

# 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](#).



## Details with regard to funding

Please complete the table below.

# 2022-23

Total amount allocated for 2021/22	£20,733
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£20,180
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£20,180

## 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 2021.</p> <p>Please see note above</p>	90%
<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>	82%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	72%
<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: £20,180		Date Updated:	
<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: 38%
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 and lunchtimes (KI2)	MSA training from Therese Hoyle	£1,295	MSAs active and proactive with engaging with children more. Children more active		Fresh the training in September, renew expectations
To have active lunchtimes and playtimes (KI2)	School playground markings for games and challenges	£4,035	Children use the markings in creative ways		
To play games at playtime and lunchtime (KI2)	Sports leaders: Create active and challenging games with the younger children Organise and hold intra-house competitions at lunchtimes.	£6,927 total salary costs, so 20% within Key Indicator 1 = £1,385  £5,727 sports partnership - split across all indicators = £1,145	Children creating their own games with a few pieces of equipment, children interacting with those in other year groups. Relationships and activeness growing.		Present SLs share knowledge and ideas with new SL ready for next year.
To know a range of games to play (KI2,4)					
To be able to create their own games and challenges (KI2,4,5)					
Active start to the day (KI2)	Travel survey, Promote walk and wheel to school		Active trail very useful for movements and also giving the children something to focus on		
To have a chance to raise the	week from Sustran				

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heartrate before the school day To use exercise to promote enjoyment and wellbeing (KI2)	Painted active trail along KS2 path to the KS2 entrance		as they leave their parent/ carer.	
To attend sports clubs held within the school grounds at lunchtimes or after school (KI2,4,5)  To be able to develop their skills and understanding of a sport through training from a qualified coach. (KI2,4,5)	Promote clubs: Football (Stevenage Football Club, girls development squad and school squad.) Tennis Dance Gymnastics Cricket (girls and GnT)		Clubs well attended, some oversubscribed.	Look at further sports, hopefully netball.
<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: 21%
<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:
To understand that different doesn't mean can't To experience diversity within sport	Have a 'differently abled' morning with Parathlete visit to school, assembly for all and active sessions for Upper KS2	£750	Children inspired by the attitude of the athletes - do what you can do, not focus on what you can't do.	Revisit in two years
To know that exercise can help with stress and anxiety (KI1) To have a positive journey from parent to school building.	Pathway to school painted with active trail	£1,250	Active trail very useful for movements and also giving the children something to focus on as they leave their parent/ carer.	

<p>To have a display board for PESSPA to celebrate events and success</p> <p>To have ownership of the board belong to Bronze Ambassadors</p> <p>To be able to see the range of events and range of abilities within the school, and all be celebrated (KI5)</p>	<p>Clear old board</p> <p>Set up system for: collect reports/photos/certificates; display then file</p> <p>Train BA to use update the board and take ownership.</p> <p>Display School Games banners for levels of competition.</p> <p>Use stickers to show the values of School Games</p>	<p>£6,927 total salary costs, so 20% within Key Indicator 1 = £1,385</p> <p>£5,727 sports partnership - split across all indicators = £1,145</p>	<p>Display regularly up dated. Children felt empowered and were amazed at all we do in school.</p> <p>Children throughout school inspired by the involvement of participants and their achievements - "I'm going to do that when I'm big"</p>	<p>New BAs to maintain the board regularly and make sure that reports are read out in assembly in a timely manner.</p> <p>House captains to record out of school achievements in house folder.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				12%
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 increase the knowledge of a variety of sports and activities (KI4)	include new sports and activities and provide training resources and schemes of work to support the lessons change the days PE is taught in year groups so job shares have a PE session to teach timetable PE TA to support the teacher, resources and differentiation within lessons attendance of PE TA to all training from Sporting Futures	£6,927 total salary costs, so 20% within Key Indicator 1 = £1,385 £5,727 sports partnership - split across all indicators = £1,145	Children inspired by new sports: parkour and dodgeball. Y6 - "it was fab, I hurt the next day because I used my body in a different way, can't wait for next week's lesson".	Keep the range, look for other possibilities but maintain circular curriculum so skills are revisited regularly.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				12%
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>To increase the types of sports and activities</p> <p>To use the local amenities (KI5)</p> <p>Additional achievements:</p>	<p>Amend PE units to include dodgeball and parkour to take the total of different sports to 22</p> <p>Visit the local bowls club for an afternoon of lawn bowls</p> <p>Attend as many school sports events as possible</p>	<p>£6,927 total salary costs, so 20% within Key Indicator 1 = £1,385</p> <p>£5,727 sports partnership - split across all indicators = £1,145</p> <p>£135</p>	<p>Children inspired by new sports: parkour and dodgeball.</p> <p>Y6 - "it was fab, I hurt the next day because I used my body in a different way, can't wait for next week's lesson".</p> <p>Bowls session was very enjoyable and children had the chance to meet an England under 18 team member - broke the misconception bowls is for old people.</p>	<p>Keep the provision under review so it balances new inclusions with constant revision of key skills</p>
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**Key indicator 5: Increased participation in competitive sport** Percentage of total allocation: 17%

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>To support teachers in PE lessons and participation in sport events</p> <p>To have all KS2 children attend at least 2 events</p> <p>To target children to match their ability to level of competition</p>	<p>PE TA</p> <p>School Sports Partnership</p> <p>Track participation using a spreadsheet</p> <p>Attend as many events as possible, especially a range of sports and levels of</p>	<p>£6,927 total salary costs, so 20% within Key Indicator 1 = £1,385</p> <p>£5,727 sports partnership - split across all indicators = £1,145</p> <p>£135</p>	<p>Participants - 981</p> <p>Year 3 - 88</p> <p>Year 4 - 130</p> <p>Year 5 - 306</p> <p>Year 6- 238</p> <p>Mixed year group- 219</p> <table border="1" data-bbox="1279 1235 1733 1487"> <thead> <tr> <th>Events</th> <th>number</th> <th>More than</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>35 16%</td> <td>84%</td> </tr> <tr> <td>2</td> <td>43 20%</td> <td>64%</td> </tr> <tr> <td>3</td> <td>37 18%</td> <td>45%</td> </tr> <tr> <td>4</td> <td>25 12%</td> <td>32%</td> </tr> <tr> <td>5</td> <td>25 12%</td> <td>20%</td> </tr> </tbody> </table>			Events	number	More than	1	35 16%	84%	2	43 20%	64%	3	37 18%	45%	4	25 12%	32%	5	25 12%	20%	<p>Sustainable</p> <p>Explore more possibilities for years 3 and 4 to attend events with other schools.</p> <p>Use a questionnaire to find sporting interests and talents to help with event selections - especially A&amp;D events</p>
Events	number	More than																						
1	35 16%	84%																						
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4	25 12%	32%																						
5	25 12%	20%																						

	competitiveness - C, A&D, I&E	£1,202 (supply costs for staff to attend events)	6	15	8%	12%
			7 plus	27	12%	
			C events		28	
			A&D events		21	
			I&E events		9	

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	