

# 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 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](#).



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/2021	£0
Total amount allocated for 2021/22	£16,660
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2022/23	£16,580
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£16,580

## 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>	N/A – As a first school, we do not have year 6 pupils.
<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 2021.</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>	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:	Date Updated:		
<p><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</p>			<p>Percentage of total allocation: 5% (Forest School could also be included in K11)</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>All children should experience regular physical activity beyond the curriculum</p>	<p>Fine and Gross Motor programme bought to ensure development in the Early Years Foundation Stage (Squiggle While You Wiggle, Squiggle Me into A Writer)</p> <p>Encourage healthy lifestyles in school through assemblies, visitors and PSHE lessons. Children use the school garden to grow own vegetables and fruit.</p>	<p>£380</p>	<p>Children enjoy physical dance whilst developing fine and gross motor skills.</p> <p>Visiting Olympian encouraged Cultural Capital and inspired the pupils to swim. Children aware of healthy eating, growing own fruit and vegetables and aware of cooking from scratch.</p>	<p>Cooking facilities and support with teaching cooking from scratch.</p>
<p>Ensure that every child receives at least 2 hours of weekly, high quality Physical activity and education provision throughout the year</p>	<p>An outside provider supports teachers and teaching assistant to support their classes including nursery</p>	<p>£500</p>	<p>Teachers and teaching assistants developing CPD skills in PE lessons across the school including nursery</p>	<p>Investment in a further PE curriculum to ensure progression of knowledge and skills.</p>

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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				24.%
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>Ensure that breaktimes are calm and purposeful by providing opportunities to engage in physical activity</p> <p>Maintain the high profile of sports and physical activity within the school and community</p> <p>Provide visits and trips for children to experience activities that they would not usually experience</p>	<p>Playground markings to further enhance breaktimes. Trim Trail is updated and improved to enable children to use it at breaktimes.</p> <p>Enter competitions and festivals against other schools.</p> <p>Attend outdoor education centres to experience a range of activities</p> <p>Early Years Children to visit Balance and Beam to introduce to gymnastics</p>	<p>£4000</p>	<p>Children play in zoned areas according to their interests and playground markings enhance activities. They organise activities and games, supported by play leaders. Children enthusiastically volunteer to join in with competitive sport such as football The children are well supported in the community. Children attended Standon Bowers to experience rock climbing, bouldering, team games, archery etc.</p>	<p>Further investment in sports equipment for play e.g. balance bikes, scooters and helmets</p> <p>More opportunities to join in competitions at area level – climbing competitions, hockey, rugby, rounders etc</p> <p>Further residential experiences, with partner schools to support transition as well as develop new skills and interests.</p>

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				3%
<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:
Continual professional development of staff, including teaching assistants and lunchtime supervisors. Replacement of equipment for playing sports (e.g. new goalposts)	Staff learning from coaches, observing and being supported with planning and key concepts. PE leader to attend updates and CPD	£500	Staff teach sport across the PE curriculum.	Further CPD to include new sports and activities
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				67% (Forest school is also KII)
<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:
Additional achievements:  All children receive yoga instruction throughout the school day to help maintain fitness and also to ensure they are equipped with strategies to maintain a good level of mental wellbeing.	All children have received 1 hour of instruction per week. As a result 80% of children have also attended an after school club to further develop their mindfulness and yoga skills.	£  600	Through discussion with parents and children, children are able to regulate their emotions more easily and have vocalised strategies to keep calm, or to settle anxieties.	

<p>All children experience a high quality forest school environment and benefit weekly from learning outdoors, being fit and active and developing team skills and resilience</p>	<p>All children have a forest school session weekly. A forest school leader coaches staff to support the sessions. Children are active in all weathers and learn to appreciate the outdoor environment as well as be active throughout the session.</p>	<p>£6500</p>	<p>Children understand the importance of being active. They work together to solve problems and develop strong team work.</p>	<p>Develop forest school into after school clubs and involve parents for community involvement, or outside groups such as the local toddler group</p>
<p>All children including Nursery will experience high quality swimming instruction in bespoke small groups through the hire of a swimming pool.</p>	<p>All children will have a series of swimming lessons on site taught by an instructor in order to develop their skills, introduce them to swimming and to encourage enjoyment and knowledge of swim safety.</p>	<p>£ 4000</p>	<p>All children had a series of swimming lessons on site taught by an instructor and developed their skills, introduced them to swimming in some cases and to has increased knowledge of swim safety.</p>	<p>Due to the success of this initiative we hoping to be able to provide this next year in a mission to ensure all of our pupils can swim safely.</p>



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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:
Involve all children across the school in competitive sport.	All children to experience a competitive sports day – including nursery. Compete with other local schools in the Stone area	£100	Children have proudly represented the school and experienced games played both home and away. They are enthusiastic to represent the school at any sport and parents are also very supportive. This has included our first all girls football team.	Further links widening the sporting competition opportunities e.g. rounders, cricket, netball  Pupil voice expresses interest in a variety of sports and activities.

L Harris, Headteacher