

# 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                                              | £0      |
| Total amount allocated for 2021/22                                                  | £17,000 |
| How much (if any) do you intend to carry over from this total fund into 2021/22?    | £0      |
| Total amount allocated for 2021/22                                                  | £17,000 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £18,659 |

## Swimming Data

Please report on your Swimming Data below.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |     |
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| Meeting national curriculum requirements for swimming and water safety.<br><br>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.<br><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> | 41% |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?<br><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.<br>Please see note above                                                                                                                                                                        | 41% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?<br>Please see note above                                                                                                                                                                                                                                                                                                                                  | 41% |
| <b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>                                                                                                                                                                                                                                                                                                                                                                                  | 41% |

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?

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: 18,659 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Date Updated: July 2023                                                                                                                                                                                                                                                                                                                                                                                                  |                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| <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:          |
|                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                          | 56%                                      |
| 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 develop, build and increase the opportunities available for children to engage and achieve at least the 30 active minutes daily.                                                                                                  | <ul style="list-style-type: none"> <li>OPAL programme to be introduces and embedded across the school.</li> <li>PE lead to attend CPD to understand ways to approach daily active minutes.</li> <li>PE lead to feedback during staff CPD in staff meeting time.</li> <li>Ensure Daily mile/daily active minutes are effective throughout the school and that children are made aware of the benefits.</li> <li>PE lead to support teaching staff with a variety of activities which can be adapted and delivered in class where needed.</li> <li>Review and increase after school club and lunchtime provision and ensure every year group has an opportunity to engage.</li> <li>Revise and refresh the after-school programme each term.</li> </ul> | £10,500                      | <ul style="list-style-type: none"> <li>OPAL embedded across the school.</li> <li>OPAL to provide one hour of high quality play every day for every pupil.</li> <li>All classes timetabled to provide daily active exercise..</li> <li>Year 6 have received Breaktime Buddies training and the KS1 yard is seeing a more engaged and active playtime.</li> <li>Year 6 Breaktime Buddies have developed their own confidence through leadership opportunities.</li> <li>Uptake in after-school clubs has improved and engagement increased from all pupils, especially Year 4 and Year 6, as well as pupils in receipt of Pupil Premium funding and those with</li> </ul> | <p>Continuation of OPAL training and implementation.</p> <p>Children to understand why it is important, the purpose, to take part in daily active time.</p> <p>Use pupil voice to continue to look at how to increase engagement in after school clubs.</p> <p>Ensure Breaktime Buddy training occurs early in autumn term for next cohort of leaders.</p> <p>PE lead to continue to oversee extra curricular clubs.</p> |                                          |

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|  | <ul style="list-style-type: none"> <li>• Train young leaders 'Breaktime Buddies' to deliver activities during break and lunch times in the KS1 yard.</li> <li>• Develop connections with local clubs and external providers to signpost children to physical activities and sport activities outside of school.</li> </ul> |  | SEND. |  |
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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:<br>72% |
|---------------------------------------------------------------------------------------------------------------------|----------------------------------------|

| Intent                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Implementation                                                                                                                                                                                                                                                                                                                                                                                                                           |                    | Impact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                     |
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| 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 profile of PE, sport and outdoor play and learning for all pupils.</p> <p>To celebrate the achievements of our children by continuing to develop sporting opportunities for all children.</p> <p>To continue to grow and develop our young leaders, 'Breaktime Buddies', to help them to engage in leadership opportunities relating to P.E. and School sport.</p> <p>To support pupils in developing a Healthy Active Lifestyle by providing opportunities so that they remain motivated to participate in physical activity with the aim of creating physical literacy in all children.</p> | <ul style="list-style-type: none"> <li>• Celebration assemblies established and timetabled to celebrate schools and outside sporting achievements.</li> <li>• Achievement walls in all classrooms to promote sporting success.</li> <li>• The whole school sports day is a celebration event for the community.</li> <li>• Train Breaktime Buddies to deliver activities to promote sport amongst peers, particularly in KS1.</li> </ul> | £13,500            | <ul style="list-style-type: none"> <li>• The OPAL programme has encouraged our pupils to participate in active play during break times and lunchtimes.</li> <li>• Increased engagement in meaningful play at break times</li> <li>• Children are keen to represent the school and be celebrated through the school community. Parents are hearing about our success.</li> <li>• Parental engagement through support and encouragement in competition and sports events such as PTFA fun run and sports day.</li> <li>• Breaktime Buddies have</li> </ul> | <p>Continue to celebrate success and promote to our wider community.</p> <p>Ensure Breaktime Buddy training occurs early in autumn term for next cohort of leaders.</p> <p>All classes to have specialist teaching of rugby, cricket and dance.</p> |

|  |  |  |                                                                                                                                                                                                                                  |  |
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|  |  |  | <p>increased the number of children participating in active minutes during the school day.</p> <ul style="list-style-type: none"> <li>• Healthy school award achieved.</li> <li>• Silver School Games award achieved.</li> </ul> |  |
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| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b> | Percentage of total allocation: |
|                                                                                                          | 56%                             |

| Intent                                                                                                                                                                                                                                                                                                           | Implementation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Impact             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| 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>Staff to have an increased understanding of the benefits of sport, outdoor play and learning.</p> <p>To continue to increase the confidence and competence of teachers and leaders in order to deliver high quality P.E, sport and outdoor learning.</p> <p>To upskill PE lead through CPD opportunities.</p> | <ul style="list-style-type: none"> <li>• Planned and sequential OPAL CPD for all staff.</li> <li>• P.E. assessments to be carried out alongside PE lead.</li> <li>• PE lead to plan, monitor and review the curriculum, making adaptations as necessary.</li> <li>• Facilitate booster sessions to help less-able/active children to improve their fundamental movement skills.</li> <li>• PE lead to attend NCC and Trust CPD sessions.</li> <li>• Daily mile/Active 30 staff meeting to encourage staff to get involved and introduce to new staff.</li> </ul> | £10,500            | <ul style="list-style-type: none"> <li>• Staff supported by PE lead in developing robust outdoor learning and play opportunities.</li> <li>• OPAL planned to ensure all children are engaged.</li> <li>• Curriculum planned for the full year with competition and festivals included.</li> <li>• Variety of after school sports clubs timetabled across the year- children are selected for lunch clubs using assessment data and discussion with PE lead.</li> <li>• Active 30 minutes continued across the school and timetabled, continuing to support our healthy school award.</li> </ul> |
|                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                    | <p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> <li>• Continue with OPAL CPD.</li> <li>• Regular cycle of review using student voice to shape provision. E.g. questionnaires, student council.</li> <li>• Ensuring all staff are aware of the provision and share views, thoughts and opinions.</li> <li>• PE lead to has regular discussion with class teachers to ensure teaching staff have a secure understanding of the PE and sport provision provided.</li> <li>• Engage in School Games festivals and competitions.</li> </ul>                       |



| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                    |                                                                                                                                                                                                                                                                                                                                                                                                  | Percentage of total allocation:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                    |                                                                                                                                                                                                                                                                                                                                                                                                  | 20%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 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>Encourage children to develop a Healthy Active Lifestyle by providing opportunities, broadening horizons and raising the confidence in children so that they remain motivated to participate.</p> <p>Have a variety of different after-school clubs across the year to ensure all children are given the chance to attend a club they are interested in.</p> <p>PE leaders elected to help support PE lead and give a pupil voice.</p> | <ul style="list-style-type: none"> <li>Engage in opportunities from other external providers.</li> <li>Promote opportunities from external clubs and deliverers that the children and families can engage in outside of school.</li> <li>Prepare and participate in the local dance festival.</li> <li>After school clubs discussed with children through questionnaires and plan put in place to allow as many clubs to be offered.</li> </ul> | £3,800             | <ul style="list-style-type: none"> <li>All pupils have had the opportunity to take part in competition and festival events.</li> <li>PE board, assemblies, social media and website used to promote achievements and engagement for children and families outside of school.</li> <li>PE leaders' confidence and knowledge improved on the impact PE and sport can have for children.</li> </ul> | <ul style="list-style-type: none"> <li>All classes to continue attending the School Games events.</li> <li>Continue to attend BBCET opportunities and events as they arise through the academic year.</li> <li>Continue to use the PE board, assemblies, social media, seesaw and website to promote achievements and engagement for children and families outside of school.</li> <li>PE leaders to help PE lead and class teachers with resourcing lessons and keeping PE equipment in the right place.</li> <li>All classes to participate in School Games events.</li> </ul> |



| Key indicator 5: Increased participation in competitive sport                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                    |                                                                                                                                                                                                                                                                                                                 | Percentage of total allocation:                                                                                                                                                                                                                             |
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|                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                    |                                                                                                                                                                                                                                                                                                                 | 11%                                                                                                                                                                                                                                                         |
| 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:                                                                                                                                                                                                                    |
| Continue to raise the profile of competitive opportunities                                                                                                  | <ul style="list-style-type: none"> <li>Continue to engage with the School Games competitions and festivals.</li> </ul> <p>Link PE and sport curriculum/ extra-curricular activities to sporting events throughout the year – World Cup, Ashes, Wimbledon, Tour De France.</p> <ul style="list-style-type: none"> <li>Apply for School games mark. Target- Silver.</li> <li>Engage in the Catholic Competitions opportunities offered.</li> <li>Engage in additional competition opportunities offered by external providers.</li> </ul> | £2000              | <ul style="list-style-type: none"> <li>Increased participation in School Games competition.</li> <li>Sports days linked to the sporting events across the year and shared with families as well as children.</li> <li>Achieved the Healthy award.</li> <li>Achieved the silver schools sports award.</li> </ul> | <ul style="list-style-type: none"> <li>Continue to plan curriculum to link to competition.</li> <li>Participate in new competitive opportunities.</li> <li>Engage with links with external clubs/providers to develop competition opportunities.</li> </ul> |

|                 |                                            |
|-----------------|--------------------------------------------|
| Signed off by   |                                            |
| Head Teacher:   | Charlotte Chapman                          |
| Date:           | July 2023                                  |
| Subject Leader: | Kate Wilson                                |
| Date:           | 6 <sup>th</sup> July 2023                  |
| Governor:       | Louise Wrigley- (reviewed at LGC meeting). |
| Date:           | July 2023                                  |