

Evidencing the Impact of the Primary PE and Sport Premium



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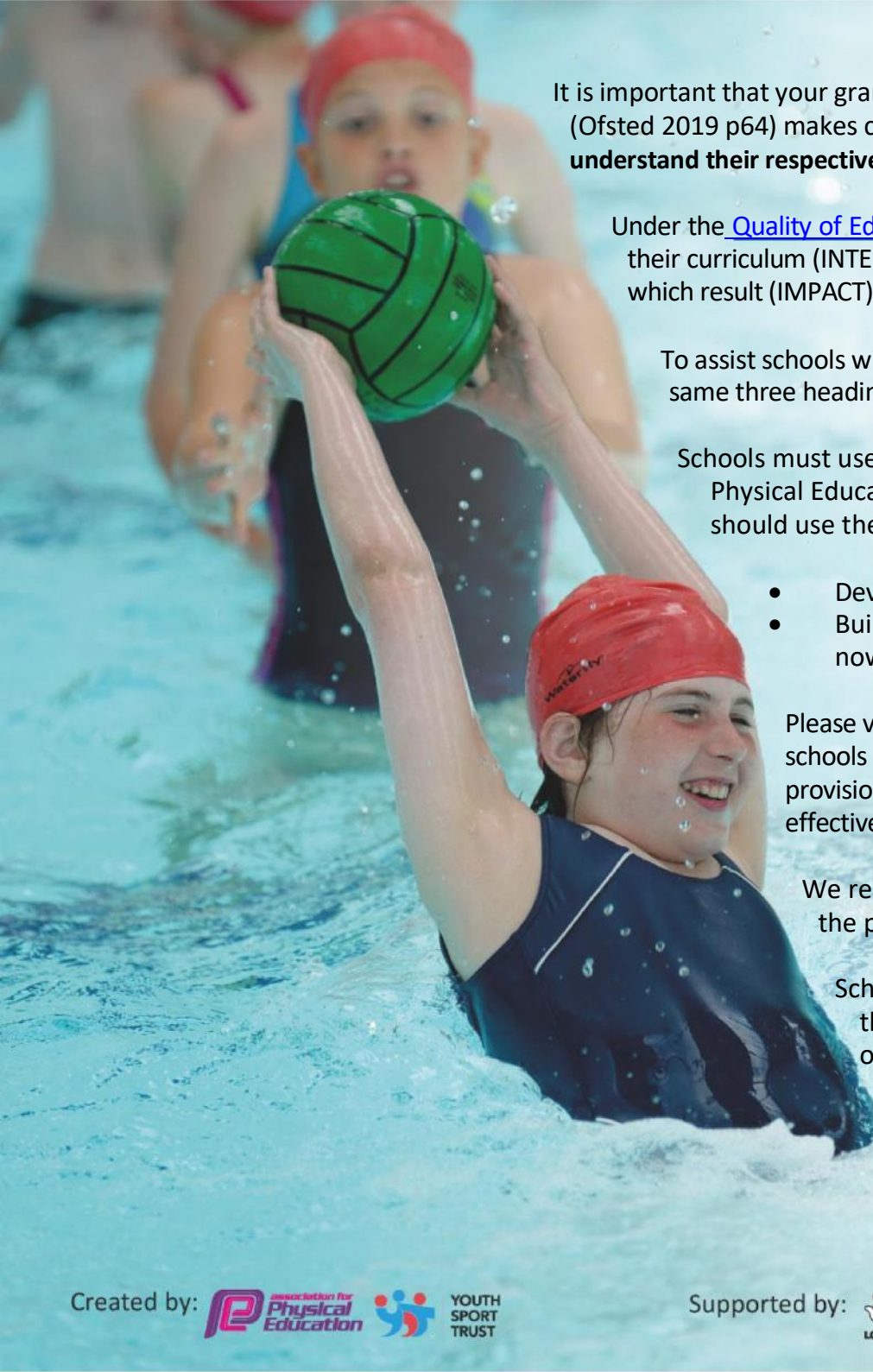


Department
for Education

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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.

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 July 2022:	Areas for further improvement and baseline evidence of need:
<p>Provision of high-quality PE teaching from specialised Higher-Level</p> <ul style="list-style-type: none"> • Teaching Assistant Sports Coach and Professional Dance instructor. • Teacher CPD through staff training and structuring and teaching PE lessons for non-specialist teachers. • Introduction of assessment system for PE based on 4-point assessment criteria. • Pupil Voice showing all pupils enjoy PE and understand the benefit for health and exercise. • Development of children’s understanding of the link between physical and mental health, linking PE to provision to PSHE and Forest Schools. • <ul style="list-style-type: none"> • We had 100 children attending lunch-time sports clubs, these were football and a multi-sports club. • Boys and girls assessment monitoring has been established and the gender gap is diminishing. • SEND pupils are receiving extra support from our coaches during PE sessions. • We hosted an orienteering event at the school with four other schools, we also hosted a mini-marathon at the school. 	<ul style="list-style-type: none"> • To improve the teamwork of the children across the school. • To re-establish competitions across the school both internally and externally • To create a clear system to improve the number of children bringing in PE kit to school. <ul style="list-style-type: none"> • To improve the PE provision for our SEND students and our lowest 20%

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 2021.</p>	70%

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	70%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	53%

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?	We have used some of the PE sports premium funding to pay for a coach to the swimming pool as it
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is a 30 minute walk which can be unpleasant in winter.

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: £23,875.00		Date Updated: Sept 2022	
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend primary school pupils undertake at least 30 minutes of physical activity a day that in school					Percentage of total allocation: 80%
Intent	Implementation		Impact	Sustainability and suggested next steps:	
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?:	
For all children to participate in high-quality, age-appropriate PE lessons in addition to forest school, sports clubs and whole-school sports events.	<ul style="list-style-type: none"> Provision of dance lessons by external provider Continuation of high-quality Forest School Provision Whole-School mass participation running events (Autumn and Summer Terms) <ul style="list-style-type: none"> - Spending on new sports equipment for PE lessons and playtimes. - External professional coaches teach two PE lessons a week. - 	£12,300 (Sports Provision exc. Dance) £2400 (Chelsea Football Club sports coaching) Sports equipment (£3600) £3000 (Dance coaches)	<ul style="list-style-type: none"> Improved quality of PE lessons and children's enjoyment of PE All children participating in Forest School All children engaging in more whole-school sports events Children having access to improved resources during lessons and more children participating in active 'free play' at break and lunchtimes. PE Pupil Voice showing that all children participate regularly in sport in school and most children do outside of school. In addition, all 	<ul style="list-style-type: none"> Continue coaching process linked to school Teaching and Learning Principles Return to adjusted timetable reflecting easing of Covid restrictions Reintroduction of sports clubs by staff and external providers 	

			<p>children enjoy PE lessons and feel confident in their learning.</p> <p>- Parent voice showed that children at Zouch are enjoying PE and parents believe that the lesson is well ran.</p>	
<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</p> <p>See K11</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:</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>For all children to receive high-quality PE teaching and understand the importance of PE and exercise, linked to the whole-school improvement aims.</p>	<ul style="list-style-type: none"> • Coaching of HLTA Sports Coach through observations, feedback and modelled lessons • CPD for all staff during staff meeting in Summer Term • Improving assessment system to measure progress of children • Spending on new sports equipment for PE lessons and playtimes 	<p>See KI1</p>	<ul style="list-style-type: none"> • Improved quality of PE lessons and children's enjoyment of PE • Improved staff understanding and confidence for non-specialist staff • Greater understanding of children's achievements in PE and adjustment of teaching to focus on children's next steps both for individuals and in response to whole-class trends • Children having access to improved resources during lessons and more children participating in active 'free play' at break and lunchtimes. 	<ul style="list-style-type: none"> • Continue coaching process linked to school Teaching and Learning Principles. • Reintroduction of sports clubs by staff and external providers • Silver Healthy Schools Award
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			<ul style="list-style-type: none">• PE Pupil Voice showed that all children participate regularly in sport in school and most children do outside of school. In addition, all children enjoy PE lessons and feel confident in their learning.• TA's now have a much clearer understanding of how to support the children in our lowest 20% in all PE lessons.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0%
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:
For our specialist sports coach to develop his practice through coaching, alongside CPD for non- specialist teaching staff.	<ul style="list-style-type: none"> Coaching of HLTA Sports Coach through observations, feedback and modelled lessons Introduction of assessment system to measure progress of children CPD for all staff during staff meeting in Summer Term Training of TAs in assessment of PE achievement alongside HLTA Sports Coach 	No Cost	<ul style="list-style-type: none"> Improved quality of PE lessons and children's enjoyment of PE Greater understanding of children's achievements in PE and adjustment of teaching to focus on children's next steps both for individuals and in response to whole-class trends Improved staff understanding and confidence for non-specialist staff including assessment of PE by TAs 	<ul style="list-style-type: none"> Continue coaching process linked to school Teaching and Learning Principles.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				19% (cost of dance coach in K11)
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>
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<p>For all children from Years 1-6 to participate in specialist dance provision and extra-curricular activities.</p>	<ul style="list-style-type: none"> • All children in Year 1-6 to participate in one term of dance lessons leading to a performance from a specialist dance professional • Children to participate in 'Great British Paddleboard' fund-raising event and 'Race for Life' competitive running event • Spending on new sports equipment for PE lessons and playtimes • Bike-ability and Scoot-ability training. 	<p>£3000 (dance)</p> <p>£318</p> <p>£2100</p> <p>Playground Equipment</p>	<ul style="list-style-type: none"> • Children took part in a sport which is an alternative to the main provision from a specialist • Children less engaged with other sports have shown excellent progress in dance • Children have all experienced participation in a charity event and competitive event. • Children having access to improved resources during lessons and more children participating in active 'free play' at break and lunchtimes • More children confident to cycle and scoot to school safely. 	<ul style="list-style-type: none"> • For children to select sports of choice in Summer Term Re- • introduce school sports clubs from Term 1 • Organise whole-school mass-participation sports events.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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:
For all children to have the opportunity to participate in competitive sports events.	<ul style="list-style-type: none"> • Whole-school, cross-country competitive running event in Summer Term • Competitive Sports games planned into the end of each PE unit. • Four football tournaments entered. • Orienteering event to be held at the school grounds in co-operation with the Salisbury Orienteering Club. • 	£150.00 to cover the cost of tournaments	<ul style="list-style-type: none"> • <i>Restrictions of Covid reduced participation in competitive sports.</i> • Celebration of children's achievements in sport • Greater understanding of children's achievements in PE and adjustment of teaching to focus on children's next steps both for individuals and in response to whole-class trends. • Children will have the opportunity to put their skills into real-life practice. 	<ul style="list-style-type: none"> • Continue to embed new assessment system for PE • Re-introduce competitive sports events in local area and 'house' events

Signed off by	
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