

# 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](#).



## Details with regard to funding

Please complete the table below.

Total amount allocated for 2023/24	£
How much (if any) do you intend to carry over from this total fund into 2023/24?	£
Total amount allocated for 2023/24	£21,090.00
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£

## 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 2023. Please see note above	33%
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	23%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	8%
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: 2023/24		Total fund allocated:		Date Updated:18/12/2023	
<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:
					34%
<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?:
Activities to be introduced to lunch and break times.	Playground markings, ball courts for ball games in KS1 and KS2 playgrounds. Goals and basketball nets added.	£4033.07		Pupils will be more actively involved in physical activity that can be more structured.	Modelled behaviour from teachers and peers will encourage younger/less interactive pupils to join in.
	Resources for KS1 playground	£207.00		Pupils will be encouraged to play more physically active games, lunchtime can model and teach games/activities to pupils.	Modelled behaviour from teachers and peers will encourage younger/less interactive pupils to join in.
Continuation of after school clubs	Offer after school clubs for various year groups.	Self-funding/£200 contingency.		Pupils taking part will continue and take part in future sessions. Pupils will learn new skills that they can use during playtimes and outside of school.	Continue offering clubs and offering to different years groups.
Continuation of intervention and attendance sport rewards.		£1200		Wide variety of pupils will be included in interventions. Attendance reward will be good incentive to pupils.	Continue offering sports rewards, also use to aid with behaviour.

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Introduction of 4 house teams in school to encourage competitive engagement in cross phase/class sports competitions. Siblings grouped together to help organisation of sports days.	T-shirts bought for every child in school in house colours. New t-shirts offered to new pupils on starting school.	£1552	Children will be more engaged in PE lessons and other competitive sports activities in the school year.	Continue to promote house system in weekly achievement assemblies and organisation of inter-house/cross-phase sports events including sports day.
<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:
				19%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	£4,030.92
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:
Buy resources needed to support the delivery of the scheme	Year groups to audit PE resources against scheme and order resources as appropriate.	£3850.92	The scheme purchased is supported by the right resources required.	Continue with the scheme which will enable teachers to build up a good knowledge.
Buy a collection of PE kits for children who do not have one in school to borrow to ensure they can participate.	Have the kit available at the office for children to borrow, a letter to go home with the children who borrow to remind parents to send their own in.	£180.00	All pupils will be able to take part in PE lessons, regardless of having a kit.	Keep equipment in good order and replace as and when needed.  Kit to be kept in office in ensure it is returned and cleaned to prolong use of it.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				43%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	£9,023.73
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	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:

consolidate through practice:				
Inspire membership membership	Support staff attend sports events with children to gain an understanding of how PE can be taught/supported enabling a member of staff to support activities for children in school with additional physical needs in PE sessions. Activities attended will give teachers a broader knowledge.	£All included in other categories. £3400	Member of support staff will learn skills through seeing it modelled by teaching staff. This will help support SEND children with physical needs across the whole school.	Continue to attend events to upskill a range of staff in teaching of sports/PE. To arrange a staff audit to identify areas development in teaching and to arrange inset from Inspire Together at CHCC.
Intervention group work	Qualified sports coach (Chris Whitmore) used after christmas for 6 week blocks to support PE teaching in a range of year groups. Activities and skills being used by coach can be modelled by teacher in PE lessons and break times.	£8000	Teachers to learn techniques and skills by assisting and observing the coach. Teachers who gain these experiences to disseminate amongst staff.	To improve and develop quality of teaching in PE and to develop staff confidence in the subject.
Moving Together dance group in school to work with children to support in creation of a school dance group to perform later in the year.	Members of staff from Years 5/6 working alongside dance troupe teachers to gain knowledge and understanding of dance and movement.	£1023.73	Involved staff to introduce a school dance club inspired by work done with Moving Together. Staff involved upskilled.	An increased and sustained interest in a permanent Coleman dance club following the performance of the project.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: 17%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	£3,550.00
Your school focus should be clear what you want the pupils to know and be able to do and about	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	Sustainability and suggested next steps:



what they need to learn and to consolidate through practice:			changed?:	
Membership and participation in Inspire Together	Give children opportunity to participate in sports and activities not on the school curriculum. For example, Key Stage 2 attended an Inspire session at Crown Hills for less confident children. Children in Year 5/6 attended "Honesty" event.	£2450.00	Key Stage 2 children attended an Inspire session at Crown Hills for less confident children. Children in Year 5/6 attended "Honesty" event.	PSHCE benefits ongoing – being a good winner/loser. To continue to engage with Inspire Together events for a range of year groups.
Hiring of inclusive equipment (curling/boccia/archery and ultimate frisby) to enable access to a range of sports for children in KS2.	Staff to use equipment within PE lessons to give experience of a broader range of inclusive sports/games.	£150	Staff to gain experience in using equipment and teaching techniques to allow children to access sports not available usually in school.	To purchase sets of inclusive equipment for use in school going forward and give staff the knowledge/skills to use this.
Affiliation to boys and girls football leagues	Year 5/6 have a girls and boys team participating in the local leagues and attending weekly training sessions.	£450	Increased interest from female pupils has seen numbers attending the club rise and league results have improved. Competitive inter-school competition is promoted and core values are emphasised through sport.	Involvement in League competition to continue. To continue to promote participation in football amongst female pupils.
African dance workshops Autumn term	F2 and Y6 pupils had a day with an African dance group in which traditional African dance was demonstrated for Black History Month.	£450	Children given an insight into traditional tribal dance and understanding of the importance of this in African culture.	A lasting appreciation of cultural dance to feed into Coleman dance club mentioned above.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
Intent	Implementation		Impact	All costs covered in other categories.
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 and participation in Inspire Together	Children to attend a variety of sporting events offered. This will be intra school competitions.	£Included above		
Affiliation to boys and girls football leagues	Children to attend football games against other schools,	As above		

Signed off by	
Head Teacher:	K Wade
Date:	31/07/23
Subject Leader:	N Lowe
Date:	31/07/23
Governor:	
Date:	