

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Sport Premium plan for 2022-2023.

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, 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 carried over from 2020/21	£0
Total amount allocated for 2021/22	£16,396
How much (if any) do you intend to carry over from this total fund into 2022/23?	£1,982
Total amount allocated for 2022/23	£16,396 indicative
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£18,378 indicative

## Swimming Data (2021-2022)

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>Due to Covid 19 RA, the school swimming programme could not take place in the academic year 2021-22.</p> <p><i>NB*school used the funding to employ a members of staff to ensure all students had increased opportunities to engage in regular physical activity.</i></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><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 2021.</p> <p>Please see note above</p>	<p>Due to Covid 19 RA, the school swimming programme could not take place in the academic year 2021-22.</p> <p><i>NB*school used the funding to employ a members of staff to ensure all students had increased opportunities to engage in regular physical activity.</i></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>Please see note above</p>	<p>Due to Covid 19 RA, the school swimming programme could not take place in the academic year 2021-22.</p> <p><i>NB*school used the funding to employ a members of staff to ensure all students had increased opportunities to engage in regular physical activity.</i></p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>Due to Covid 19 RA, the school swimming programme could not take place in the academic year 2021-22.</p> <p><i>NB*school used the funding to employ a members of staff to ensure all students had increased opportunities to engage in regular physical activity.</i></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>No, priority of spending was changed to focus on increasing physical activity.</p>

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: 90% for Key indicator 1, 2, 3 and 4
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>Pupils to be active during lunch and break times.</p> <p>Pupils to understand how to participate in active games and use resources appropriately and matched to individual pupils needs.</p> <p>Pupils to gain the skills and knowledge and attitudes to meet their end of key stage physical development targets.</p>	<ul style="list-style-type: none"> <li>- Train the TAs to run appropriate and active playground games during lunch and breaktimes.</li> <li>- Purchase and provide outdoor equipment to improve physical activity for all pupils.</li> <li>- Monitor and provide further resources and training to support any identified pupils who are not physically active.</li> </ul>	£ 17,378	<p>At least the majority of pupils (60% or above) will meet their physical end of key stage targets in Physical Development.</p> <p>At least the vast majority of pupils (97%-100%) of pupils will when in school will participate in appropriate and active playground games during lunch and breaktimes.</p>	<p>Pupils will apply the skills and knowledge gained to be able to participate in physical activity and use identified resources in different contexts i.e. home, new classes and sporting events.</p> <p>Next steps: For pupils to extend the range of appropriate and active playground games and resources they can take part in order to improve physical activity.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: See key indicator 1
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>Pupils to understand how to participate in active games and use resources appropriately and matched to individual pupils needs.</p> <p>Pupils to gain the skills and knowledge and attitudes to meet their end of key stage physical development targets.</p> <p>Pupils demonstrate positive attitude towards physical activity.</p>	<ul style="list-style-type: none"> <li>- Train the TAs to run appropriate and active playground games during lunch and breaktimes.</li> <li>- Purchase and provide outdoor equipment to improve physical activity for all pupils.</li> <li>- Monitor and provide further resources and training to support any identified pupils who are not physically active.</li> </ul>	See key indicator 1	<p>At least the majority of pupils (60% or above) will meet their physical end of key stage targets in Physical Development.</p> <p>At least the vast majority of pupils (97%-100%) of pupils will when in school will participate in appropriate and active playground games during lunch and breaktimes.</p> <p>Pupils will be observed to be happy to take part in identified physical activities using targeted resources.</p>	<p>Pupils will apply a positive attitude to participate in physical activity and use identified resources in different contexts i.e. home, new classes and sporting events.</p> <p>Next steps: For pupils to be happy to extend the range of appropriate and active playground games and resources they can take part in order to improve physical activity.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 0%
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:</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>Pupils to understand how to participate in active games and use resources appropriately and matched to individual pupils needs.</p>	<ul style="list-style-type: none"> <li>- Train the TAs to run appropriate and active playground games during lunch and breaktimes.</li> </ul>	<p>Training internally</p>	<p>At least the vast majority of pupils (97%-100%) of pupils will when in school will participate in appropriate and active playground games during lunch and breaktimes.</p>	<p>Pupils will apply the skills, knowledge and attitudes to be able to participate in physical activity and use identified resources in different contexts i.e. home, new classes and sporting events.</p> <p>Next steps: For staff to have more training on a greater range of appropriate and active playground games and resources they can take part in order to improve physical activity.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: See key indicator 1
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>Pupils to be active during lunch and break times.</p> <p>Pupils to understand how to participate in active games and use resources appropriately and matched to individual pupils needs.</p> <p>Pupils to gain the skills and knowledge and attitudes to meet their end of key stage physical development targets.</p>	<ul style="list-style-type: none"> <li>- Train the TAs to run appropriate and active playground games during lunch and breaktimes.</li> <li>- Purchase and provide outdoor equipment to improve physical activity for all pupils.</li> <li>- Monitor and provide further resources and training to support any identified pupils who are not physically active.</li> </ul>	see key indicator 1	<p>At least the majority of pupils (60% or above) will meet their physical end of key stage targets in Physical Development.</p> <p>At least the vast majority of pupils (97%-100%) of pupils will when in school will participate in appropriate and active playground games during lunch and breaktimes using the broader range of resources and games.</p>	<p>Pupils will have the opportunities to increase the range of physical activity and identified resources they are able to use and enjoy.</p> <p>Next steps: For pupils to extend the range of appropriate and active playground games and resources they can take part in order to improve physical activity.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
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>The formal PE pupils will have the skills and knowledge to take part in competitive sports activities.</p> <p>Pupils to understand how to participate in active games and use resources appropriately and matched to individual pupils needs.</p> <p>Pupils to gain the skills and knowledge and attitudes to meet their end of key stage physical development targets.</p>	<ul style="list-style-type: none"> <li>- Join the Wyre and Fylde Sports Partnership who organise inclusive competitive sport activities and provide opportunities for pupils to take part in out of school sporting activities.</li> <li>- To use the skills and knowledge learnt from the Wyre and Fylde Sports Partnership to train the PE subject leader to have to cascade training to staff to positively impact pupils physical development attainment.</li> </ul>	<p>£820 training and events)</p> <p>£ 180Cost of participation</p>	<p>The majority (51-64%) of formal PE primary pupils who are developmentally ready will participate in a competitive sport activity.</p> <p>The majority (51%-64%) of pre-formal and semi-formal pupils will develop the pre-skills, knowledge and attitudes needed to develop their early games skills.</p> <p>At least the majority of pupils (60% or above) will meet their physical end of key stage targets in Physical Development.</p>	<p>To continue to be an active member of the Wyre and Fylde Sports Partnership.</p> <p>Next steps: For staff to have more training on a greater range of appropriate and active playground games and resources they can take part in order to improve physical activity.</p>

Signed off by Head Teacher:	Jenny Slater
Date:	24.08.22
Signed off by Lead practitioner and subject leader:	Tess Taylor and Nicola Cropper
Date:	24.08.22
Signed off by Governor:	Jane Brooks – Finance and Staffing
Date:	Autumn 1