

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 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 report your spend. DfE encourage 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 evidence of 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](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£ 0
Total amount allocated for 2022/23	£ 17,520
How much (if any) do you intend to carry over from this total fund into 2023/24?	£ 840 (if no additional cost increases)
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£ 16,680

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	All children in Year 4 attend weekly swimming sessions during the Autumn and Spring Terms. Children in Year 5 and 6 who need 'top-up' sessions are prioritised for the Summer term.
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. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	68% (15/22)
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. Please see note above	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	55% (12/22)
Please see note above	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	55% (12/22)
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?	Yes – to provide additional top-up session in year 5/6.

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Active Partnerships



Youth Sport Trust

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National Lottery Funded



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: £166680	Date Updated: July 2023	Percentage of total allocation:	
<p>Key indicator 1: The engagement of all 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>			45%	
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
<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>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	
<p>Provide opportunities for children (particularly in KS1) to develop a wider range of games and activities outside of formal PE lessons.</p>	<p>Year 6 “Play Leaders” trained and supporting younger children at lunchtimes. Focus on variety of games & activities, co-operation and teamwork. MDSAs allocated to classes to suggest, lead and demonstrate ‘traditional games’ (increased staffing costs to enable this) Resources purchased specifically for the above.</p>	<p>£1000</p>	<p>Children observed to be participating in active and co-operative games at lunchtimes. Increased relationships between MDSAs and groups of children. Children willing to engage in adult-led activities.</p>	<p>On-going process. Staff and children to suggest new activities to avoid becoming stale. Variation in MDSAs leading play – potential need for CPD, especially for KS1 staff.</p>
<p>Transport provided for Year 4 to attend weekly swimming sessions Autumn & Spring Term. (Teaching costs from general budget allocation) Year 5/6 top-up Summer Term.</p>	<p>Year 5 & 6 pupils prioritised for top-up sessions. Coach costs and swimming teacher costs covered by the school to enable maximum participation.</p>	<p>£5980</p>	<p>Greater number of children able to achieve swimming standard and observed to be more confident in water.</p>	<p>School to continue with swimming for year 4 each year with top-up session for future year 5/6 pupils as required.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

(PESSPA stands for physical education, school sport and physical activity and includes PE lessons, school games events and competitions, sport leadership, extra-curricular clubs and enrichment)

Percentage of total allocation:

30%

Intent	Implementation	Impact	Sustainability and suggested next steps:
Your school focus should be clear <i>what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</i>	Make sure your actions to achieve are linked to your intentions:	Evidence of impact: <i>what do pupils now know and what can they now do? What has changed?:</i>	
Children to recognise that skills and practise during lessons can be used competitively. To develop team work and positive interactions between peers.	Access to school games events through the local Sports Partnership Purchase/replenish equipment as required and in reaction to any formal equipment checks	General increase in participation of children in PESSPA and those reporting enjoyment of sports and physical activities.	Maintain focus – refresh and update opportunities as appropriate.
Ensure maximum use of the school grounds (playground and field) for the maximum amount of time	Enhanced grounds maintenance (external provider and school-based staff)	School grounds used for PE lessons almost all year round. Lunchtime use whenever weather allows. Enables children to enjoy 'large games' with reduced risk of injury or collisions.	Trim trail and Playstructure use in poor weather to be considered. Do we need alternative equipment? Can we weather-proof what we have?

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:

6%

Intent	Implementation	Impact	Sustainability and suggested next steps:
Your school focus should be clear <i>what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</i>	Make sure your actions to achieve are linked to your intentions:	Evidence of impact: <i>what do pupils now know and what can they now do? What has changed?:</i>	

<p>Ensure all teaching staff are confident and competent in teaching across the range of PE activities. Support staff able to adapt outcomes and support individuals and required.</p>	<p>Staff survey to gauge confidence and competence in teaching relevant aspects of PE. Subject Leader(s) to ensure progress and coverage in evident across the school curriculum. Internal or external led targeted or whole staff CPD provided as a result. Purchase of updated schemes (LA guidance)</p>	<p>£1000</p>	<p>Increased variety of physical activities covered in all classes. CPD delivered or planned based on staff feedback. More children reporting they enjoy at least two different aspects of PE in lesson times.</p>	<p>Further work needed on progress in planning and delivery. Assessment of PE skills need further input.</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				
<p>Percentage of total allocation:</p>				
<p>9%</p>				
<p>Intent</p> <p><i>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:</i></p>	<p>Implementation</p> <p><i>Make sure your actions to achieve are linked to your intentions:</i></p>	<p>Funding allocated:</p>	<p>Impact</p> <p><i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i></p>	<p>Sustainability and suggested next steps:</p>
<p>To increase children's range of known games and activities which can be used in school or outside of school.</p>	<p>Investigate 'taster sessions' from local sports groups – consider whether any associated costs (e.g. petrol) should be covered.</p>	<p>£1500</p>	<p>Due to our geographical position, few clubs are willing to visit. Multi-sports clubs via Cambs Utd is in place.</p>	<p>Continue to seek opportunities.</p>

Key indicator 5: Increased participation in competitive sport

		Percentage of total allocation:	
		10%	
Intent	Implementation	Impact	Sustainability and suggested next steps:
<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>Enable all children to engage in competitive sports, either in house or against other schools.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Use of Sports Partnership to access competitions (universal and targeted) and provide transport to enable maximum participation.</p> <p>Opportunities for inter-house and inter-class competitions in school. School Council / Play Leaders to lead where possible.</p> <p>Monitor participation of all pupils and target activities where appropriate.</p> <p>Costs of certificates, medals, awards etc.</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Children have participated in (and enjoyed) both universal and targeted competitions.</p> <p>Some activities in the Summer Term</p> <p>Children have been targeted to represent the school in areas they have not previously done so.</p>	<p>Continue all aspects into the coming year.</p>

Signed off by		Governor:	<i>Giuliana M'Grawe</i>
Head Teacher:	<i>[Signature]</i>	Date:	<i>21/9/2023</i>
Date:	<i>21/9/23</i>		
Subject Leader:			
Date:			

