities to include girls in football more.

<b>School Football League Entry</b>			Are teams playing regular competitive matches?	Yes – great year for football!
<b>Coach (Netball Team)</b> Coach to plan and deliver weekly training sessions for pupils in Years 5 and 6.	Coach acting as role model for pupils – engaging and training them to participate in competitive netball. Coaching them as a team to achieve the best results possible and constantly improving performances.	No cost – included within the £8,000 fee (K13)	Has a regular training session been established? Are pupils attending sessions? Do pupils enjoy the coaching? Has a team been set up to enter the netball league? If so, are regular matches being played?	Partly successful – stopped in term 3 due to low attendance.

£7622.44 to be carried over to 2023/24.

£550.00 spent on secure storage for balls and outdoor equipment.

£550.00 spent on subscription to new scheme of work for 2023/24: Get Set 4 PE.

Signed off by	
Head Teacher:	Claire Leach
Date:	July 2023
Subject Leader:	Kathryn Carter
Date:	July 2023
Governor:	
Date:	