

# 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.

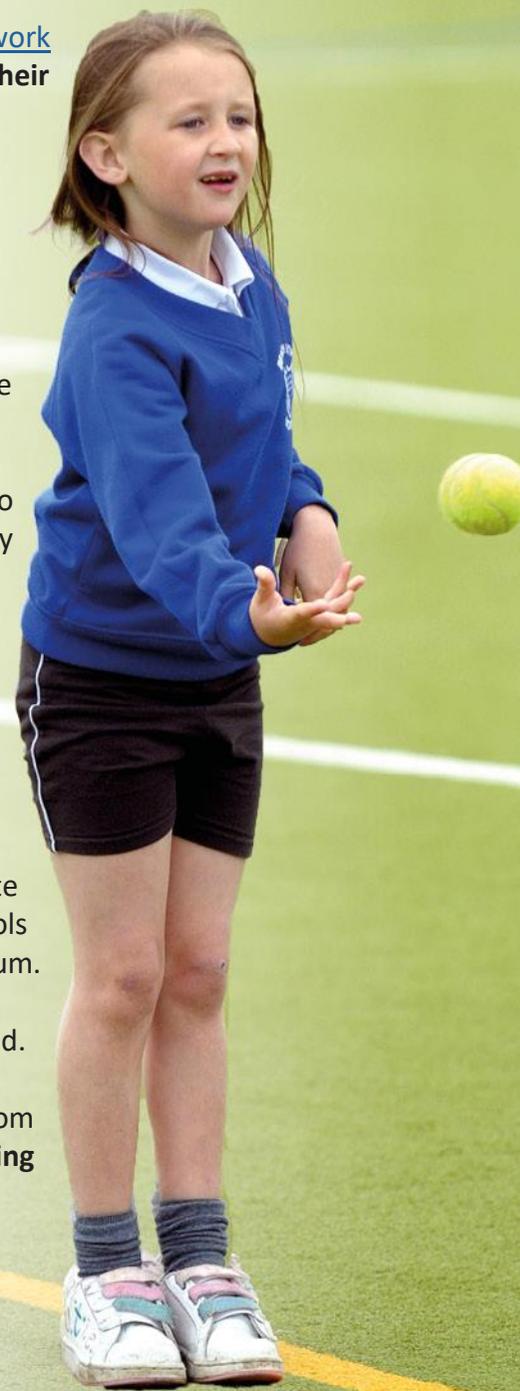
Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- 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](#).

Created by:  association for Physical Education  Active Partnerships  YOUTH SPORT TRUST

Supported by:   SPORT ENGLAND  
LOTTERY FUNDED

## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/2022	0
Total amount allocated for 2021/2022	£17500
How much (if any) do you intend to carry over from this total fund into 2022/23?	0
Total amount allocated for 2022/2023	£17960
Total amount of funding for 2022/2023. To be spent and reported on by 31st July 2023.	£17960

## 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 2023.</p> <p>Please see note above</p>	31%
<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>	19%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	35%
<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/ <b>No</b> But plan to 23/24

## 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: 2022/2023</b>		<b>Total fund allocated: £17960</b>		<b>Date Updated: 31<sup>st</sup> July 2023</b>	
<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: 22%
<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:
As part of the drive to improve the PE and PSHE curriculum, an increase in physical activity each day is planned for across the curriculum with at least 1 active or outdoor lesson equivalent per day. CPD to support this. Children will learn the importance of physical activity on their minds and body. Update Commando Jo equipment for extended use. Additional swimming for children across KS2.	Teachers plan active and outdoor learning in each day through different parts of lessons such as multiplication tables, yoga during mindfulness, an active mile, Forest School, outdoor investigations in science and geography etc.  This is monitored by SLT and PE Leader.		£1000  £1000  £2000	Children know and can explain how and why physical activity is good for their mental health and physical well-being and can suggest a variety of ways in which they engage in activities at school and they are taking these ideas home with them too.	Continuing CPD for teachers and TAs on delivering quality PE and Sports sessions. Sports clubs after school to include competitive sports. Continue to heighten profile of physical activity for mental health and physical well-being. Replenish equipment for children to ensure there is a broad range to encourage continued physical activity.
<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: 28%
<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:
Increased use of balance bikes to support gross motor skills and balance in EYFS. Increased use of scooters at breaktimes for KS1 & KS2. Use of bikes at breaktimes for KS1 and KS2. Playleader and fitness coach to lead games and athletics at lunchtime – resources to support.	Children having a variety of opportunities throughout the day to practice and master their skills in physical activities and sports.	£1000 £1000 £1000 £2000	Children know about a variety of PE and sports and the positive impact it can have on them. They know how to build and master their skills over time through practise and activities as well as taking part in competitive sport and setting themselves personal goals. They can engage in activities at breaktimes to develop their skills independently	Retain talented staff who will continue to raise the profile of PE, sport and physical activity across the timetable and with extra-curricular provision.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				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:
CPD for teachers on teaching an active curriculum through CPD sessions.	CPD on the use and delivery of Essentials curriculum Improving physical development provision across EYFS to ensure children are quickly building and mastering their gross motor skills.	£1000	Children know about a variety of PE and sports and the positive impact it can have on them. They know how to build and master their skills over time through practise and activities as well as taking part in competitive sport and setting themselves personal goals. They can engage in activities at	Further CPD for staff in delivering Essentials curriculum Further CPD for staff on active mile development and mindfulness activities. Retain talented staff who will continue to raise the profile of PE, sport and physical activity across the timetable and with

			breaktimes to develop their skills independently	extra-curricular provision.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 22%
<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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Essentials curriculum followed to deliver a range of sports skills and then enhance this through breaktimes with resources to support active playtimes with Playleaders to support younger learners – consolidate their own skills and teach younger children new ones.	Range of activities tailored to ages, interests and skills offered. Children as leaders, referees, coaches as well as athletes and sports people so they are learning a variety of skills through individual learning, activities and play as well as team qualities required for games and stamina and focus for improving on their own personal bests.	£3960	Children gain in confidence in range of sports offered and participation increases over time. The know how to challenge themselves as athletes, work as part of a team in games and transfer their skills across a range of activities and sports.  Playleaders are recognized as role models with the variety of skills listed above.	Before, lunchtime and after school clubs offering a variety of sports and activities to give children the opportunity to be part of a team and represent school. Develop their thirst for activity and sport and improving on their best each time. Activity and sport is the first choice at breaks and clubs.

Key indicator 5: Increased participation in competitive sport – moved to 2023/2024				Percentage of total allocation:
				22%
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:
Active playtimes – playground equipment and improvements to existing equipment to include football nets, basket balls and nets, cricket, rounders and hockey equipment to develop a variety of games skills.  Arrange inter class and inter school competitions with Dearne Valley and CMAT schools.	Children are developing confidently with their skills across sports and in different activities and they are know what a successful team and sportsperson requires and children have the determination to meet that level and success as they develop their skills in adult led lessons and clubs, being coached by other children who are playleaders and developing skills through active play.	£3000  £1000	Skills of pupils, engagement and outcomes	Inter class and inter school competitions – develop across CMAT and within Dearne Valley Family of schools.

Signed off by	
Head Teacher:	Lindsey Ebsworth
Date:	31/7/2023
Subject Leader:	Anna Gibson/Hayley Petty
Date:	31/7/2023
Governor:	Karen Seaman
Date:	