

# 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](#).

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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£NIL
Total amount allocated for 2021/22	£19300
How much (if any) do you intend to carry over from this total fund into 2021/22?	£NIL
Total amount allocated for 2022/23	£19250
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£19250

## 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 2020.</p> <p>Please see note above</p>	79%
<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>	79%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	70%
<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:£19,250		Date Updated: June 2023		
<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>					Percentage of total allocation: 21%	
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?:		
<p>High quality PE lessons delivered to all pupils to develop previous and new skills.</p> <p>Supporting teachers with the delivery of each PE lesson and ensuring equipment is available.</p> <p>PE lead to provide CPD for all teaching staff.</p> <p>Teachers delivering PE lessons along side specialist practitioners to develop their practise.</p> <p>PE lead to support medium/long term planning.</p> <p>Increase the amount of active play during break and lunch times.</p>	<p>Teachers given big question planning to support the delivery of all PE sessions.</p> <p>Ensuring every sport has the right equipment to use for the lessons.</p> <p>Teachers are provided with CPD during staff meeting and can build on areas of weakness.</p> <p>Teachers gain more confidence working along side specialist practitioners.</p> <p>Medium/ long term planning gives teacher's a starting point of what to include within each PE lesson.</p> <p>Playground equipment available for pupils to play with during break times and lunch times.</p>		£4028	<p>Pupil's are continuing to excel within the PE curriculum, constantly improving and developing skills.</p> <p>Attainment at the end of each year group to improve regarding the expected and greater depth milestones.</p> <p>Pupils are thriving within the PE curriculum opening up more sporting opportunities for individuals.</p> <p>Pupils are practising and developing movement skills using equipment during break times daily.</p>		<p>Sustainability and suggested next steps:</p> <p>To continue to deliver high quality PE lessons to ALL pupils challenging all pupils needs and ensuring they are happy and confident whilst taking part.</p> <p>To continue to develop teacher knowledge within PE, learning from specialists that can support</p> <p>Marking up tracks to begin daily mile.</p>

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<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: 60%
<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>-Pupils receive two high quality PE lessons a week.</p> <p>-Pupils get involved in walk, cycle, or jog to school once a week every half term.</p> <p>-Whole school participation in walk a mile.</p> <p>-Sport's Day showcasing skills pupils have worked on that school year.</p> <p>-Celebration of achievements at the end of each topic.</p> <p>-PE champion award weekly.</p> <p>-All staff (including support staff) and pupils have good subject knowledge in the curriculum area.</p>	<p>-PE is taught twice a week to a high standard. First lesson delivered by PE specialist. Second lesson delivered by teacher.</p> <p>-Getting pupils more physically active and raising the profile of physical activity.</p> <p>-Promoting exercise as part of a daily routine.</p> <p>-Celebrating achievements within the PE curriculum weekly in assemblies and newsletter.</p> <p>-Staff are up to date with most recent training and are able to give the pupils good subject knowledge.</p> <p>-To improve pupils skills which can be used of multiple sports.</p>	£12,000	<p>-As a result pupils will excel within this subject area and end of year achievements and attainment will rise in all year groups.</p> <p>-Pupils will enjoy walking to school and want to continue this which positively impacts their physical and mental well-being.</p> <p>-Pupils have a love and passion for sport and strive to achieve personal bests.</p> <p>-High quality teaching will give pupils the opportunity to excel in this area and strive to continue to achieve.</p> <p>-Pupils can continue to improve and master basic skills which can</p>	<p>-To ensure staff are updated on latest training and pupils continue to received their two weekly PE lessons to a high standard.</p> <p>-Staff continue to encourage pupils to walk to school and take up more physical activity to raise the profile of PE.</p> <p>-To continue to provide good subject knowledge within this curriculum area.</p> <p>-Whole school to continue to master basic movement skills to support PE lessons.</p>

-Use of afPE resources and training.			be carried across.	
-Use of KSSP leaders to support PE leader.				
-Weekly challenges set for classes to raise the standards of skill based activities.				

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				7%
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:
-Upskilling of all staff across the school ensuring pupils receive high quality PE lessons and activities during breaks and lunch times.  -Upskilling of welfare staff to deliver some high quality games during lunchtime play.  -Greater range of resources available to staff to help them teach and prepare lessons.	-To ensure all staff are confident when delivering PE lessons and lunchtime activities.  -Welfare staff can lead skill based activities/games during lunch time to give pupils the opportunity to practise skills and to continue to develop making bonds and playing fairly.  PE lead to develop his leadership skills through regular CPD courses.	£1,232	-Pupils will excel within this subject area.  -As a result of CPD attainment will rise across all areas of PE across the school.  -Breadth, balance and progression will be clearly monitored by the subject leader.  -Pupils will master skills they are currently learning and progress further within the PE curriculum.  -PE leader confident that PE provision is outstanding and has the means to support teaching and	-Staff watch others teaching to support one another and ensure pupils are all receiving good quality lessons throughout the school.  -Staff reflect on teaching and work together to continue to gain confidence in this subject area.  -To make sure this is carried out for every year group with the school and skill based activities are linked to the national curriculum.  -To ensure all teachers are

			learning to bring about this aim.	confident within the PE curriculum and subject leader provides support for all staff.	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 6%	
<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?:	
<p>Additional achievements:</p> <ul style="list-style-type: none"> <li>-Attending competitions.</li> <li>-Pupils being selected by outside clubs.</li> <li>-To gain status for most improving school within PE award in Knowsley.</li> <li>-Specialists providing after school clubs with opportunities to join them.</li> <li>-Incorporate Forest School into PE provision to support other PE skills e.g. orienteering.</li> <li>-Train you Brain program.</li> </ul>	<ul style="list-style-type: none"> <li>-Beginning to attend competitions again so pupils are given more opportunities and experiences.</li> <li>-By attending more comps it will give pupils more opportunities to be selected by outside clubs.</li> <li>-Key Stage 1 and 2 children to take part in Quidditch tournament over two days.</li> <li>-Train you Brain program available for Year 6 pupils to prepare for high school transition.</li> </ul>		£1,140	<ul style="list-style-type: none"> <li>-As a result of improved access to sporting activities the pupil's confidence to succeed.</li> <li>-Pupils may be selected to represent other teams within the sport locally.</li> <li>-More children will be inspired to participate.</li> <li>-Children who are hard to reach in terms of attending clubs to take an active role during the two days.</li> <li>-Developing fitness levels and creating good techniques to help support and manage worries.</li> </ul>	<ul style="list-style-type: none"> <li>-Ensure we continue to provide pupils with further opportunities within the PE curriculum.</li> <li>-All staff members to have Quidditch and Orienteering CPD training.</li> </ul>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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:
<p>-Enabling more pupils the opportunity to attend competitions.</p> <p>-Making competitive sports more engaging for all pupils to participate in within PE lesson.</p> <p>-Open up extra curriculum activities for all pupils to attend.</p> <p>-Ensuring all pupils including SEN have equal opportunities within the PE curriculum.</p>	<p>-Taking A teams and B teams to competitions to provide more pupils with the experience and opportunity.</p> <p>-Adding an element of competitiveness within the sports in the PE lessons.</p> <p>-Providing pupils that extra opportunity to continue to improve within a sport that they enjoy.</p> <p>-Making sure all pupils with SEN are planned for within all PE lessons.</p>	£850	<p>-Give pupils that would not normally attend competitions the drive and motivation to improve within the sport and compete.</p> <p>-Gives the pupils more enthusiasm and more determination to compete in a healthy way.</p> <p>-Could give pupils the opportunity to excel within an area of sport and be selected by clubs within the area.</p> <p>-SEN pupils are able to achieve targets and feel a sense of achievement.</p>	<p>-Continuing giving pupils the opportunity to compete.</p> <p>-Continue providing pupils with engaging PE lessons with the element of competition.</p> <p>-Ensuring as a school we are providing pupils with opportunities wherever possible.</p>

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



Governor:	
Date:	