

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](https://www.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 2020/21	£0
Total amount allocated for 2021/22	£19,012
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£18,997
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£18,997

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.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>	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>	90%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes

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:	
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				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:
Giving children more opportunity to take part in regular physical activity using our school grounds.	Landscape strategy project	£ (remaining budget – TBC)	All children taking part in large scale gross motor activities during break time and to supplement curriculum where possible.	
Providing new and improved equipment for children to use in their PE lessons.	Tennis balls, footballs, basketballs, fitness dice, hurdles pack	£751.80	More children are now taking part in PE lessons, as there is different equipment for them to use.	Identify what resources are needed to continue improving PE lessons.
Providing new and improved equipment for children to use at break and lunch times.	Playground kit	£392	Children have a variety of equipment to choose from at playtimes, encouraging them to take part in physical activity.	Identify what resources are needed to continue providing a range of equipment at playtimes.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
Staff to raise the awareness and importance of PE around the school	Staff PE kit: Air performance T-shirt and custom sweatshirts	£1,823	Pupils understand the importance of PE and recognise that all staff are committed to raising its profile.	Staff to continue wearing their kit during PE lessons.
Children's individual achievements celebrated in assemblies and on 'sports awards' board	Weekly celebration assembly Sporting awards board	Zero	Achievements recognised and celebrated in front of whole school. Children often look at sports board and discuss children's successes.	Ongoing – Celebrate in Friday assembly in front of whole school and parents. Continue to update celebrating achievements on sports board.
The profile of PE being raised through Hampshire school games week through taking part in a sporting focus each day including, leadership, physical activity, health and wellbeing, competition and cross curricular.	Hampshire school games week: Assembly delivered on this Free resources used from Energise Me	Zero	Children are more aware of sport and PE and took part in activities they would not usually do in a normal school day	Hampshire school games week 2023

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:

To find out how staff currently feel about PE and how they could be more confident to teach it	Staff questionnaire	Zero	Inform need for CPD in coming year.	Planned CPD for OAA and games teaching.
Train subject leader in PE who can pass on knowledge and skills to other teachers	Subject leader course for PE	£75	Subject leader is more confident in leading PE across the school and is aware of the responsibilities that come with this. Planning adapted and ideas disseminated leading to improved practice.	Ensure knowledge is passed on to following subject leader. Continued monitoring of impact.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Provide swimming lessons for children in years 4,5 and 6 including catch up lessons for less-confident swimmers.	Swimming lessons Swimming course for staff member	£638	Less-confident swimmers are now more confident due to lessons as additional to curriculum offer.	Monitor impact of additional sessions.

Children to take part in yoga lessons as part of Hampshire school games week health and wellbeing day.	Yoga lessons with a yoga trained instructor	£200	Children experience yoga and the positive effects it can have on our health and wellbeing.	Bring in yoga instructor again Yoga after school club
Ensure curriculum is broad and balanced covering a range of activities.	PE Overview ensures a balance of sports and activities (netball, hockey, football, basketball, tag rugby, tennis, dance, gymnastics) and ensure there is a clear progression across the school.	Zero	Children experience a range of sports and progression is clear to ensure each year builds upon previous learning.	Monitoring of revised overview through observations and pupil and staff interviews.
Ensure extra-curricular clubs are broad and balanced covering a range of activities.	Extra-curricular clubs include: Rounders, football, netball, tennis, dance, multi-sports, yoga, health and wellbeing	Zero	Children experience a range of sports	Encourage staff to provide more different clubs and buy equipment for this.
Year 6 children attend Runways End residential to take part in outdoor and adventurous activities	OAA Taught	Zero (PPG funding to support attendance)	Children experience and participate in wide range of activities that they would not experience in the regular school curriculum.	Continue next year and include in Outdoor learning sessions back at school where possible. Inset CPD re: teaching of OAA within school grounds.

Provide more purposeful and sustainable equipment for children in Year R as part of the EYFS framework.	Stacking carry baskets, collage cork and pack, five frame, big muscle outdoor art set, Imagineering rods, pestle and mortar, table triptych mirror, wall storage pockets, magnifying glass, sand pit, sand set, 1 tonne of sand	£607.40	Children's gross motor development is supported through outdoor physical activities using this equipment.	Speak with EYFS leader to see if more equipment is needed next year. Assess impact of equipment purchased.
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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:
Children to take part in competitive sport through school games events.	School games events Emerging events for children for children who take part in less competition Equipment purchased for events (footballs, tennis balls, basketballs)	Zero	More children are taking part in competitions they have not done before and so have more opportunity to take part in competitive sport.	Continue to take part in school games events and invite children who have not taken part in much competition previously.
Children to take part in sports day	Encourage as many children as possible to take part Provide a range of activities which involve competition including races Use new equipment to improve sports day events (hurdles pack)	Zero	All children had the opportunity to take part in sports day events against other houses. Children took part in competitive races.	Continue to have sports day and adapt events to suit all children

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

Date:	
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