

# 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 2023.



## Details with regard to funding

Please complete the table below.

Total amount allocated for 2022/23	£16 810
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2022/23	£16 760
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£16 760

## Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	50%	7/14
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	50%	7/14
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	50%	7/14
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	64%	9/14
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.

Academic Year: 2023/24	Total fund allocated: £	Date Updated:	
<b>Key indicator 1: 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</b>			Percentage of total allocation: 34%
<b>Intent</b>	<b>Implementation</b>		<b>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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
Children engage in physical activity throughout the school day and beyond the school day (after school clubs).	ASM Sports to lead two physical activity after school clubs each term, to extend the amount of physical activity.	£2,340	Increased participation in after school physical activity, focus on children with limited access to physical activity at home.
	ASM Sports to lead two lunchtime clubs to engage children in physical activity and to target children who have limited physical activity during break times.	£1,980	Increased engagement in physical activity during the lunch hour has improved children's health and fitness, social skills and emotional wellbeing.
	Playground equipment purchased to promote physical activity during break times.	£350	Children's activity levels, which decreased due to COVID, are increased and gaps diminished.
	ASM Sports to provide play leader training / first aid training to Year 5 and 6 children, enabling them to	£500	Increased confidence and self-esteem of children who are trained to support and engage
			Sustainability and suggested next steps:
			£5,696
			Children engage well with sports leaders in after school clubs. Moving forwards staff will be expected to deliver an after school club for half of the year (3 x half terms).
			Sports Leaders model effective engagement with children, acting as role models to lunchtime staff and TAs on duty
			Play leader training is extended to Year 5 and 6 children so that they can engage younger

	<p>facilitate physical activity with younger children on the playground.</p> <p>Offer a broad range of sporting opportunities through the curriculum and through extended provision.</p> <p>Provide extra-curricular provision for pupils with low self-esteem in physical activity, this may include interventions such as Cool Kids.</p> <ul style="list-style-type: none"> <li>- Worcestershire OT intervention used instead.</li> </ul>	(see above)	<p>younger children in physical activity.</p> <p>Children are exposed to a wide range of sports which encourage participation and appeal widely.</p> <p>Children are targeted for physical activity to diminish the gaps in children's activity levels</p> <p>Increased engagements in physical activity improves pupils' health and fitness, interpersonal skills and emotional wellbeing.</p>	<p>children in play time activities and be role models for younger children. One member of staff to attend, who can then support the Year 4 children as they move to Year 5.</p> <p>The school attracts a range of providers to lease hall / field space to, generating greater opportunities for activity within the area. National Lottery funding to support families in need of financial support.</p>
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<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:
	8%

Intent	Implementation	Impact	£1,304
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:	Sustainability and suggested next steps:
Children attend swimming lessons to increase the percentage of pupils leaving year 6 with national requirements.	PE Lead to track progress in swimming and gather data on all classes swimming.	£76	<p>100% of children in Year 6 are able to use a range of strokes to swim.</p> <p>100% of children are able to perform a safe self-rescue in different water-based situations</p>

Adapt the PE curriculum according to the impact of national lockdowns.	PE lead to review long term and medium term plans to ensure children are offered a range of physical activity and to learn new skills.  Attainment and progress tracked through ASM portal  Gaps in equipment for sports highlighted and purchased.	£228  (inclusive ASM)  £1,000	Staff and sports coaches are aware of the skills and knowledge that needs to be covered this year.  Pupils have made progress to place them in line with their current year group expectations.	Continue to update the LTP and MTP to reflect the impact of school closures to diminish any gaps created.
<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				30%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	£5 040
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:
To continue to maintain high quality PE teaching and learning through team-teaching and coaching.	ASM Sports to provide coaching support to teachers and teaching assistants, to support and enhance their confidence, subject knowledge and skill in the delivery of PE.	£5,040	Staff understand the PE curriculum and are more confident and competent in the delivery of skills-based lessons.	External coaches have supported staff, allowing staff to increase their knowledge and understanding of high-quality teaching, delivery of activities and assessment. This has increased capacity and sustainability.

<p>Teachers to become more confident in delivering physical education and assessing pupils across all areas of PE.</p>	<p>ASM Lead to complete termly lesson observation and learning walks.</p> <p>Audit available resources and ensure staff are aware of the available equipment for their lessons. Purchase equipment where gaps exist.</p>	<p>(inclusive ASM)</p> <p>£1,000 (see above)</p>	<p>Staff are more confident in the teaching of PE and pupils demonstrate positive attitudes to health and well-being.</p> <p>Resources have been audited and all staff have the appropriate equipment to deliver high quality PE lessons.</p>	<p>MTP plans demonstrate a progression of skill.</p> <p>Quality of teaching in PE is enhanced and improved, resulting in better outcomes for pupils over time.</p> <p>Appropriate resources are in place to ensure PE is delivered effectively.</p>
<p>To provide CPD for staff to support the teaching of gymnastics, dance and OAA.</p>	<p>Provide teachers with further CPD to enhance their confidence and knowledge when delivering sport.</p> <p>PE lead to work with the Sports coaches to ensure that the lessons taught are tailored to the LTP to ensure they are progressive and build on prior learning.</p> <p>Dance topics are chosen by the class teachers to ensure they are cross-curricular.</p> <p>PE Lead to review gymnastics skills to ensure they are progressive.</p> <p>Sports coaches to support the teaching of gymnastics, dance</p>	<p>(inclusive ASM)</p> <p>£5040 (see above)</p> <p>£5040 (see</p>	<p>Staff adopt the more structured approach to CPD from the sports coach, as they are able to reflect on their own practice and CPD is tailored to them.</p> <p>Teachers plan for cross curricular links e.g. Athletics - Greek Olympics. This engages pupils and helps them to embed knowledge and skills into long-term memory.</p> <p>Staff understand how to deliver OAA, gymnastics and dance and are more confident and competent in delivering lessons.</p> <p>Staff incorporate equipment into lessons, which excites and enthuses pupils, providing pupils with new opportunities.</p>	<p>Due to restrictions during the last academic year, some staff have had limited CPD in our focus areas of PE. This year, focus CPD will be provided on gymnastics, dance and OAA</p>

	and OAA.  Sports coaches will work with all teaching staff to develop and embed understanding of how to teach gymnastics and dance, including warming up, progression of skills, differentiation, health and safety and cooling down.  Audit and purchase equipment for dance to enhance the resources already in school and to facilitate effective teaching and learning	above)  £5040 (see above)  £1000 (see above)	Lessons are well planned and sequenced to develop skill and children’s knowledge of how to stay healthy.  Equipment enhances the provision within school, facilitating better outcomes for pupils.	
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation: 21%

Intent	Implementation	Impact	£2 540
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?:
Offer a broader range of sports and activities to pupils of all ages	Offer a range of sporting clubs for pupils to participate in afterschool. These include Archery, Dodgeball, Football, Gymnastics and Netball.  Introduce cycling lessons in EYFS. The pupils will start by using balance bikes and will progress onto riding a bike with pedals.	£2,340 (see above)  £440 Balance Bikes / Bikes EYFS	Children are exposed to a wider range of sports in which they may develop interests and achievements.  Targeted pupils improve their self-esteem and health through supported involvement in a broader range of activity.
			Sustainability and suggested next steps:  Provision is enhanced to include resources which encourage broader experiences.  CPD from observing BC coaches and sports coaches delivering active sessions will support staff in the delivery of such sessions in the future.



	Coaching from British Cycling at Cannock Chase.  Purchase equipment to support the delivery of a broader range of activity during after school clubs (Archery, Boccia, Table Tennis).	Funding  £1000	Increased confidence and self-esteem of pupils when engaging in PE lessons.	
Raise the profile of outdoor and adventurous activity, particularly orienteering, to provide cross-curricular opportunities.	Renew Enrich subscription  Offer an alternative outdoor and adventurous activity for those children unable to attend the residential trip. Go Ape	£700  £400	OAA and orienteering are taught effectively and children have the opportunity to apply cross curricular learning.  Children are enthusiastic about OAA and this enhances their use of outdoor spaces beyond the PE curriculum.	Provision for OAA and Orienteering is enhanced to ensure effective teaching and learning.
Offer broader experiences to children and their families so that they will participate in additional activity together away from school, contributing to healthy lifestyles.	School staff and Chase Up to lead sporting activities with parents, to engage children and their families in physical activities.  Provide parents with opportunities to take part in workshops aimed at trying new sports – Archery, Boccia, Table Tennis.	£1000 (see above)	Children and families experience a broader range of activities together.  Children increase their participation in sports outside school.	Offer regular opportunities for parents to share in the activities of the children and discuss the benefits of a healthy active lifestyle.
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				7%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	£1 230
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>Competitive sports opportunities are identified and attended, to increase participation.</p> <p>All pupils have the opportunity to take part in competitive sports within school and across the MAT.</p> <p>50% of pupils attend external competitive port events during the academic year.</p>	<p>House system introduced and PE kits provided for intra-school competitive sports.</p> <p>Inter-school competitions are participated in termly to increase the amount of competitive sports the children participate in.</p> <p>Inter school Athletics competition is organised across the MAT to increase the amount of competitive sports the children participate in.</p> <p>All children to complete Athletics Award Scheme during the Summer term.</p>	<p>£700 (transport)</p> <p>£100 transport costs</p> <p>£430</p>	<p>Children feel a sense of pride in their achievement and the achievements of others.</p> <p>All children have taken part in inter-school competitions within the MAT whether completed virtually or in person.</p> <p>Half of all pupils have competed in events beyond the school / MAT.</p>	<p>Engage pupils in competing in a range of sports through appropriate competition (inspire, engage, compete).</p> <p>Builds resilience and self-regulation which is central to our children's needs.</p>
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Head Teacher:	Sarah Powell
Date:	04.09.23
Subject Leader:	Sarah Powell (shadowed by Adam Fletcher)
Date:	04.09.23
Governor:	Scott Chedzoy
Date:	26.09.23