

# 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, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

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 of funding for 2022/23. To be spent and reported on by 31st July 2023.	£16590
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## 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>	66%
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	83%
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	83%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	66%
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: 2022/23		Total fund allocated:£16590		Date Updated: July 2023	
<p><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</p>					<p>Percentage of total allocation: 42% - £7000</p>
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?:	
To provide an active club before school hours.	Provide the opportunity for children to gain some exercise before the school day and additionally support them to be ready to sit in the classroom and start the day positively.		£2724	Several children have used this club daily with numbers increasing up to 30% of the school some days. Many of these children have additional needs, who greatly benefit from being able to burn some energy before sitting in the classroom. It has also supported them with the transition from home to school.	
To provide skills based, after school clubs for both key stages once a week.	After school clubs available for all ages, once a week. Sessions to be skills focused rather than specific sports to encourage greater participation.		£1188	These clubs have been attended by regular afterschool club attendees as well as children who have chosen to attend a club for the first time, particularly some younger pupils down to Reception and some with additional needs. Children have enjoyed seeing progress in their skills each week.	
				<p>NS: continue club and facilitate increased staffing - find some better activities that can be carried out inside when the weather is not good enough to be outside - possible based around Stormbreak or using new PE scheme.</p> <p>NS: continue clubs next year with the aim to continue increasing numbers.</p>	

To provide additional adult support in PE lessons to ensure all children are able to participate	Provide an additional adult to support PE lessons, particularly in EYFS to enable all children to participate fully in activities.	£1377	This has allowed all children to take part in whole lessons and feel supported, whilst the teaching adult has been able to focus on teaching effectively.	NS: continue to provide additional adult support where possible to ensure all children are able to make progress at a similar rate as their peers.
To continue to ensure equipment is available to support curriculum and extra-curricular sport on site	Continue programme of reviewing equipment and its storage including playground spaces.	£1711	Carry over from last year with purchase of new storage for school field and changes to flexible fenced areas within playground to facilitate activities for all ages all day.	NS: audit equipment against new curriculum scheme and ensure equipment is well sorted and stored for easy access.
<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: 13% - £2200
<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:
Create a two year rotation for PE for the whole school, to reflect updated curriculum.	AM to plan two year rotation for the whole school reflecting updated curriculum	£200	AM created two year rotation which is now integrated into the school's updated wider curriculum.	NS: AM to look at mapping lessons with newly purchased Get Set 4 PE scheme of work.
Research and purchase new scheme of work.	AM to research and purchase suitable scheme of work for whole school to use, which has a clear skills progression to match new curriculum.	£2000	AM has been able to purchase Get Set 4 PE scheme of work to start to be used from September.	Scheme has been purchased on a 3 year subscription. NS: AM to ensure all staff are clear on use of the scheme and how all lessons must use the skills progression criteria from the scheme whether they are using the lessons or not.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10% - £1677
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:
All staff to feel confident with teaching progressive skills based lessons.	Work with Ian Snowling from The Woodroffe School (local secondary) - Observe, collaborate and teach method of CPD.	£1677	Staff feel more confident when teaching	NS: Continue the collaboration next year, for a term, to further develop CPD in other areas of Physical Education teaching
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				24% - £4000
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:
Run a whole school sports day where all children take part in their house groups  Purchase of specific equipment for activities for future use.	Afternoon of a range of different activities where children can take part in their house groups. Team sports and individual athletic activities. Children need to support one another and work together.	£200	All children took part in some aspect of the afternoon. They all enjoyed working together with children from different year groups. Lots of teamwork and positive feedback from the children and parents alike.	NS: slightly adapt length of time of activities to ensure all activities can be carried out within the afternoon.

<p>Activities week -</p> <ul style="list-style-type: none"> <li>● provide EYFS - Y4 with opportunities to take part in a variety of alternative activities and introductions to new sports.</li> <li>● Subsidise Year 5&amp;6 activities at external sites</li> <li>● cover transport for year 5&amp;6 to attend alternative activities</li> </ul>	<ul style="list-style-type: none"> <li>● Mr Gibson to run a variety of activities throughout the week - some for individual classes, some to be run in mixed house groups. Team building challenges, ultimate frisbee, tri-golf, water based activities that develop further team work.</li> </ul> <p>External archery provider to come into school.</p> <ul style="list-style-type: none"> <li>● Children to attend Dorset Water park for mud running and water based inflatable assault courses. Outdoor and adventurous activities at Forest school for a day. Camping overnight with other Academy schools. Climbing, inflatable assault course (not water based) and street dance workshops.</li> </ul>	<p>£3800</p>	<p>Children all experienced a variety of activities throughout the week.</p> <p>They developed their trust, support and team work abilities.</p> <p>Year 5&amp;6 overcame many fears during their activities. Particularly at the water park where many of them developed their water confidence and core strength.</p>	<p>NS: try to plan in residential trips for lower and upper Key Stage 2.</p> <p>Run a variety of competitive activities for key stage 1 &amp; EYFS with other Academy schools.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10% - 1713
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:
Provide children with greater opportunities to take part in competitions during and outside of school hours.	Attend as many Acorn Academy Trust competitions and events as we can throughout the year.  Organise smaller competitive events with individual Academy schools.	£1713 (transport to events)	All children were given the opportunity to attend competitive events throughout the year. These were often limited to small teams of 10 and were attended by children who chose to take part.	Develop competition further within the school setting to expose all children to competitive experiences and develop their confidence for larger events.  Increase competitive activities for Key Stage 1 children.

Signed off by	
Head Teacher:	Peter Beare
Date:	29.07.2023
Subject Leader:	Anna Morgan
Date:	28.07.2023
Governor:	Sarah Forsey
Date:	31.07.2023