

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Academic Year 2022-2023  
(Reviewed)

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 allocated for 2021 – 2022	£ 19,580
How much (if any) do you intend to carry over from this total fund into 2022 – 2023?	£0
Total amount allocated for 2022 - 2023	£19,520
Total amount of funding for 2022 – 2023. To be spent and reported on by 31st July 2023	£19,520

## Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p><b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</b></p>	<p>This information relates to Year 6 pupils as at July 2023.</p>
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</b> Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.</p> <p>Please see note above</p>	<p>55%</p>
<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>	<p>75%</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>56%</p> <p>+ a further 38% adapted</p>
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p>Yes</p>

## 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.

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: 1.2%
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?	Sustainability and suggested next steps:
<p>The intention is that all pupils undertake additional daily physical activity with the aim of achieving the 'at least 30 minutes' during the school day.</p> <p>Children to develop their understanding of the importance and benefits of physical and emotional health and the impact this can have on their learning.</p>	<p>5-a-day used in all classes; programme of physical activity, which can be used in classrooms.</p> <p>Sports Coach (2 days per week) and LSAs leading daily organised activities at lunchtime x 5 days per week</p> <p>At end of lunchtime children to walk around the field (weather permitting) on their way in to class (about 0.25mile) or 4 times around the playground.</p> <p>Children accessing high quality P.E. each week; supported by Sports Coach working alongside class staff (Y2-Y6)</p> <p>Families are encouraged to 'walk to school' to increase levels of activity.</p>	<p>£250 (subscription)</p> <p>See KI 2 for Sports Coach costs.</p> <p>See KI 2 for Sports Coach costs.</p>	<p>All pupils active every day.</p>	<p>The use of this was discontinued during the year due to difficulties in delivering it safely within classrooms.</p> <p>LSAs supported play activities at lunchtimes and this was expanded upon on days when the Sports Coach was on site. Children responded well to having organised activities to participate in.</p>

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	<p>P.E. Leader to create programme of intra-class competitions using house teams to raise levels of activity.</p>			<p>As a school we engaged with Active Essex to encourage walking or cycling to school. We saw some small improvement in this.</p> <p>Activities such as pancake races and sports day activities saw an increase in competitive sport.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 75%
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 grow in confidence and refine and progress their skills which impacts during lessons, outside sports/activities.	<p>To promote healthy lifestyles which includes daily/regular sporting activities.</p> <p>To develop children's skills so they can play a variety of sports. Use of Sports Coach to support and develop teaching of P.E. skills.</p> <p>Children to be assessed at beginning and end of year; through quality outdoor provision these children to show positive outcomes in development of fine and gross motor skills.</p>	£14,630	<p>Children make conscientious choices.</p> <p>Children are fitter due to being more active and have improved levels of confident, self-belief, self-esteem.</p> <p>Improved attitudes to learning.</p> <p>Improved focus and motivation.</p> <p>Concentration and co-ordination are improved.</p> <p>Children are better able to engage in 'play' and sharing of resources, taking turns.</p>	<p>Many children report that they do not engage with sporting activities outside of school. This can be seen in their fitness levels within school activities and lack of engagement with after-school sports provision.</p> <p>No noticeable difference has been observed on the impact of this in relation to learning.</p> <p>In EYFS children's poor fine and motor skills remain weaker than in pre-pandemic years.</p> <p>At EYFS and KS1 children's lower tolerance levels of sharing and taking turns continues to be noticeable. This was one of the reasons for bringing in adult led group game activities to KS1 play.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0%
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 upskill P.E. Leader's knowledge and understanding so she can confidently disseminate to all staff thereby increasing their knowledge and confidence.  Staff to be encouraged to take part in activities as well as learning new sports/skills.	Interested staff to access a Level 3 qualification in supporting the delivery of PE and Sport (or similar) – if available.  Encourage staff to sign up to new activities e.g. 'couch to 5k', access specific sports coaching.		Staff will gain knowledge and feel more confident to delivery PE lessons. More consistent approach to PE lessons across activities.  Positive impact on staff fitness levels and well-being; modelling of positivity, confidence, self-esteem to children. Enhanced skills to support children.	PE Leader attended an annual conference organised by Active Essex.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 10%
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>Additional sports coaching from external provider.</p> <p>Invitations to professional sportsmen and women to visit the school and work with whole school/year groups as appropriate.</p> <p>Additional swimming sessions (when centre re-opens) to teach vital water and lifesaving skills to children.</p>	<p>To expand skills delivered, sports clubs available and competitive engagement.</p> <p>Raise the profile of professional sport and its diversity.</p> <p>More children achieving 25+m swimming competency.</p>	<p>See previous info re sports coach</p> <p>£2,000</p>	<p>This provides staff training and development as they work alongside the coach. Also allows pupils to access high quality PE.</p> <p>Using professional sportsmen and women will make this engaging and memorable for children.</p>	<p>Sports Coach provided support and additional club activities after school as well as lunchtime activities.</p> <p>No progress made on this.</p> <p>We saw an increase (14%) in the number of children able to swim 25+m. (Nine children represented the school in the Trust swimming gala with three of our children, achieving gold, silver and bronze medals.)</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				14%
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:
Membership of James Hornsby (Bronze) sports partnership.	This gives access to inter-school competitions and activities and training. Support from SSCO.	£120 (Unsure if in place.)	Participation in cluster activities. Children have an improved sense of belonging to the school/Trust communities.	The majority of children enjoy PE lessons. However, we are seeing a small, but increasing, number of children who do not enjoy or participate with enthusiasm in physical activities.  Teams of children represented the school in inter-Trust competitions including swimming, football, netball, orienteering and swimming.
To provide transport to and from activities/competitions.	To allow pupils to take part.	£2,500	Children enjoy participating and are making progress in PE.  Improved attainment in PE.	
Gymnastics Association membership	Requirement to take part in competitive events.	£100	All children to be involved in intra-class events. Class staff support and work with their children in challenges.	

Signed off by	
Head Teacher:	Ms. N. Stone-Riley
Date:	4 <sup>th</sup> September, 2023
Subject Leader:	Miss S. Simpson
Date:	4 <sup>th</sup> September, 2023
Governor:	TBC
Date:	