

# 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.

How much (if any) do you intend to carry over from this total fund into 2021/22?	0
Total amount allocated for 2022/23	£16,000
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2023.	£16,000

## Swimming Data – as at 31 July 2022

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>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 2023.</p> <p>Please see note above</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><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></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>	Yes/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: £16,000		Date Updated: 11 November 2022	
<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:
Additional swimming intervention	Children are given the opportunity to have additional swimming to ensure all can swim 25m and to perform safe-self rescue procedures	£2200	More pupils in Year 6 develop greater confidence in the water through additional swim lessons		Review progress being made by younger pupils to plan further support.
<u>Recreation for Life programme</u> 1. All pupils to engage in the gymnastics programme: pupils fine control of their own bodies; pupils' cross body-midline development is increased; competence in brain-gym at school and the positive impact this has on their other learning is demonstrable 2. Collaboration & team-working improves. All pupils able to engage in each role in order to contribute to the safe 'sailing' of the barge. 3. All pupils engage in dance/drama activity 4. Pupils are given experience of activities available within their local community (e.g. mini golf; pumpkin picking; tennis; fishing)	<u>Recreation for Life programme</u> 1. Baskervilles – Terms 1-2  2. Team-building activities with Canal Ministries 3. Dance/drama programme - The Egg theatre group + 4. Physical activity in the community	£1200  £500  £1000  £100	1. Pupils enjoy Baskervilles and their co-ordination to improve 2. Pupils have the opportunity to practice skills learned within a different context. 3. Pupils are willing to 'have a go' even when they lack confidence or are very negative about it. 4. Pupils will know about positive activities in the community ( and reduce negative behaviour in the community)		Pupils experience a broader range of activities than detailed within the National Curriculum and that they might outside school

Identified pupils to engage in bespoke daily fitness interventions.	In-school 1to1 fitness /physical therapy programmes	From Centre budget	For those pupils identified, their stamina and body self-image will improve – evidenced by a reduction in expressions of negative self-image and self-esteem.	For the progress made to be sustained – pupils have limited control over their diets and need guidance as to how to maintain a fitness programme
Numbers participating positively or are active in supporting and encouraging their peers. Happier playtimes - number and severity of incidents reduced	Equipment to facilitate collaborative play at playtimes	£300	Through the year for the % of playtime activities requiring active staff engagement and modelling to reduce. Numbers of adverse incidents during playtimes to reduce through the year	
To use physical activity to re-set pupils after long taxi journeys and prepare them to focus on formal lessons	The daily mile /run	£100	For pupils to learn the positive impact of small periods of physical activity on their capacity to self-regulate.	
<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:
				%
<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?:	Sustainability and suggested next steps:
To use structured physical activity to promote the development of numeracy skills	Purchase of Active Maths programme to guide class staff in how to use physical activity to promote the development of numeracy skills	(£575)	Pupils will become more confident as numeracy skills are embedded through use in a different context.	If the programme proves successful – subscription to be renewed as falls due
Good quality and condition equipment is available for PE lessons and for collaborative play and play therapy.	To maintain PE equipment provision and re-stock as necessary. NB: as part of their particular needs, replacement costs are higher than might usually be anticipated	£500	Through the year the % of playtime activities requiring active staff engagement and modelling to reduce as pupils learn/ further develop collaborative play skills	

Pupils will learn to negotiate, cost and plan their leavers' trip with a PE/Sport focus (e.g. fishing; High-ropes; rock-climbing etc)	Y6 pupils to negotiate a focus and plan their trip - collaboratively	£300	Pupils are again in 2 different classes this year. Opportunities given to plan jointly or separately. Plans to include formal request to AP for permission and funding allocations	A
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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:
With the growth of numbers within KS1&2 a third trained MOS is needed for all pupils are to have access to Forest School weekly.	Improving staff expertise and confidence:- Third MOS Forest School trained	£1500	All Primary classes have a weekly Forest School session timetabled	
Quality of PE provision is maintained during the parental leave of cover-supervisor specialist	Subscription to Complete PE to give ideas and plans for a cohesive programme for delivery by non-specialist staff	£1,500	Staff delivering specialist PE lessons are growing in confidence to deliver a structured PE programme.	To be able to cover this leave with staff who have SEMH experience was judged a preferable option to buying in PE specialists
Pupils learn to use sport and physical activity as a strategy and tool in the management of their own behaviour and strong emotions. Pupils' mental health and well-being positively impacted as evidenced through greater engagement in learning and reduction in challenging behaviours Pupils' serious incidents and exclusion rates reduce as they learn to manage their own feelings more effectively.	Individual sports mentoring interventions – beyond those usually planned and targeted at those pupils who have experienced especially challenging times through the pandemic	£6.000	Individual mentoring has had a significant positive impact on individual pupils, growing their emotional resilience such that, although they have loved their time with SFC, they manage positively when it comes to an end, with the learning gained from it being maintained	Pupils who have benefited from this intervention are stronger to move on to greater independence in their resilience. New pupils have the opportunity to benefit from the intervention.
Recreation for Life programme	Recreation for Life programme	£500	Funding allocated but not able to be	

1. Older pupils learn to maintain their own bicycles 2. Younger pupils to learn to ride a bike	1. Cycling (this was planned but has not been possible through the last 2 years and we wish to reinstate – likely to be scheduled for Spring 2023)		actioned in 2021/22	
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** 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:
To offer archery as a new sport	Purchase equipment (new MOS has the skills and qualifications to deliver this teaching)	£200	A new programme – trialled in July 2022 for implementation in 2022/23	
To ensure our PE curriculum remains broad and balanced through sourcing the correct resources	Audit PE curriculum and order PE resources	Covered above	A broad and balanced curriculum is supported with adequate resources to ensure high quality PE lessons are delivered	Review wear and tear and storage of equipment through the year.
To provide a programme to develop team building and character development through	To purchase Commando Joe’s programme To access training offered as part of the programme	Subscription started July 2022 so from 21/22 PE&S grant	Programme is very new to Aspire. The activities which have happened have been well-received and pupils have begun to develop collaborative skills and group resilience.	Programme as purchased continues into 2022/23.

**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:
Pupils will be able to manage minor levels of competition positively.	SEMH-tailored Sports Day equipment. *	£300	All pupils had fun and managed a very small level of competition including those who, in previous years had become very dysregulated  Some pupils also assisted in the planning and preparation of the	This intervention has taken patience and several years to achieve the objective of ‘all’ pupils achieving it. Pupils new to the school during the year succeeded in being present, even if some of them just observed.

			event	We anticipate that pupils new to the school will similarly take time to observe before actively participating.
<ul style="list-style-type: none"> <li>• <b>Competition is a major challenge for our pupils whose self-image tends to be poor and self-esteem low. The balance between competition and collaboration is extremely hard for our pupils and they either pursue competition too strongly, or their negative self-image of themselves increases. This is not a helpful KI for our pupils in this setting.</b></li> <li>• <b>Competition against themselves to improve their personal performance in the morning run or at swimming is positive. The use of this grant to ease access to these targets has been positive in previous years in enabling all our pupils to participate in these challenges.</b></li> </ul>				



Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	