

# 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  
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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](#).



## 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.

<b>Academic Year:</b> 2022-23		<b>Total fund allocated:</b> £16,790		<b>Date Updated:</b> 20/09/22	
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: 1%
<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?:	
Engage all students in daily active playtimes.	Purchase resources so students of all ages have access to a range of different physical activities during these times.		£200	Children more physically active	
All students participate in the Golden Mile each day for additional physical activity.	Golden Mile programme tracks students running distances over the school year. Classed participate each day to increase their distance and subsequently their physical activity.		No cost	Children are meeting the recommended amount of physical activity and having a visual way to see how they are achieving this through the golden mile programme.	
				Equipment owned by the school so can be used next year and beyond.	
				Programme in place for next academic year.	

Key indicator 2: The profile of PE/SPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				2%
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?:
Specialist PE staff to raise profile of PE and school sport to drive forward improvement in the subject and whole school community.	The school has employed a specialist PE teacher.	See KI3		All students have a high-quality PE lesson from a specialist teacher. Impact of PE specialist has meant that PE is a valuable part of the curriculum and there is greater enthusiasm for the subject . Staff have access to regular CPD to improve their delivery of quality PE.
Use PE as a driver for improvements in student learning.	New PE curriculum and planning rolled out to give staff the tools to improve the quality of teaching and learning through sport and physical activity.	No cost (provided by PE specialist – see KI3)		Higher quality learning is now taking place in PE. Link made to other curriculum subjects also used within PE lessons to develop wider student understanding. PE and physical activity is an important part of the school.
Increase students' excitement of PE lessons through specialist resources.	Purchase of specific PE equipment for each activity included in the PE curriculum. Top up for curriculum activities.	KS1 + 2 = £200		Improved quality of PE lessons and amount of sport/physical activity taking place across the school. .
Use dance to blend PE with other curriculum areas. Use PE for a driver across wider school life.	Dance teacher used for international days. Every class were given dance lessons.	£360		Students increased confidence and enjoying the activity. Profile of dance raised.
				Sustainability and suggested next steps:
				PE teacher employed on a permanent contract to continue developing staff competence.
				PE lead will work with trust-wide PE team to drive school standards
				Equipment stored effectively in school and will be used in future years. Staff trained on how to use these effectively by trust PE lead.
				Dance teacher will be booked for future dance activities within the curriculum. Sessions used as staff training to deliver going forward.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				57%
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:
Regular professional development for all teaching staff, promoting higher quality teaching of PE.	Employed school PE teacher to deliver regular training for staff. Class teachers work with PE specialist to assess students and have regular feedback about their own delivery of PE.	£10,007	All staff have received regular CPD from PE specialist. Teaching staff are now more confident delivering the wide variety of activities included within the PE curriculum.	PE teacher employed on a permanent contract to continue developing staff competence.
Afterschool CPD support to develop confidence for teaching staff	Trust PE Lead delivered inset to staff on curriculum developments and differentiation focus in practical PE.	No cost (part of above £10,007)	Staff given tools to deliver higher quality PE. Increased confidence in feedback forms from staff.	CPD programme in place next year to personalise staff development. Trust PE lead will run this CPD.
Increase staff confidence delivering dance (based on questionnaire responses)	Dance teacher booked to deliver 6-weeks of dance lessons to students and to develop staff expertise.	£600	Staff questionnaire to follow after dance lessons	Staff will deliver the activity in the future following effective training.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				22%
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:
All students to take part in outdoor/adventurous activities.	School funded summer term trip for the whole school to outdoor provider.	£1500	Students develop new skills, as well as confidence and teambuilding.	Trips to be planned in for the next academic year. This opportunity is dependent on sports grant funding staying in place.
Use specialist providers to offer students exciting activities.	Whole-school community day planned for the summer term. This will include a range of different activities from fencing to martial arts and tennis.	£1000	All students take part in a range of new and exciting experiences from specialist providers.	Links made with external providers so they can offer further events like this in the future.
Deliver new activities within the PE curriculum to broaden students' experiences	Fencing, archery and climbing equipment to be purchased to give students a new experience.	£2000 total - £700 archery - £600 climbing	<i>Feedback from students</i>	

Key indicator 5: Increased participation in competitive 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:
Offer students trust-wide competitions to <b>every student in the school</b> from EYFS-year 6.	Trust PE lead has arranged festivals which allowed <b>every student</b> to represent their school. <ul style="list-style-type: none"> <li>- KS2 tag rugby</li> <li>- KS2 cross country</li> <li>- EYFS &amp; KS1 multi-skills</li> <li>- Year 5 &amp; 6 Handball</li> <li>- KS2 Football</li> <li>- Year 3 &amp; 4 striking and fielding.</li> <li>- KS2 tennis</li> <li>- Athletics</li> <li>- Inclusion games</li> <li>- Gifted and talented</li> </ul>	Facility hire = £100 Transport = £1500	All students have a greater sense of pride for themselves and their school. Students have also enjoyed competing and the trials and tribulations which go along with competitive activities.	Festival dates in place for next academic year. Format for all events is in place so can be replicated each year. Next steps: inclusion games for SEND and disengaged students to increase opportunity.

**Total projected spend: £**

Signed off by			
Head Teacher:	Anne Burns	Governor:	Cat Radford
Date:	16 <sup>th</sup> Nov 22	Date:	23/11/22
Subject Leader:	Matt Tanner		
Date:	16/07/2022		