

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department  
for Education

Created by



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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	£17,600
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2022/23	£17,600
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17,600

## 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>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>	80%
<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>	70%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	90%
<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>	Yes/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: 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>					
Intent	Implementation		Impact July 23		
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>Maintain the percentage of children engaged in daily physical activity through a skills and team-based playtime approach, led by sports leaders and MMS.</p> <p><b>Success Criteria:</b> 80% of children engage with physical activities at playtimes and lunchtimes.</p>	<ul style="list-style-type: none"> <li>- Continue to ensure Y5/6 sports leaders programme is consistent and successful</li> <li>- Continue to stock take and update PE equipment boxes and bags</li> <li>- MMS CPD termly training linked to Basketball resources</li> <li>- Continue to implement playtime skills-based games and activities for KS1 &amp; KS2 (lunchtimes are split to maximise on playground space for physical activity).</li> </ul>		£4,500	<ul style="list-style-type: none"> <li>• 18 children across upper KS2 took part in the sports leaders programme; they developed skills in organisation, team work and communication, as well as acting as role models, developing their own confidence and self-esteem.</li> <li>• Basketball activities are more structured at playtimes and staff are able to encourage and support fair play, by understanding the game. This has helped reduce the number of peer</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain the sports leaders programme to develop skills for the sports leaders as well as opportunities for physical activity for all pupils.</li> <li>• Continue CPD support for MMS to help ensure they can facilitate fair play of games</li> </ul>



	<p>their understanding of how 'Being Active' is one of the five ways to wellbeing and therefore understand that PE can help us to feel better or helps to maintain mental, as well as physical health</p>			
<p>Use PE as a tool to embed whole school values and consolidate PSHE themes.</p> <p><i>Success Criteria: 90% of children are able to talk about their own goals (no matters how small) and/or sporting achievements.</i></p>	<ul style="list-style-type: none"> <li>- Sporting achievements praised and celebrated through school assemblies, including from PE lessons, competitive sports events or after school sports clubs.</li> <li>- Invite in athletes to inspire and promote the importance of hard work, mistake making and building resilience</li> <li>- Include First Aid and/or wellbeing training (Aly Greenway) as part of healthy living week</li> </ul>	£700	<ul style="list-style-type: none"> <li>• Pupil voice in the school fortnightly newsletter celebrates sporting experiences and successes.</li> <li>• Healthy living week activities built links between physical activities and wellbeing and mental health, offering a range of opportunities including a variety of sports, meeting athletes, first aid training and wellbeing activities</li> </ul>	<ul style="list-style-type: none"> <li>• Continue sharing sporting activities and celebrations in the school newsletter and assemblies</li> <li>• Maintain 'Healthy living week' annually to allow time to focus on the importance of physical activity, wellbeing and mental health.</li> </ul>

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				
<b>Intent</b>	<b>Implementation</b>		<b>Impact July 23</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>Increase the knowledge and confidence of the teaching staff to continue to deliver high quality lessons.</p>	<ul style="list-style-type: none"> <li>- Sports Coach to support new PE lead to oversee the delivery of the curriculum</li> <li>- Sports Coach &amp; PE lead to attend CPD for PE leaders in EQT and Rushcliffe SSP.</li> <li>- ECT teachers to observe PE coach teaching using new PE resources; reflect, discuss and plan for challenges or barriers.</li> <li>- ECT teachers to team teach a lesson alongside PE Coach using new PE resources; reflect and discuss.</li> <li>- ECT teachers shadow a PE coach to deliver PE lesson</li> </ul>	<p>£4000</p>	<ul style="list-style-type: none"> <li>• New PE lead in place, supported by SLT curriculum lead</li> <li>• CPD for new sports coach, including handover from former sports coach has provided opportunity for increased knowledge and understanding of lesson design and the successful implementation of this</li> <li>• Team teaching opportunities for sports coach and class teachers has developed confidence in staff</li> <li>• Pupils have taken part in a range of PE lessons, experiencing a range of activities as outlined in the new curriculum offer</li> </ul>	<ul style="list-style-type: none"> <li>• As a new sports coach was appointed during the last academic year, the PE lead and class teachers to support them in their role to develop consistently engaging PE lessons with clear and progressive outcomes.</li> <li>• Sports lead to observe and provide constructive feedback on PE lessons for sports coach, ensuring children are engaged and actively participating in their PE lessons</li> </ul>
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

Intent	Implementation		Impact July 23	
<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>Implement new PE Curriculum intent and enhance extra-curricular offer is in place to engage more pupils in physical activity.</p> <p><i>Success Criteria: 80% of children attend an extra-curricular club or attend competitive sporting events.</i></p>	<ul style="list-style-type: none"> <li>- Continue to provide before school sports club for KS1</li> <li>- Continue to develop links with external providers (Basketball, Tennis &amp; Rugby) to run extra-curricular club</li> </ul>	<p>£1300</p>	<ul style="list-style-type: none"> <li>• 86% of children either attended an extra-curricular sports club or took part in a competitive sporting event.</li> <li>• All pupils took part in a greater range of sports over the year, as detailed in the new PE curriculum offer.</li> <li>• After school sports clubs offered to pupils, offered by school as well as external providers, allowed the opportunity for pupils to engage in more physical activity</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain extra-curricular sporting clubs throughout the school year</li> <li>• Broaden the range of sports and activities offered in clubs to help engage those children who are more reluctant to engage in physical activity</li> </ul>
<p>Run a 'Healthy Living and Sports Week' to offer a range of alternative physical, health &amp; wellbeing activities.</p> <p><i>Success Criteria: Sports Week held and feedback from children and parents show positive engagement and enjoyment of activities.</i></p>	<ul style="list-style-type: none"> <li>- Plan activities for F/KS1 &amp; KS2 Sports Week with each class participating in at least 2 activities per day.</li> <li>- Use the week to promote healthy living &amp; to introduce new sports not on the school PE curriculum.</li> <li>- Include activities that the children could continue after the week e.g. first aid, walking, activity challenge homework etc.</li> <li>- Include a Race for Life Schools event for all pupils and staff (supporting Cancer Research)</li> </ul>	<p>£3200</p>	<ul style="list-style-type: none"> <li>• Sports week launched as 'Healthy living week' to encapsulate not just sport, but the importance of well-being and mental health</li> <li>• Feedback from pupil interviews about the week was positive and commented on the enjoyment of activities</li> <li>• Teacher records show that there was 100% engagement from pupils in all physical activities offered in Healthy Living Week</li> </ul>	<ul style="list-style-type: none"> <li>• Run 'Healthy living week' in the next academic year to broaden the range of physical activities offered</li> </ul>



Key indicator 5: Increased participation in competitive sport				
Intent	Implementation		Impact July 23	
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:
Continue to plan for and engage in competitive sports across the county and within school.	<ul style="list-style-type: none"> <li>- School buys in to Rushcliffe SSP</li> <li>- Sports Coach has non-contact time each week in order to plan and prepare for out of school competitions and lunchtime offer.</li> <li>- Sports Coach to engage with SSP to develop and enter inter-school competitions.</li> <li>- Sports Coach to continue to support the organisation of competitions on Sports Day.</li> </ul>	£2000	<ul style="list-style-type: none"> <li>• Sports lead and sports coach involved in the organisation and preparation of school competitions and lunchtime offer; more children are participating in physical activity and taking part in competitive games.</li> </ul>	<ul style="list-style-type: none"> <li>• With a new sports lead and sports coach appointed within the last academic year, develop their roles to ensure that they are planning opportunities for children to take part in a wider range of competitive activities.</li> </ul>

Signed off by	
Head Teacher:	Peter Cresswell
Date:	13/09/22
Subject Leader:	Emma Spencer
Date:	13/09/22
Governor:	Ian Walker
Date:	13/09/22

Created by:



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