

# 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](#).



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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£0
Total amount allocated for 2021/22	£17,210
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2022/23	£16,510
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2022.	£16,510

## 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>	N/A
<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>	N/A
<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>	N/A
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	N/A
<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>	N/A

## 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> 2022/23		<b>Total fund allocated:</b> £16,510		<b>Date Updated:</b> July 2022	
<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: £5050 31%
Intent		Implementation		Impact	
All children to have two hours of PE allocated a week. <ul style="list-style-type: none"> <li>- Coaching and mentoring of the class based sports lesson from sports coach and PE Leader.</li> <li>- Hamwic curriculum working groups to support with the continued development of the PE curriculum</li> </ul>		<ul style="list-style-type: none"> <li>- Timetabled into the curriculum.</li> <li>- Sequenced curriculum coverage</li> <li>- Monitor delivery of PE lessons for quality and coverage and to ensure new sports coach is delivering strong curriculum content</li> <li>- Knowledge and skills of lessons will clearly build week on week.</li> <li>- SLT to work alongside new PE team to aide a smooth transition from sports coach</li> <li>- PE leader/REAL PE Leader to deliver twilights CPD twilights and coaching sessions with staff who are delivering the sport lesson linked to the PE overview.</li> </ul> £900		<ul style="list-style-type: none"> <li>- Less children missing PE and games lessons and engaging in a more varied and exciting games/PE curriculum.</li> <li>- PE Kit box for those who haven't got correct kit – raising expectations of how pupils dress for PE</li> <li>- Staffing allocation</li> </ul>	
				<ul style="list-style-type: none"> <li>- High sustainability – next steps to evaluate programs and improve ease of delivery for staff, direct subject links and pupil engagement.</li> </ul>	

<p>To engage groups of children in physical activity at lunch time play to encourage skill development and sportsmanship with skilled adults.</p> <ul style="list-style-type: none"> <li>- Year cycle of TA CPD to develop focused activities at play and lunch time.</li> <li>- To hire an external provider to complete training with the TAs about positive play.</li> </ul>	<ul style="list-style-type: none"> <li>- Real PE Leader/external provider to hold termly training sessions with TAs who work on the playground at break and lunch time to support and develop confidence and ability to lead games and play based activities.</li> <li>- Sports coach and Real Legacy trainer to work with staff on creating resource pack for active sessions for break and lunch.</li> <li>- To purchase further equipment for playtimes to enhance the provision during this session.</li> <li>- To maintain, update and improve equipment to enhance the provision for all children across the school to take part in group games and individual activities at lunch time.</li> <li>- Children have a better understanding of how physical activity can support mental health</li> </ul>	<p>£1225</p>	<ul style="list-style-type: none"> <li>- ELSA interventions have supported mental health work for key identified pupils across the school.</li> <li>- Lunch time equipment ordered to support with continued quality play and interventions at lunch these included; Badminton set, tennis set, ultimate Frisbee, easy grip groove balls, new set of goal, cricket and rounder's set (to encourage group games)</li> <li>- Training of HLTA who supports during these sessions.</li> </ul>	<ul style="list-style-type: none"> <li>- Further training needed for lunchtime staff and sports leaders to ensure that all children have daily access to structured and unstructured physical activity.</li> </ul>
<p>To engage all children in physical activity each day for 10 minutes.</p>	<ul style="list-style-type: none"> <li>- Timetable to show allocation of time for the 'Daily Mile or mindfulness yoga' to be</li> </ul>	<p>£400</p>	<ul style="list-style-type: none"> <li>- Staffing costs</li> <li>- Training pupils to support encouragement of active</li> </ul>	<ul style="list-style-type: none"> <li>- To ensure the 'Daily Mile/mindfulness yoga/focused physical</li> </ul>

	<p>completed each day.</p> <ul style="list-style-type: none"> <li>- Tracking of pupil's achievements so they can see their progress across the year linked to amount of miles.</li> <li>- Sports coach and PE lead to monitor the registers to track pupil's achievements with the daily mile.</li> </ul>		lifestyles.	<p>activity' is being completed by all classes in the school</p> <ul style="list-style-type: none"> <li>- Consider weather implications –safer alternatives during rainy days</li> </ul>
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<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:
				£6820
				41%

Intent	Implementation		Impact	
To maintain, update and improve equipment within the school	<ul style="list-style-type: none"> <li>- Audit resources and ensure high quality PE and sports equipment across the school.</li> <li>- Pupils will have access to high quality, sport specific, age appropriate equipment every lesson.</li> <li>- To repaint lines on the fields to make sure sporting events can be achieved to a high standard</li> <li>- Order more PE kit to ensure that all children are setting high examples of what to wear during lessons.</li> </ul>	£1500	<ul style="list-style-type: none"> <li>- 100% of the equipment is safe and of good condition</li> <li>- The standard of teaching and learning has increased due to the improvement in the quality of provision and the sequencing of knowledge and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>- To complete regular equipment audits so the quality of equipment remains of a good standard</li> </ul>
To improve the quality of gross motor skills equipment in EYFS to support children's developing gross and fine motor skills linked to encouraging active play	<ul style="list-style-type: none"> <li>- Order a wider range of gross motor skills equipment to support children in having stronger cores which will support their fine motor skills</li> </ul>	£2500	<ul style="list-style-type: none"> <li>- Ordered a range of different resources to support in the EYFS provision and the development of gross motor skills included;</li> </ul>	To improve wider development of EYFS pupils with gross and fine motor development. Linking to handwriting, concentration levels

<p>Health and Wellbeing interventions – increasing the confidence of pupils linked to health and wellbeing within Sport, PE and Games</p> <ul style="list-style-type: none"> <li>• Increased confidence and self-esteem</li> <li>• Increased focus on standards and whole school learning behaviours</li> <li>• Positive attitude towards health and well being</li> <li>• Children have a more positive attitude towards sport</li> <li>• Children become more physical active</li> </ul>	<p>and ongoing development.</p> <ul style="list-style-type: none"> <li>- Sports coach/HLTA to complete weekly interventions focused on specific groups of children who have been identified by SLT</li> <li>- Focus of interventions will link to confidence and motivational based groups and understanding healthy diet</li> <li>- Carry out evaluation sessions with children and teachers to monitor views and approaches to sport and PE.</li> <li>- Tracking of interventions is completed with clear baselines and outcomes to evidence impact for each child</li> </ul>	<p>£1420</p>	<ul style="list-style-type: none"> <li>- Arch bridge to ride bikes over</li> <li>- Mobile monkey bar set</li> <li>- Pedal bikes</li> <li>- Balance Bikes</li> <li>- Rocking boat with steps</li> <li>- Large tires and rods</li> <li>- Barrels</li>   <li>- HLTA interventions completed</li> <li>- SLT support at lunch and break time to encourage positive play and engage proactivity with engaging children in play.</li> <li>- Children are more enthusiastic to engage in play at lunch time.</li> <li>- Growth mind set development as children are challenged to beat their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>- Targeting of children across the school.</li> <li>- Sports coach to work with DH teacher to ensure intervention groups are targeting the correct children.</li> </ul>
<p>Safety assemblies used to develop children’s understanding about the importance of mental and physical</p>	<ul style="list-style-type: none"> <li>- Children will be able to identify what support them having a</li> </ul>	<p>£300</p>	<ul style="list-style-type: none"> <li>- 100% of children took part in assemblies based on mental health.</li> <li>- 100% of children created</li> </ul>	

<p>health</p> <ul style="list-style-type: none"> <li>Children understand about their personal safety toolkit to keep themselves safe</li> </ul> <p>Year 2 scooter training and Year Balance Bike training to be completed by external providers</p>	<p>positive mental health</p> <ul style="list-style-type: none"> <li>Children will have a better understanding of how to support their own mental health and what to do to support their 'mental health battery'</li> <li>Children will have an awareness that mental health is as important as physical health</li> </ul> <ul style="list-style-type: none"> <li>Children to be able to use scooters safely when coming to and from school and when they are used in the community</li> </ul>	<p>£1100</p>	<p>a mental health personalised toolkit that was used to support ongoing conversations about mental health support.</p> <ul style="list-style-type: none"> <li>100% of children explored the understanding of mental health battery and what we can do to keep this topped up.</li> </ul> <ul style="list-style-type: none"> <li>Balance Bike training completed with 100% of Year R children.</li> <li>Scooters purchased for Year 2 children to complete training that is planned.</li> <li>Greater confidence in children who completed balance bike training. 37% of children were then able to move onto a pedal bike.</li> <li>Gross motor skill development supported.</li> </ul>	
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	Percentage of total allocation:
	£1500

Intent	Implementation	Impact
<p>Real Legacy will support the school in receiving - Targeted CPD for new to role sports coach and all staff linked to Real Legacy Package focused areas of the PE curriculum</p> <ul style="list-style-type: none"> <li>Real Gym Training 2 day's in house training linked to lessons and developing our curriculum to be completed with 1x sports coach and 1 subject Leader.</li> <li>Real Play packages for engagement in play at home. Positive play working on resilience and team work with families.</li> </ul>	<ul style="list-style-type: none"> <li>Specialist training to be provided for staff in school</li> <li>Teachers to work alongside experienced sports coaches to develop their skills, knowledge and confidence of a particular area (<i>gymnastics</i>)</li> <li>Sports Leaders will be developed across the school to raise the profile of positive play and sport- not just in PE lessons</li> <li>Specialised CPD for subject leader to be able to evidence impact of programme and ensure standards across the school are raised by cascading knowledge and understanding.</li> </ul>	<p>£1500</p> <ul style="list-style-type: none"> <li>High quality training completed by REAL Legacy provider – 3 sessions of training for lead staff in PE</li> <li>Good practice shared continually and feedback is sought through monitoring driving the effective development of PE</li> <li>1:1 coaching has taken place to support continued CPD and strong delivery of sports lessons.</li> <li>Sports leaders Caps £35.98</li> <li>Training of 6 Year 1 and 2 sports leaders who are now successfully leading sports activities across break and lunch time.</li> <li>All pupils are actively engaged in a range of different activities across break and lunch time. There is increased confidence in pupils engaging with the activities due to development</li> </ul>

Percentage of total allocation:  
£1500

<p>Saints Foundation Primary Stars working alongside teacher's weekly providing high quality CPD and learning opportunities.</p> <p>Saints Foundation Primary Stars to complete weekly intervention with identified pupils.</p>	<ul style="list-style-type: none"> <li>- Weekly coaching sessions completed with targeted members of staff across the school to raise teaching standards linked to PE</li> <li>- Weekly targeted intervention groups linked to Maths, PSHE and English using sport as a vessel to engage pupils and raise standards linked to other curriculum areas</li> </ul>	<p>£800</p>	<p>of skill and awareness of how to complete sessions.</p> <ul style="list-style-type: none"> <li>- Coaching CPD for HLTA on a weekly basis.</li> </ul>	
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<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>	<p>Percentage of total allocation:</p> <p>£1650 10%</p>
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Intent	Implementation	Impact		
<p>Linked to curriculum overviews PE coverage has been developed and children are exposed to a wider range of sport.</p> <ul style="list-style-type: none"> <li>• Wider offer of After school clubs showing a clear link to the wider offer for pupils</li> <li>• A wider range of after school clubs offered to pupils across the whole primary</li> </ul>	<ul style="list-style-type: none"> <li>- Create and promote an after school programme that enthused and engages children and promotes a healthy and active lifestyle</li> <li>- Develop use of external coaches to deliver sport specific sessions to certain groups of children</li> </ul>	<p>£1650</p>	<ul style="list-style-type: none"> <li>- Dance club introduced</li> <li>- Gardening Club</li> <li>- External Football Club</li> <li>- High level of engagement and take up across all clubs.</li> <li>- Positive and enthusiasm for the clubs was high.</li> </ul>	<ul style="list-style-type: none"> <li>- Sustainable – programme to be further developed in the future.</li> <li>- Role of sports coaches financially secure and valued part of school staff structure</li> </ul>

	<ul style="list-style-type: none"><li>- Continue to raise the standard of PE lessons through clear monitoring and evaluation cycles of PE</li></ul>			
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Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:	
			£2170	
			13%	
Intent	Implementation		Impact	
<p>Increased participation in competitive sport</p> <ul style="list-style-type: none"> <li>• Increased participation</li> <li>• Development of attitudes towards competition</li> <li>• Development of personal attributes</li> </ul> <p>Increased attendance and effort</p> <ul style="list-style-type: none"> <li>- Less low level behaviour as children active and enthused</li> <li>- Development of active lifestyles out of school</li> <li>- Achieve the silver award within the Autumn term moving onto the gold award within spring and summer.</li> </ul>	<ul style="list-style-type: none"> <li>- Raise the profile in school of sporting competitions</li> <li>- Enter competitions provided by SGO (<i>15 events being entered this year</i>)</li> <li>- Class tournaments and in school festivals for less engaged and confident pupils</li> <li>- Increased staff interest and engagement in school competitive sport</li> <li>- Celebration of successes in achievement assembly to promote positive attitudes of pupils who represent the school.</li> <li>- Inter/intra school competitions organised to go alongside after school programme</li> </ul>	<p>£1950</p>	<ul style="list-style-type: none"> <li>- Run Weston Run Staffing and competition involvement of school.</li> <li>- Football Friday participation and involvement.</li> <li>- Stop Watches £114.99</li> </ul>	<ul style="list-style-type: none"> <li>- Very sustainable – continue into next academic year</li> </ul>
<p>To continue to raise the profile of sports day to enhance the opportunity for competition for ALL</p>	<ul style="list-style-type: none"> <li>- To continue to raise the importance of sportsmanship and encouragement in these events</li> <li>- To increase attendance of families and the support</li> </ul>	<p>£220</p>	<ul style="list-style-type: none"> <li>- Staffing Costs</li> <li>- Football Friday event for year 2</li> <li>- Sporting events attended by families</li> </ul>	<ul style="list-style-type: none"> <li>- Continue through to the next academic year.</li> </ul>

	they give to their children with flyers and letters			
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	