

# 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 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.

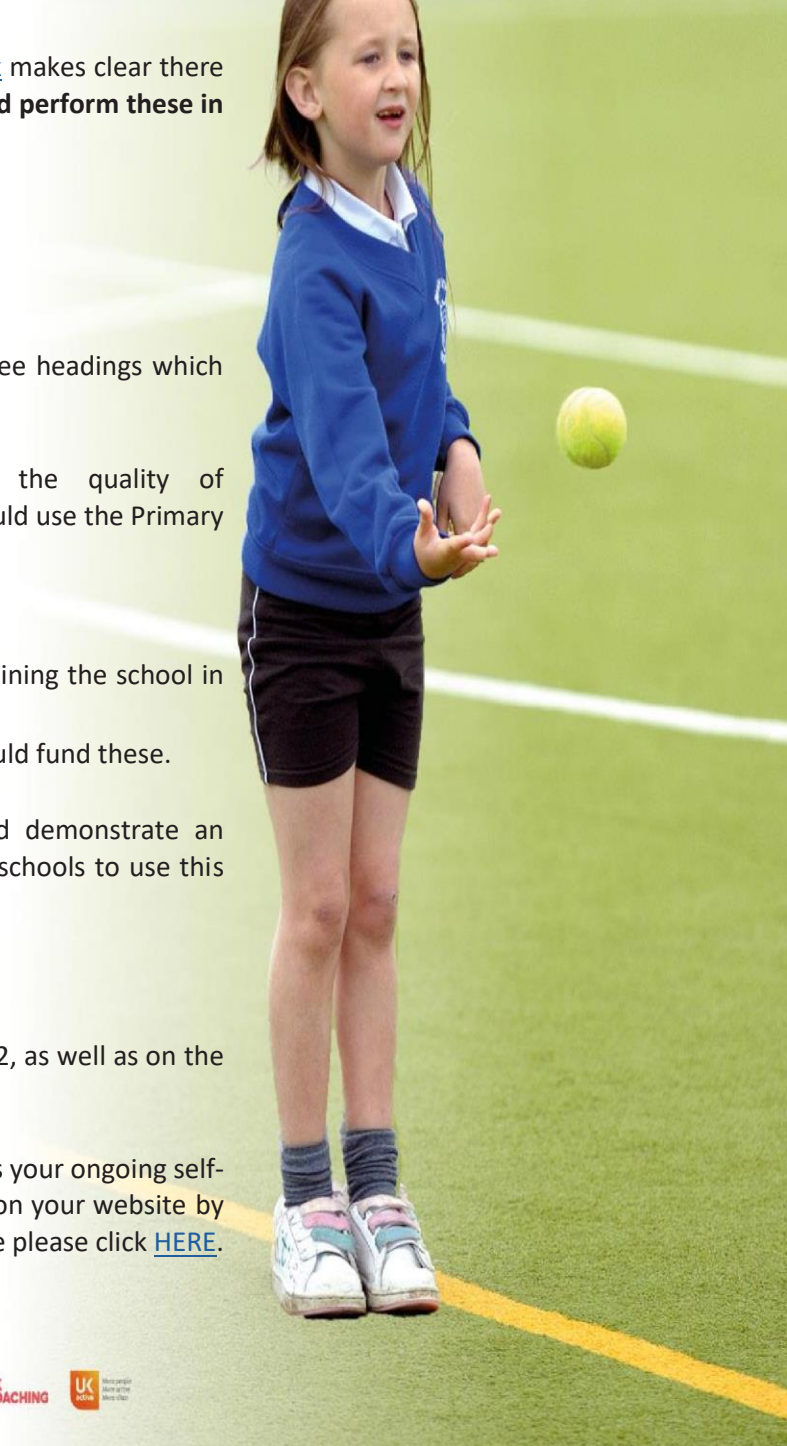
We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

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 2022. To see an example of how to complete the table please click [HERE](#).

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## Swimming Data

Please report on your Swimming Data below.

Total amount carried over from 2020/21	£
Total amount allocated for 2021/22	£
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£18,050
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£18,050

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	83%
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	83%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	86%
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 ev 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: December 2022	
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					Percentage of total allocation: 10%
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:
To engage groups of children in physical activity at lunch time play to encourage skill development and sportsmanship with skilled adults.  - Year cycle of Lunch supervisor CPD to develop focused activities at play and lunch time.  - To hire an external provider to complete training with the lunch supervisors about positive play.	External provider to hold termly training sessions with TAs who work on the playground at break and lunch time to support and develop confidence and ability to lead games and play based activities.  - Sports coach to work with staff on creating resource pack for active sessions for break and lunch.  - To purchase further equipment for playtimes to enhance the provision during this session.  - To maintain, update and improve equipment to enhance the provision for all children across the school to take part in group games and individual activities at lunch time.  - Children have a better understanding of how physical activity	£1400	Due to availability from external providers, training sessions have not taken place. Instead, Sports Ambassadors have led lunchtime sessions for children to take part in a range of active opportunities. Sports Ambassadors have had training from an external provider. Equipment has been purchased to encourage children to take part in a range of activities which lunchtime supervisors oversee, such as tennis nets. Pupil questionnaire found 94% of children enjoy being active and 54% of children in the school take part in a sports clubs		High sustainability – next steps to evaluate programs and improve ease of delivery for staff, direct subject links and pupil engagement.

	has a positive impact on their physical and mental health.		throughout the school week including sessions with Sports Ambassadors.	
To engage all children in physical activity each day for 10 minutes.	<p>Timetable to show allocation of time for the 'Daily Mile or mindfulness' to be completed each day. - Tracking of pupil's achievements so they can see their progress across the year linked to amount of miles. - Sports coach and PE lead to monitor the registers to track pupil's achievements with the daily mile. Marathon Kids UK – set up for pupils to run a marathon over the course of an academic year.</p> <p>'Fitness Thursdays' – ten minutes first thing in the playground for all children to take part in. Sports Ambassadors to be trained and support the delivery by P.E lead.</p>	£400	<p>Daily mile was unable to continue due to the company closing down because of a lack of funding. StormBreak has been used as an active time throughout the day. Each class has completed at least 2 sessions per week.</p> <p>Pupil questionnaire found 91% of children believe they are being active for at least 30 minutes in the school day.</p> <p>"It's a goo start to the day by being active and different to other sports people are all doing."</p>	- To ensure the 'Daily Mile/mindfulness yoga/focused physical activity' is being completed by all classes in the school - Consider weather implications –safer alternatives during rainy days

			“It’s nice having all the younger years getting involved.”	
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<b>Key indicator 2: The profile of PE/SSPA being raised across the school as a tool for whole school improvement</b>	Percentage of total allocation: 39%
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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:
To maintain, update and improve equipment within the school	Audit resources and ensure high quality PE and sports equipment across the school. - Pupils will have access to high quality, sport specific, age-appropriate equipment every lesson. - To repaint lines on the fields and playground to make sure sporting events can be achieved to a high standard - Order more PE kit to ensure that all children	£5000	After a fundraising event, over a £1,000 was raised to use on school sports equipment. This has been spent on providing activities for children taking part in sensory circuits and for equipment to be used for Sports Day and football sessions. “Having enough footballs for everyone means you get more time	To complete regular equipment audits so the quality of equipment remains a good standard.  Sports Ambassadors to support with maintaining equipment.

	are setting high examples of what to wear during lessons.		practicing your skills. It's the same with tennis as well.”	
			The playground has been repainted which children have been using to play games on and has been incorporated into P.E sessions. Children have been using the circuits painted in the playground.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%0.5
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:
CPD to be provided for staff for specific sports to develop staffs' confidence in their delivery and assessment. Children will have a clear understanding of the 'sticky knowledge' and show progression in the unit.	- P.E Lead to identify specific sports or concepts for CPD and deliver at staff meetings or organise an external provider.	£100	AFC Bournemouth have led sessions to allow teachers to see good practice for CPD. This year, the new scheme (GetSet4P.E) has been used throughout the year. Teachers have been supported individually to deliver the sessions. 81% of children of enjoyed P.E lessons this year.	Sustainable – CPD to focus on the assessment and ensuring the three concepts are covered: motor skills; rules and tactics; and health education

			<p>“They are fun as they are active throughout the lessons and keep you moving.”</p> <p>“I’ve enjoying lots of different sports this year like dodgeball and knowing new rules.”</p>	
<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>				<p>Percentage of total allocation:</p> <p>50%</p>
<p>To improve the quality of gross motor skills equipment in EYFS to support children’s developing gross and fine motor skills linked to encouraging active play</p>	<p>Order a wider range of gross motor skills equipment to support children in having stronger cores which will support their fine motor skills and ongoing development.</p>	<p>£1000</p>	<p>Baseline of PD in EYFS is 67%</p> <p>End of Year for PD is 87%</p> <p>Gross motor for end of year = 100%.</p> <p>Bikeability supported with building children’s balance.</p>	<p>To improve wider development of EYFS pupils with gross and fine motor development.</p> <p>Linking to handwriting, concentration levels</p>
<p>Safety assemblies used to develop children’s understanding about the importance of mental and physical health</p> <p>· Children understand about their personal safety toolkit to keep themselves safe</p>	<p>Children will be able to identify what support will help them with having a positive mental health - Children will have a better understanding of how to support their own mental health and what to do to support their ‘mental health battery’ - Children will have an awareness that mental health is as important as physical health. Purchase stormbreak resources to support with this.</p>	<p>£1000</p>	<p>Use of Storm Break has allowed children to understand the connection between their physical and mental health.</p> <p>“It helped you to work on your teamwork skills and it was relaxing.”</p> <p>“StormBreak helps you to work on skills and think about your emotions at the same time.”</p>	<p>Pupils will be able to confidently discuss mental, physical, health and well-being and discuss what strategies they have or like to do to support with this.</p>



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:
<p>Linked to curriculum overviews PE coverage has been developed and children are exposed to a wider range of sport.</p> <ul style="list-style-type: none"> <li>· Wider offer of After school clubs showing a clear link to the wider offer for pupils</li> <li>· A wider range of after school clubs offered to pupils across the whole primary</li> </ul>	<p>Create and promote an after-school programme that enthuses and engages children and promotes a healthy and active lifestyle - Develop use of external coaches to deliver sport specific sessions to certain groups of children - Continue to raise the standard of PE lessons through clear monitoring and evaluation cycles of PE</p> <p>Provide external coaches for sporting offers and days. Skateboarding and skating day</p>	<p>£2000</p> <p>£360</p>	<p>A range of clubs have been available to children. Pupil Questionnaire found 52% of children take part in a club provided by school.</p> <p>Some clubs, such as dodgeball and archery, were unable to continue due to a lack of numbers.</p> <p>Pupil questionnaire has identified possible future clubs children are interested in.</p> <p>A wide range of sporting activities haven taken place such as a skateboarding experience day, bikeability and football competitions.</p>	<p>Sustainable – programme to be further developed in the future. - Role of sports coaches financially secure and valued part of school staff structure</p>

<p>Continue to provide Forest Schools for the whole school to promote physical activity outside throughout the year and develop children’s understanding of being active in different ways and build the connection with being physically active and mental wellbeing.</p>	<ul style="list-style-type: none"> <li>• Weekly Forest Schools sessions for EYFS and half term sessions for KS1 and KS2</li> <li>• Teaching staff to observe practice and develop confidence to incorporate approaches within daily teaching.</li> <li>• Weekly ‘Your Time’ club for 15 children (KS2) .</li> <li>• Weekly forest school after school club for target children;</li> </ul> <p>Level 2 forest school training for two staff members (succession planning for next year)</p>	<p>£7,000</p>	<p>All children have had the opportunity of at least 2 sessions of Forest School this school year. Children have shared positive comments:          “It gives you an opportunity to learn about different things than we usually would.”          “Forest School allows you to be active in different ways like climbing and building things.”          “You get to learn different skills and have some freedom to choose what you would like to do.”</p>	<p>Sustainable – trained teachers to deliver forest school sessions in future years</p>
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<p><b>Key indicator 5: Increased participation in competitive sport</b></p>				<p>Percentage of total allocation:</p>
				<p>%2.8%</p>
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>

<p>Children to have opportunities to compete competitively across a range of different sports and be engaged in different sporting events.</p> <p>Increased offer of inter competitions and intra competitions</p>	<ul style="list-style-type: none"> <li>- Events in the PEDSSA calendar to be identified by the P.E and Sports Lead.</li> <li>- Sporting house competitions to be set up throughout the year (Sports Day and World Cup 5 a side tournament)</li> <li>-Transport to be provided for sporting events throughout the year</li> <li>- clubs and practice opportunities to be provided to prepare children for sporting events</li> <li>-children to know and celebrate world sporting events throughout the world</li> </ul>	<p>£500</p>	<p>Due to travel arrangements, sporting events against other schools have not been possible.</p> <p>Sporting competitions within school have taken place, including a football tournament running alongside the FIFA world cup. This had a high up take of children taking part from KS2 (54%).</p> <p>AFC Bournemouth sessions have provided a lunchtime club which children have enjoyed:          “The lunchtime club allows you to be a bit more competitive than normal and helps you to build your skills.”</p> <p>AFC Bournemouth sessions provided for P.E lessons have been used for 1 session per class throughout the year.          “I like having the coaches come in as they work on a particular skill like finding space and then you work on it in the game.”          “They try to keep you active by planning different active games and work on skills at the same time.”</p>	<p>Sustainable – specific inter school competitive events to be identified</p>
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Raise children's understanding of setting personal challenges	Children running/walking incremental kilometres through UK Marathon. Children aiming to improve and set targets. Class tracking sheets for children to track their progress in/out of school  Sports Ambassadors to be trained and provide sporting mini-events at lunch times.		"In lots of P.E lessons we try to set ourselves goals and work on them during that topic."	Sustainable – children to continue setting new targets for distance running/walking
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Signed off by	
Head Teacher:	L. Bennett
Date:	18.7.23
Subject Leader:	Dominic Longland
Date:	18.7.23
Governor:	Nicola Best
Date:	18.7.23