

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department  
for Education

Created by



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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 2021/2022	£16,400
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£16,400
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£16,400

## Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.  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. <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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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. Please see note above	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	100%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	100%
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?	No

## Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23	Total fund allocated:	Date Updated:		
<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:	
			%	
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><b>Lunchtime Challenges:</b> As part of the Personal Best focus during lunchtimes; implement challenges to be run by Sports Leaders. New equipment purchased following consultation with staff and pupils.</p> <p><b>TA Support:</b> Provide children who struggle with fine and gross motor skills and/or confidence, specific support to help them to develop their confidence in PE lessons.</p> <p><b>Clubs:</b> Provide a more varied and broad programme of after school clubs, to cater for everyone. Equipment required. New football club offered at lunchtime for KS2 chn to regularly participate.</p> <p><b>Sports Leaders Award:</b> For our Year 5/6 pupils to acquire basic leadership skills that will allow them to boost their confidence, improve attainment and help promote healthy lifestyles.</p>	<p>Chn are active for at least 15 minutes every day. All chn to take part in PB Challenges as a whole school initiative.</p> <p>Staff to identify the children in their class who need additional support. Liaise with classroom teachers and TA's to support delivery during PE lessons.</p> <p>Chn are more active and involved in health and well-being. Outside coaches invited in to support and encourage.</p> <p>Playground leaders to offer an array of activities suitable for all at lunchtimes. Look at purchasing pom poms for a cheerleading club. Use of lunchtimes clubs to target chn less active and support their individual need. Offer these chn opportunities to access cluster festivals and events.</p>	£1000	<p>Chn to work towards challenging themselves to beat their PB's. Long-term positive impact on their fitness levels, as demonstrated in PE lessons, clubs and competition.</p> <p>Chn are more confident in PE and are showing improvement in their fine and gross motor skills and confidence.</p> <p>Chn enjoy a new sport. Signposted to community club. Chn have shown a greater enthusiasm to participating in extracurricular activities, numbers continue to increase.</p> <p>A wider range of activities on offer during playtimes and PE lessons with Reception chn. More engaging.</p>	<p>Keep track of uptake at lunchtimes. Sports Leaders to organise a rota and register. Monitor equipment and extend adult training. Replace old equipment.</p> <p>Monitor progress and assessments. Liaise with teachers and parents.</p> <p>Registers to keep track of progress. Monitor participation. Continue to audit chn's participation inside and outside of school. Aim to increase numbers in non-active clubs through further advertisement and purchase equipment.</p> <p>Rota to monitor sports leaders time. Arrange for awards for time spent supporting lunchtime play.</p>

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:
<p><b>Values:</b> Chn are encouraged to develop and embed values during PE lessons: Respect, Determination, Sportsmanship, Team work, Enjoyment and Resilience.</p> <p><b>Playground Leaders:</b> Y5 and Y6 chn to have greater experience and confidence in leading others.</p> <p><b>Sports Council:</b> Representatives to support Lunchtime Supervisors and help plan Inter house tournaments and competitions. Equipment required.</p> <p><b>Inter house competitions:</b> Covering a range of activities so that all children are motivated to compete. Opportunities every term (x6 a year). Celebrate during assemblies, in the newsletter on on the board.</p> <p><b>Pupil voice:</b> Consult with chn about the sports that they would like to participate in. Engagement in PE lessons is key. Use of cluster competitions and festivals to inspire all chn to represent Eastnor PS and experience taking part with other schools.</p>	<p>During lessons chn are expected to demonstrate these values at all times. Those who go above and beyond are mentioned and some awarded a 'shoelace'.</p> <p>Playground Leaders programme delivered to all Year 5 and 6 chn. They will deliver their sessions to Reception over Spring 2 and implement skills during lunchtimes.</p> <p>Sports Council leaders will take the responsibility of generating playground sessions for lunchtime play. They will support staff during healthy sports clubs and during PE lessons.</p> <p>Interhouse opportunities helping to high profile competition within school. These take place at the end of every term during PE lessons as a culmination of skills and techniques learnt.</p> <p>Chn will have more say in what sports takes place in school. Questionnaires will show the impact of change and sport/PE will have a high profile in school.</p>	£2,500	<p>These character building values are evident within the classroom and when playing competitive matches against other schools.</p> <p>Chn have an opportunity to work in a classroom and practical environment to develop skills. Y5 and Y6 chn will plan an Inter house sports event for another year group and lead the event.</p> <p>More chn actively engaged in structured activity at lunch times. PB's evidenced and recorded. Ongoing Challenges through Skipping initiative.</p> <p>All chn are given the opportunity to take part in inter house school competition x6 a year. Working on key values such as teamwork and sportsmanship.</p> <p>Pupil questionnaire regularly to see what topics they would like to take part in. PE lessons and after school clubs.</p>	<p>Chn who have positive attitudes, are resilient and can cope appropriately with success and failure.</p> <p>Ensure that staff and chn receive effective training. More leaders are available to run Personal Best challenges during lunchtimes.</p> <p>Inter house results regularly updated on newsletter and noticeboard.</p> <p>Monitor participation and uptake. Offer House points to the weekly/termly newsletter.</p> <p>Use this information to inform planning and discussions at staff meetings.</p>
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:
<p><b>Scheme of Work:</b> PE Hub scheme of work purchased and being brought to life by specialist staff. New curriculum map created and made available to all staff. All MTP's and lesson plans made available.</p> <p><b>Progression Journey's:</b> See a clear progression of skills in all areas of activity from R through to Y6.</p> <p><b>Teacher assessments:</b> Teacher assessments on attainment and pupil progress each term. Information made available to all staff.</p> <p><b>Staff training:</b> Training afternoon focusing on STEP process and TA specialist support in PE. Work on differentiation and strategies required as a whole school to support PE Teachers.</p> <p><b>Courses:</b> To identify staff strengths and identify accredited courses to be disseminate to other staff.</p>	<p>All chn to experience Dance, Gymnastics and Swimming at The Elms. Transport required throughout the year.</p> <p>PE lead to develop progression journey's for all activity areas to ensure progress throughout the phases.</p> <p>Staff to take baseline assessments to enable continual assessments each term. Focus on SEN and G&amp;T.</p> <p>Staff to learn how to differentiate in PE lessons whilst supporting the Teacher and those chn who need intervention.</p> <p>Team teaching and lesson observations led by specialist teacher. Identify courses, staff enrolment and set up baseline to measure impact over time.</p>	<p>£1000</p> <p>£4000</p>	<p>Chn will experience a much broader and balance curriculum, catering for everyone's interest.</p> <p>Clear progression of skills as chn move through the school. Chn more challenged and improve skills</p> <p>Clear progress for chn in ability and attitudes based upon baseline assessments.</p> <p>Chn will be involved in house competitions.</p> <p>Staff subject knowledge across the school.</p>	<p>All chn taking part with enthusiasm. Gold School Games Mark values/PE values to be consistently reinforced.</p> <p>Ensure all staff are aware of new scheme of work, lesson plans etc...all available on staff shared and in staff room.</p> <p>PE planning with PE TA. Monitor professional development, mentoring and training to further develop effective teaching.</p> <p>Staff work together to share and observe good practise and develop an enthusiasm which will sustain current provision and open up opportunities.</p>
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:



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:
<p><b>G&amp;T:</b> Provide children who excel in PE further opportunities to develop their skills.</p> <p><b>Competition:</b> All children in KS1 and KS2 to have the opportunity to take part in competition and/or represent the school at a sporting event at least once in the academic year. New inclusion and less active festivals will be arranged through the cluster to cater for all. Transport required.</p>	<p>Provide additional extensions during lessons and extra teaching for those children when appropriate. Bring specialist coaches into school to work with those identified, if it would be of additional benefit to children.</p> <p>Enter as many competitions as possible. Create opportunities for B and C teams to compete in friendly fixtures. Keep track of participation numbers every half term. Using a tracker. Update the School Games Mark website, using the information to plan teams for future events. Funding for transport required.</p>	£1000	<p>Children are more confident in a variety of sports, not just their own. Children to develop their skill, technique and game play.</p> <p>To have given each child in Y1-6 the opportunity to take part in competition and/or represent the school at a sporting event. Once children have attended at least one event, look to give further opportunities so children can build on their experiences.</p>	<p>School website regularly updated with news and photos of participation. Greater progress for all involved.</p> <p>Success at competitive events improves. Continue to look for opportunities for children to partake in competitive events.</p>

Signed off by	
Head Teacher:	Nicola Driscoll & Sarah Tart
Date:	September 2022
Subject Leader:	K Dawe
Date:	September 2022
Governor:	Nina Shields (Chair of LAB)
Date:	September 2022

Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

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