

# 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](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 of funding for 2022/23. To be spent and reported on by 31st July 2023.	£19,530
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## Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.  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. <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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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 2020. Please see note above	86%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	60%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	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?	Yes

## 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.

<b>Academic Year:</b> 2022/2023		<b>Total fund allocated:</b> £19,530		<b>Date Updated:</b> September 2022 <b>Review date:</b> July 2023	
<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: 3%
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:
All children able to swim 25m by the end of KS2.	Book top-up swimming sessions for children who do not meet the minimum requirement.	£600 <b>Actual: £600</b>	PE Coordinator to collate all data from Mount Kelly swimming sessions to identify children for further top-up sessions. <b>This year we identified children who required top-up Swimming sessions.</b>	Being able to use the funding to provide top-up sessions will enable us to allow all children every opportunity to succeed. Meeting this minimum standard will ensure all children have developed an essential life skill.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 45.7%
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:
All children to make enhanced progress in PE lessons.	<p>LSA to provide support to children in PE lessons to ensure excellent progress is made when developing skills.</p> <p>Peer support and coaching will be in place.</p> <p>All children will have the opportunity to develop the skills learnt and transfer these into interschool sport support/coaching roles.</p>	<p>£7,300</p> <p>Actual: £7,300</p>	<p>Attainment at GDS in PE is increased. Progress will be recorded on iPads to help with assessment.</p> <p>LA progress will have improved by 10% because of peer models, skilled teaching and LSA.</p> <p>PE Coordinator to monitor assessment data.</p> <p>This year, we have qualified for 10 Level 3 events, having won our competitions at Level 2. This has involved 39 children all of whom were identified by our LSA who then ran practice sessions to help children to develop their skills and team work. This allowed the children to further develop their skills in order to compete in a competitive environment. Our LSA works alongside teachers in PE lessons to provide expert knowledge in order to enhance the progress of children. He also works with all ranges of children to provide support again to support progress.</p> <p>As part of his support, we have been able to offer at least 13 sports clubs which aim to engage as many children as possible but also prepare them for upcoming competitions. As well as this, we have identified children to attend other events to develop their</p>	Employing a specialist TA to support teachers in lesson will provide children with the opportunity to develop their skills more rapidly. Having a specialist to support staff will also increase their confidence in delivery.

			confidence as well as their skills.	
All children to make enhanced progress in PE lessons.	Equipment audit to be undertaken in September and resources/ equipment purchased to match the new scheme of work.	£630 Actual: £765.04	Assessment data to be collected by the PE Coordinator. Conversations with staff to identify any further requirement for equipment/resources. Equipment audit undertaken once per term to ensure that lessons are well resourced, and teachers supported in their delivery of high-quality PE. This has enabled all children to learn and refine new skills using the equipment provided. Our new scheme is now fully resourced and feedback from staff has been positive. Evidence within key half termly learning assessments reflects children who are working at age related expectations and greater depth.	Resourcing lessons properly is a priority in order to sufficiently support staff in their delivery of high-quality PE. Providing enough equipment will ensure that children are able to optimise their practice time in lessons.
Positively impact teaching and learning in PE.	Release time for the PE Coordinator to complete essential admin tasks/ book events/complete development plans/write Sports Premium Report etc.	£1,000 Actual: £2,611.19	Sports Premium Report/ PE Development Plan to be completed in September 2021. Completed. PE Coordinator to monitor participation through the Activity Tracker. This year, due to our success in qualifying for multiple Level 3 events, we have had more than estimated release time to enable us to take our successful teams to Leicester, Leeds, Wembley for example. We have qualified for 10 Level 3 events, having won our competitions at Level 2 – these events involved 39 children. The impact on the school has been brilliant showing the success and hard work of so many children. Overall, we have attended nearly 100 events, involving over 200 children. Feedback from parents and children has been overwhelmingly positive and we are known across the city for the	Releasing the PE Coordinator to complete essential tasks will ensure that all of our children have access to high quality teaching and learning and a broad offer of opportunities to participate in PESSPA.


			importance that we place on PESSPA.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				20.4%
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:
Positively impact teaching and learning in PE.	Employ the PSSP to deliver bespoke CPD. Book onto the Primary PE Conference.	£4,500 Actual: £4,500	All staff to complete feedback forms following any CPD. PE Coordinator to monitor in order to provide training where required. This year, our PE Specialist Teacher has worked alongside 4 teachers to provide bespoke CPD. 100% of the feedback has been overwhelmingly positive with teachers showing significant increase in confidence in their own delivery. Plans in place to continue our affiliation next year to provide specialist support for teachers as well as the PE Coordinator.	Investing in staff is a priority as they are our most sustainable resource. Providing specialist support will increase confidence levels.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 5.1%
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:
Increase the number of children attending a club.	Employ specialist coaches to diversify our club offer.	£1,000 Actual: £1,030	Participation to be monitored through registers and the activity tracker. Inactive children identified and invited to a club. This year, we have employed Plymouth Argyle to deliver clubs for KS1 and KS2. These clubs have targeted children that wouldn't normally participate in sports outside of school; we have seen an increase in participation because of this. These clubs have offered opportunities for over 60 children per team to take part. Feedback from children has been positive and is something we are looking to continue next year.	By offering a diverse range of clubs, we hope to engage a broader range of children. Offering children positive experiences in PE and school sports is planned to encourage life-long participants.



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				25.6%
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:
Increase the number of children attending events.	Book events via the PSSP website. Release staff to attend events.	£5,000 <b>Actual: £3,376</b>	PSSP provide termly reports on the number of events attended. PE Coordinator to monitor participation through the activity tracker. <b>Overall, we have attended nearly 100 events, involving over 200 children. Feedback from parents and children has been overwhelmingly positive and we are known across the city for the emphasis that we place on PESSPA. Our ambition this year has been to provide an opportunity for as many children as we can and we are building a culture where children want to participate and compete. This cost also reflects transport to events and collateral required for some of the larger Level 3 events, although we have engaged parents in this as well.</b>	Releasing staff to take children to events will negate this as a barrier to participation. Providing as many children as possible with the opportunity to compete will encourage life-long participants.
Due to our success at Level 2 competitions, this year we have qualified for 8 Level 3 competitions which involve significant travel, accommodation and other expenses. Parents have contributed to expenses but this accounts for much of our overspend this year. PESSPA is considered a priority at our school and we pride ourselves on developing a culture where children want to participate and want to compete.				

Signed off by	
Head Teacher:	
Date:	21/7/23

Subject Leader:	Sam Stein
Date:	21/7/23
Governor:	T.Codner
Date:	21/7/23