

# 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 2022. 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 2019/20	£
Total amount allocated for 2020/21	£
How much (if any) do you intend to carry over from this total fund into 2021/22?	£
Total amount allocated for 2021/22	£
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£

## 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 2022.</p> <p>Please see note above</p>	%
<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>	%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	%
<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: £22,936.85		Date Updated: September 2022	
<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:
					%
<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?:
<i>To get pupils to develop balance, co ordination and pedalling abilities through the use of bikes. To develop road safety through this activity</i>  <i>To improve physical activity at play times</i>  <i>To provide a range of equipment to promote movement/ changes in postural management for pupils</i>		<i>To purchase more bikes to develop a regular cycling/bike session for class</i> <i>Road safety awareness week to be held in school – spring term</i>  <i>To purchase resources that promote being active in different and engaging ways for our pupils. TAs to lead</i>		£5,000	<i>Pupil are more active, showed signs of improved co ordination over a period of time. Some pupils are able to follow instructions and a simple/familiar routine.</i> <i>Improved abilities when using bikes</i>  <i>Increased physical activity each day for all pupils</i>  <i>Improved play times – more active/engaged and developing social skills</i>
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					%
<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?:	Sustainability and suggested next steps:
<p><i>New sports events introduced to broaden experiences and raise the profile of P.E. throughout school.</i></p> <p><i>1. Outdoor Activity Day</i></p> <p><i>2. Dance experience Day</i></p> <p><i>Set up a GLD sports Group to share good practice and plan/organise events</i></p>	<p><i>Plan a whole school Outdoor Activity Day – Pupils to access some fun physical activities throughout the day – plan an activity in classes – park visit, walk, forest school. Some pupils to visit activity centres (summer term)</i></p> <p><i>Get in dance specialists to run sessions for pupils across school. Key stage 1 perform &amp; key stage 2 perform</i></p> <p><i>Contact PE leads at other GLD schools to set up a meeting – plan 1 event per term – Keystage 1 &amp; keystone 2 – 1 x PMLD</i></p>	£6000	<p><i>To broaden pupils experiences of activities outdoors by spending a day at an outdoor centre.(Hothersall lodge &amp; Bendrigg Residential)</i></p> <p><i>To provide a new experience for pupils to develop their creative and movement skills through dance.</i></p> <p><i>For children to take part in appropriate competitions/ sporting experiences with pupils of similar ability</i></p> <p><i>To take part in intra school sports events, develop skills and sportsmanship</i></p>	<p><i>Repeat outdoor activity day annually – opportunities to be outdoors and active for pupils</i></p> <p><i>To link with GLD schools to plan shared days – competition – via school sport &amp; Physical activity opportunities</i></p>

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				%
<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?:	Sustainability and suggested next steps:

<i>To run/plan some staff training for areas of PE identified by teachers</i>	<i>Staff training – dance, gymnastics, fundamentals</i>	<i>£2000</i>	<i>Improved confidence to teach PE across school of teaching staff Pupils continue to develop skills and experience appropriate level of challenge in different areas of PE</i>	<i>Purchase resources to support the delivery of excellent PE practise at Acorns</i>
<b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
<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?:	Sustainability and suggested next steps:
<i>Additional achievements:</i>  <i>To offer pupils the chance to try 2 new sporting activities this academic year – children to vote</i>	<i>Coaches in for specific sports</i>  <i>Visit venues</i>  <i>Visit other schools for events</i>  <i>Host events – introduce a new game/sport</i>	<i>£3000</i>	<i>Develop skills in new games/activities not previously experienced – transferring skills and adapting to different games</i>  <i>Knowledge of sports or sporting activities and the rules/skills required for participation in these</i>	<i>Network of events children can attend throughout the year groups alongside other GLD schools</i>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
<i>Hold a "winter Olympics"</i>	<i>Group children into teams to take part in a winter Olympics end of Nov</i>	<i>£200</i>	<i>Participation in competitive sports in the autumn term</i>  <i>Whole school event and participation</i>  <i>Learn about winter sports</i>	<i>Make a regular event – staff to be involved in planning</i>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	<i>Sophie Martindale</i>
Date:	<i>September 2022</i>
Governor:	
Date:	