

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

Commissioned by



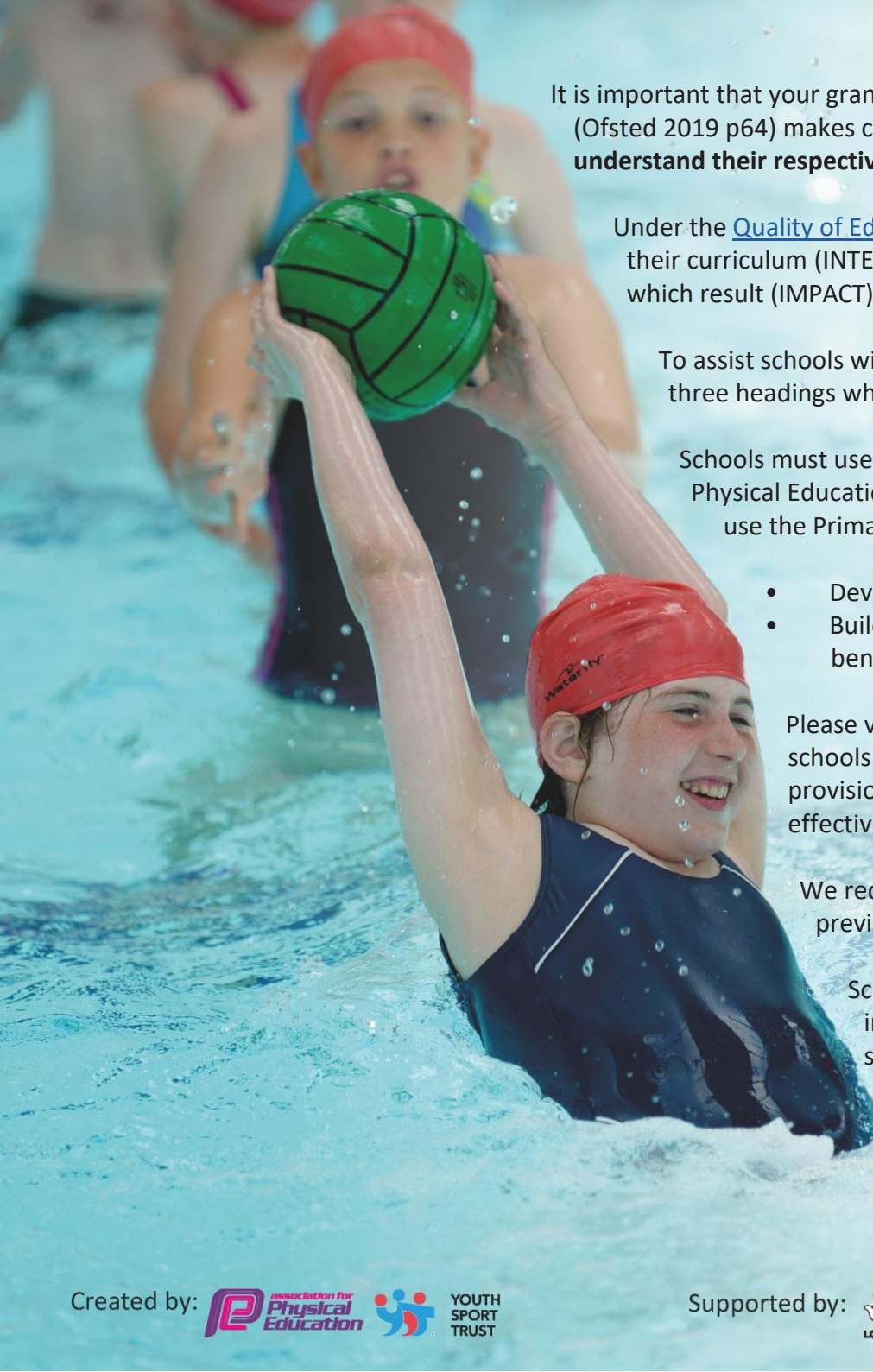
Department  
for Education

Created by



YOUTH  
SPORT  
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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 **31<sup>st</sup> 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.

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 July 2022:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>Targeted pupils who are reluctant or struggling identified; sports coaches on lunchtimes to encourage participation plus extra use of trim trail for those pupils.</li> <li>More structured planning of a range of sports to ensure progression across Key Stage 2 in after school activity.</li> <li>Partnerships with local clubs and companies to increase the range of opportunities.</li> <li>Use West View Project as a targeted intervention with some bespoke days as part of a universal offer.</li> </ul>	<ul style="list-style-type: none"> <li>Links with other schools and clubs to further broaden experiences for pupils.</li> <li>Purchase of additional PE equipment</li> <li>Develop team work and resilience working together as a team</li> <li>Upskilling of staff from external coaches</li> <li>Improve the physical activity in the EYFS outdoor area</li> <li>Introduce sports leaders following the removal of bubbles</li> </ul>

#### Meeting national curriculum requirements for swimming and water safety.

What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	91%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	46%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	60%
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?	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.

# PE and Sport Premium Action Plan for– 2022/23

<b>Academic Year:</b> 2022/23	<b>Total fund allocated:</b> £18,460	<b>Date Updated:</b> 15/06/2022		
<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: 30%
Intent	Implementation – Planned Actions		Expected 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: £5,500		Sustainability and suggested next steps:
Continue to increase participation levels in sport across all year groups to ensure physical activity throughout the school day and beyond.	Continue to use the daily mile throughout KS2. Use the 15 mins after lunch session with KS1 for aerobic activity. YR timetabled sessions for trim trail and large outdoor apparatus use. Targeted pupils across school with access to the trim trail daily.	£ - self-sustaining	The fitness levels of all children to continue to improve.	Sustainable. Flexibility within timetables for the daily mile to be used to suit cohorts and needs. Identify within KS1 which children would benefit from extra support.
	Specialist sports coaching employed to deliver games and fitness activities during lunch time to promote active lunchtimes – Tuesdays and Fridays. Coaches to provide football sessions for y5/6 and multi skills sessions for y3/4 and y2 after school.	£840  £1040	A high percentage of children accessing a range of sports at lunchtime and/or in after school provision. Sports coaches to liaise with PE Coordinator re range of sports, skills and equipment and the uptake and engagement within sessions.	Key member of SLT to work with PE Coordinator to manage and review provision on a half termly basis. Required after some quality assurance issues in 21/22 and significant monitoring required from SLT. – Ended in December 2022
	Sports leaders to run activities for	£200	Sports leaders can set up games and	

Access specialist sports coaches and theme days to engage all children.	children to take part in at lunchtimes  hoopstarz bike workshop dance coach football	£660 x 2  £1,000 £1,100	activities that the children are interested in and each class is given time to access these meaning more children are targeted.  Hoopstarz and football days – children are transferring these skills into the playground and being active	Younger sports leaders will be trained up in the summer term so that this can continue next year.  Staff worked alongside the specialist sports coaches to develop their skills so that they continue some of this in school.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: 28%
<b>Intent</b>	<b>Implementation – Planned Actions</b>		<b>Expected 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: £5140		Sustainability and suggested next steps:

<p>To continue to ensure high quality teaching through adherence to the curriculum planning.</p>	<p>For all staff to follow the high quality planning and ask for support from more experienced staff where Required.</p>	<p>£ self sustaining – with £600 allocated for release time for Coordinator</p>	<p>PE teaching to be of high quality across the school.</p>	<p>Review by PE Coordinator – include pupil voice activities</p>
<p>To ensure good representation of pp pupils and SEN pupils within lunchtime and after school offers and in representing the school.</p>	<p>Coordinator to review representation and target pupils as appropriate</p>		<p>Good representation in school teams, in after school clubs and lunch clubs from all groups in school – boys, girls, pp, LAC, SEN and EAL</p>	<p>Review by SLT and Coordinator</p>
<p><b>Continued service level agreement with the English Martyrs Sports Partnership</b> – accessing training, inter-school competitions, school games, gifted &amp; talented/SEN programmes, specialist coaching activity, free transport to some events.</p>	<p>Continue to take part in the School Sports Partnership for festivals and Competitions</p>	<p>£2400</p>	<p>Staff have accessed support for their PE lessons leading to better quality PE lessons.</p>	<p>Opportunities for competitive sport with local schools and the Trust</p>
<p>Create a culture of outdoor learning incorporating fitness and movement</p>	<p>Forest school sessions across school</p>	<p>£1140</p>	<p>Children develop a love of learning outside improving their wellbeing; mental health and team building and resilience skills post COVID 19.</p>	<p>Staff trained in developing and leading outdoor learning sessions incorporating physical activity</p>
	<p>A den building workshop to develop team building skills and outdoor physical activity</p>	<p>£1000</p>	<p>Increased participation and activity from all children in class</p>	<p>School set up their own outdoor den building and forest school sessions – children can transfer their skills to home and have more opportunities to be active outside</p>
	<p>KS2 outdoor suits have been purchased to allow staff to use the outside in all weathers with the children</p>			
<p>School raises the profile of girls football</p>	<p>School has pledged to develop girls football</p>	<p>No extra cost</p>	<p>Girls are given the opportunity to compete in team games and develop their skills in football.</p>	<p>After school girls club Girls signposted to local teams</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				1%
Intent	Implementation – Planned Actions		Expected 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: £200		Sustainability and suggested next steps:
Cpd for staff in areas of need e.g. tag rugby and gymnastics.  Clear progression document in place that staff can follow to ensure children are being taught progressive and challenging PE	Plan some whole staff gymnastics cpd to follow on from excellent training delivered pre-Covid. Staff needs identified for areas that need support and training sourced – in particular upper KS2 dance or tag rugby. This could be through working alongside coaches with particular specialisms.  PE lead attends networks and CPD and disseminates information to staff	Already included in EMS SLA  £200 supply for PE lead	The quality of teaching in gymnastics to improve as teacher confidence levels grow. For all KS2 classes to have access to the high quality gymnastics climbing equipment.  For all sports within the long term plan to be taught at a consistently high level.  Dedicated CPD from PE lead	Staff are confident to teach this and will be able to offer high quality lessons  PE lead will continue to support staff and implement progression document
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				10%
Intent	Implementation – Planned Actions		Expected 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:  £1,940		Sustainability and suggested next steps:

<p>West View Project: groups of 6 children per half term from y3 cohort to access 1 day a week course to support confidence, team work and a range of outdoor skills.</p> <p>Offer a range of sports on a taster/short course basis that are also available in the community. Children from Reception to Y6 experience different extra-curricular activities.</p> <p>Children know and identify ways by which they can stay healthy and take up many different opportunities to do so</p> <p>Sports week and theme days throughout the year offer the children a range of different experiences</p>	<p>Organise with West View Project courses to take place in Autumn term</p> <p>Offer Judo tasters and potential golf tasters, yacht club sessions, rugby club tasters in liaison with local clubs.</p> <p>Sports club for early years and across school introduces the children to a range of different sports and develops their skills</p> <p>Wellbeing lessons and science lessons look at a healthy diet and opportunities to stay healthy such as yoga and movement breaks</p> <p>Physical activities planned for each day for the sports week and a range of external coaches to provide a different sports to the children</p>	<p>£1,540</p> <p>£400 towards any costs which play include transport</p> <p>£0</p> <p>£0</p> <p>Costs already accounted for</p>	<p>Support with transition, confidence and social skills – this should be evident from the end of session feedback.</p> <p>Evidence of children across the school involved in a range of sports outside of school. Sports clubs in place for afterschool playing a variety of sports</p> <p>Children know how to have a healthy mind and a healthy body and follow some of these websites and use at home too</p> <p>Children able to use the skills outside in school and at home</p> <p>Children learn to work as part of a team and to be competitive</p>	<p>Use children as potential ambassadors and role models. Develop parent links with local clubs – e.g. Oaksway netball to provide training ahead of tournaments.</p> <p>TA is part of school staff</p> <p>Websites shared with children and ideas added to facebook for children and parents to use at home too</p> <p>Skills learnt can be used at home</p> <p>Balance bikes purchased</p> <p>Hoops and skipping ropes purchased for breaktimes</p>
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Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			1%
Intent	Implementation – Planned Actions		Expected 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:  £800	Sustainability and suggested next steps:
Pupils take part in events across the cluster and at town and regional events when they qualify in cross country, netball, athletics, tag rugby, football, dodge ball, cricket and tennis.	Liaise effectively with the Cluster sports coordinator to ensure staffing capacity and effective selection of pupils for the full range of competitive opportunities, usually y2 to y6.	Already budgeted for  £800 for transport	Significant success in cluster events with children from each age group and in each sport qualifying for town and some regional representation. We expect representation in every event. We aim for all children in KS2 to represent the school.  Continue to ensure that the Sports Coordinator has access to Catholic HT meetings to ensure an SLT overview of pressure points and a good distribution of events to ensure maximum participation.