

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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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](https://www.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 2022/23	£16,475
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£16,475

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. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	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%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes – extended provision to include all pupils in KS2 & 1:1 SEND support .

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: July 2022	
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: %
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 inspire all pupils are able to engage in regular physical activities during break time, lunch time and through provision and access to after school clubs.	Replenish break time and lunch time equipment. Regularly purchase identified sports resources for PE lessons and after school clubs. Hire qualified sports coaches to enhance and extend current opportunities. Lunch time staff to be supported by TA to support active play at lunchtimes.	Equipment £1000 DCICT Sports coaches £9000 Additional staffing £1500	Increased activity on the playground, particularly when new equipment is available. Children choosing to play competitively. High quality sports clubs available – well attended & accessed by all year groups. Children engaged in active play. Older children encouraging younger children in small games.	Continue to hire qualified sports coaches to deliver quality PE lessons. Continue to use DCICT to provide After school clubs. Weekly football & multi-skills clubs. Signpost children who wish to further develop their favourite sport. Provide Sports Leader training for upper KS2.
To provide additional support for SEND pupils.	Implement the Physical Literacy programme / Active Hands programme for targeted individuals to help develop their core muscles in order to support fine motor skill development.	£200	Improved core strength and motor skills of pupils involved. Increased confidence.	Target further children for additional support.

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:
To ensure easy access to training, advice, quality equipment checks.	Purchase DCC PE Package	£200	Quality reassurance of equipment safety. Access to training & advice.	Purchase annually to ensure indoor & outdoor equipment is safe.
To encourage pupils to take on 'Sports Leader' roles that support sport & physical activity at break and lunch times.	Use of TA to support the sport leaders at lunchtimes (3 lunchtimes / week)	Included in staffing above.	Timetable of activities available.	Re-train new sports leaders in UKS2.
Maintain website profile to raise awareness of sporting opportunities available to encourage children to take part. Display results and photographs to promote interest in competitive sport across KS1 and KS2.	All sporting achievements celebrated in Golden Worship, on website and via weekly updates. Use of 'Hulland Herald' to celebrate achievements within the community.		Regular updates shared with school & wider community. Achievements outside of school celebrated in Golden Worship.	Children to take responsibility for writing match reports. Further develop links with local clubs. Signpost information to parents through diary dates for local organisations.

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>High quality PE lessons delivered across the school. Children benefit from high quality provision and engagement with professional coaches.</p> <p>TA skills are developed to support SEND & Infant PE.</p> <p>Skills coverage across the school matches the long-term PE curriculum</p>	<p>Hire DCICT to deliver PE sessions, 3 afternoon sessions each week.</p> <p>Equipment audit completed and further equipment purchased as required.</p>	<p>£</p> <p>Funding identified above.</p>	<p>High quality provision. Staff able to share good practice and skills from experts that are brought into the school. Additional impact, children engage with other adults (important in small school setting)</p> <p>Lesson observations show provision is of a high quality.</p> <p>All pupils have the opportunity to apply skills taught across a range of sports.</p>	<p>Quality Sports coaches continue to be employed. Consistency of provision ensures coaches know the pupils well.</p> <p>HT to oversee ongoing improvements in the quality of PE.</p> <p>PE progression monitored & assessed.</p>
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:

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:
To provide competitive opportunities for pupils.	Subscription to QEGS sports package to allow participation in Primary Inter-schools' sports calendar of events and tournaments at KS1 and KS2.	£1600	Pupils able to experience a higher level of competition and build relationships with other schools. Supports transition Year 6 – Year 7.	Continue to build relationships with cluster primary schools.
To provide opportunities which will foster an eagerness to participate in competitive sport and develop a sense of achievement.	Subscription to Rural school sports partnership. Fund transport as necessary. Plan competitive elements into PE sessions.	£300	All children engaged in competitive elements in PE. Sports Day enabled competition across the school.	Extend provision for KS1 Organise cluster school 'friendly' matches.