

# 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 carried over from 2021/2022	£0
Total amount allocated for 2022/2023	£18,540
How much (if any) do you intend to carry over from this total fund into 2023/2024?	£0
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2022.	£18,540

## 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>	100%
<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 2021.</p> <p>Please see note above</p>	53%
<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>	53%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	53%
<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

## 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> 2022/2023		<b>Total fund allocated:</b> 18,540		<b>Date Updated:</b> 9/6/23	
<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: 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 find a strategy to assess children meaningfully and efficiently.  Implement new assessment strategy across key stages and monitor it with other leaders.	Discuss in XSLT meetings a whole school approach on how leadership subjects can be assessed efficiently.  Practise and embed new assessment strategy.  PE leader to attend quality assurance training (through Aspire) to support subject leadership.			This year we have continued to develop high quality teaching of PE. Through staff voice, teachers are happy with how they assess in PE and feel confident with knowing the ability of pupils in their class. Termly meetings with other subject leaders has helped teachers feel more confident when teaching PE. Subject monitoring has been successful as we have been able to see as a school how well skills and sports are being differentiated across year groups and that children now know the importance of certain sports and why we practise them by introducing watching videos of sports being played competitively.  Subject on a page document all up to date with new changes to the subject and positive impacts.	The curriculum and vision will be developed for use of future years. Next steps for this indicator are to continue assessment strategies whole school and complete termly monitoring to ensure staff are confident with the progression of PE.  Through XSLT meetings a strategy to record and assess children's progress in PE will be developed. This could be from recording a routine to a document recording children that are on track and not on track so that the PE lead knows the percentage of children who are age related in physical education.
					Percentage of total allocation:

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				23.5%
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:	Sustainability and suggested next steps:
PE across the school to be promoted.	PE lead to update the PE/sports board which displays up to date key messages and sources of encouragement around PE, health and well-being for pupils (LINK TO PSHE where possible).			Next year I would like whole school PE to be promoted even further. This could be through more in house competitions in team colours to work towards something at the end of the year.
To continue to increase and establish opportunities for pupils to be physically active at other times during the day.	Year 6 play leaders have been trained up to lead activities with different year groups over lunch time. PE lead to buy a box full of equipment for play leaders to use, e.g. mindfulness, balls, skipping ropes.	£300	This indicator has been a big focus this year. Through staff and pupil voice children have been wanting more responsibility and activities at lunchtimes so therefore boxes have been created for lunchtime supervisors to access as they were trained last year. Across EYFS we have raised the profile of physical activity as a whole in provision rather than standalone PE lessons after recent guidance has been published. We have equipped the EYFS garden with more physical apparatus such as stepping stones, hoops, football nets etc. This means children are spending a lot more of their day being active and also hitting those important ELG's in physical development.	We are also looking at pushing lunchtime play leaders and active lunches further as this has been flagged where behaviour can be improved whole school.
PE in EYFS to be increased and development of Physical Education in the EYFS setting.	PE resources to be developed in EYFS setting to develop both gross and fine motor skills or reception children and nursery in readiness for KS1.	£1008.95		With the new nursery we will continue to promote physical activity daily as part of a continuous provision focus rather than just stand alone PE lessons.
Swimming pool to be placed on school playground to give children swimming experience that may have never had it.	Work with JW on swimming timetable and how it will look across the school this year. Look at areas to improve from last year. Look into how much extra it would cost to put on a session for nursery children and parents.	£3000	After successful results last year with swimming we hired a pop up pool this year as well. This has meant all children in each year group has had the opportunity to engage in swimming lessons with at least 2 sessions each. All y5/y6 children have had the correct amount of swimming time to achieve the results.	



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				29.5%
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:
Staff to feel more confident in building progression in subjects of their choice.	Working with Aspire throughout the year. A coach to be working with class teachers on a range of different supports to look at the progression through a series of lessons.		This year all staff feel more confident teaching P.E with each teacher having worked with an accredited sports coach from aspire through PECS – New teachers included. This has meant	Steps for the next academic year are for teaching staff to attend more training on specific sports such as gymnastics and dance or a different sport such as tennis.
Staff to feel well-resourced when teaching lessons and know where to find them.	To employ a sports apprentice to further support the teaching and learning of PE within the school. Additionally, run lunchtime and after school clubs to increase the amount of participation in PE children are receiving.		That lessons have been more meaningful for children and that all teachers have had CPD to develop better understanding sports. Staff used a PECS analysis document to voice how they felt before and after the coaching. Staff voice after the sessions have commented how well the sessions were ran and they now have a broader subject knowledge on certain sports being taught in the curriculum. On the PECS document staff all stated that they feel more confident with the teaching of PE.	We would also like to continue having a sports coach as this has had a very positive impact on the Moorgate community. We feel this has a positive presence around the school and are also going to look at enquiring on hiring a sports apprentice to support with PE lessons and after school clubs.
	Staff survey to be sent out to ask what else they feel they would need to assist them in their lessons.	£2200	<b>This is being continued into the next academic year with more of a PPA package.</b>	
	Replace any equipment that is broken.			
	Work with FSL on storage of forest school clothing for children to learn during bad weather conditions. (Outdoor classroom)	£166		
PE Lead to develop knowledge.			This year there has been a big focus on accessibility of PE equipment as through staff voice staff felt that the storage of PE was dangerous and could not find what they were looking	

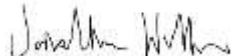
To support staff with the planning and teaching of PE.	Continue PPP subscription.	£395	for when it comes to the teaching of PE.	
Storage of PE equipment to be tidy, accessible and well-resourced for teachers PE lessons.	Purchase of new sporting equipment where required to ensure the full range of the National Curriculum is being taught.	£2717	Therefore we have invested in some outdoor PE storage for outdoor lessons and have equipped the indoor cupboard with new shelving and racks. This has had a very positive impact on the teaching of PE as resources can now be well seen and less time is spent looking for resources and setting up and more time in lessons.	

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>	Percentage of total allocation:
	47%

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 are provided with opportunities to compete with their peers and other schools via an annual programme of events.	Compete in matches/ tournaments against other schools.  To apply for the School Games Silver award.		This year we have been looking at how to improve behaviour and physical activity of a lunchtime. We hired a company SH sports to run a lunchtime club, wellbeing afternoons and an after school club. This had a very positive impact on children as they were able to take part in a variety of different sports that they had never heard of, such as, nerf wars and archery.	Steps for the next academic year are to ensure that the school aim to enter in as many competitions through school games to try and achieve a school award.
Children to experience an after school club of a particular interest.	Aspire to run a sports after school club every Friday throughout the year with all year groups. PE Lead to lead after school clubs to train for different competitions throughout the year.  Look for another opportunities to host after		A bike ability programme has been booked in for children in EYFS and KS2. KS1 will undertake balance	



<p>Promote sports day and plan other activities over the year for in house competitions. Build points across the year for team colours.</p> <p>Giving children the opportunity to try new sports.</p> <p>Add physical gym apparatus around school to promote fitness on a daily basis.</p>	<p>school or lunchtime clubs to increase the participation of children in sport across the school.</p> <p>Promote excitement, invite parents in to spectate and audit of resources needed for <b>sports day</b> and other sporting events.</p> <p>bike ability and sustainable transport programmes – Through ASPIRE.</p> <p>Enrichment day for whole school competition. It's a knock out!</p> <p>purchase and install outdoor gym equipment to add to trim trail where children can stay active throughout school day.</p>	<p>£1500 -SH active sports</p> <p>Year 3 and 4 - £1700</p> <p>EYFS - £1260</p> <p>£3,000</p> <p>£1243.05</p>	<p>Bike Training combines unique ergonomic balance bikes with a programme of activity that builds confidence, spatial awareness and dynamic balance skills enabling young children to cycle without ever needing stabilisers. Through the use of pedal-less bikes, Balance Bike Training eradicates the use of stabilisers and promotes the fundamental skill of cycling, which is balance. Y4 will complete Level 1, new riders learn to control and master their bikes in a space away from traffic such as a playground. Skills such as preparing yourself and your bike for cycling, getting on and off your bike without help, bike control and special awareness will be addressed.</p>	
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Signed off by	
Head Teacher:	
Date:	31-7-23
Subject Leader:	E.James
Date:	20/7/22
Governor:	Claire Keast (Chair of LAC)

Date:	31-7-23
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