

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

Please visit [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 by the end of the summer term or by **31st July 2024** at the latest.

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 2024. To see an example of how to complete the table please click [HERE](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2023:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • More pupils attended sporting events. • More opportunities for extra-curricular activity. • Improved performance in sporting events across local schools. 	<ul style="list-style-type: none"> • More varied opportunities within PE • Links with local sports teams as role models. • To enter more competitions locally and further away.

Meeting national curriculum requirements for swimming and water safety.	10 Children
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.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 2020.	9/10 90%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	9/10 90%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	8/10 80%
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/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: 2022/2023		Total fund allocated: £16,580	Date Updated: April 2022
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>			
Intent	Implementation	Impact	Sustainability and suggested next steps:
<p>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:</p>	<p>Clear and focused curriculum with progression of skills and knowledge. (IPEP scheme PE Hub) Mapping out of curriculum over two-year mixed aged class cycle.</p>	<p>Pupils have good balanced PE curriculum and build on their knowledge and skills.</p>	<p>To meet with FET PE director and PE leads to plan and review PE curriculum.</p>
<p>To ensure that all children have at least 2 hours of quality physical education per week.</p> <p>To increase the number of pupils attending physical activities outside of school curriculum time.</p>	<p>Clear timetable for each class identifying the two hours.</p> <p>Children to wear PE sports kits to school on PE days to increase time of PE provision.</p> <p>To offer free PE clubs to all pupils to encourage more children. To have extra clubs for pupils attending specific sports competitions to practice knowledge and skills.</p> <p>To advertise local sports clubs in the area.</p>	<p>Monitoring shows PE sessions completed and children accessing full two hours of physical education.</p> <p>Children are always ready for physical activities and wearing appropriate footwear. More time for PE sessions as they wear them to school rather than getting changed.</p> <p>Children will be more physically active and lead healthy lifestyle.</p>	<p>Review timetable</p> <p>To make PE kits affordable and recycle old ones.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.

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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<p>To raise the profile of PE throughout the school.</p> <p>To celebrate successes individually and group achievements in school events and out of school events.</p> <p>To make links with community clubs to raise profile of sport.</p>	<p>To lead assembly to the children about qualities of a sports leader. Children to apply for their role and vote. Children to be appointed, provided with a Sports Leader badge. Regular meetings to discuss any improvements and role and responsibilities.</p> <p>To appoint Sports Leaders to support playtimes/lunchtimes and organisation of the school.</p> <p>To present certificates/medals and trophies in assembly.</p> <p>Photos of PE, sporting events and physical well-being to be posted to school social platforms/Tapestry.</p> <p>To forward sport reports and photographs to post on wider social media.</p> <p>To apply to Schools Sports awards</p> <p>To purchase any trophies children have been awarded at sports events and display in school.</p>	<p>Children will be more active at playtimes with support of their Sports Leaders. Children were keen to apply and promote PE within the school.</p> <p>Profile raised to a wider audience and digital presence resulted in more active engagement from the community. Profile raised within the school. Children's self-esteem improved.</p> <p>Sponsored Barrow Raiders player – Children attended matches and were mascots</p>	<p>Children to be appointed next year, continue to meet and organise roles.</p> <p>Staff informed to keep social media up to date.</p> <p>To work with other PE leads/sports director to collate list of sports clubs and contacts in the area.</p>

	To speak to local sporting teams about coming into school to inspire children and make links with local clubs.		
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To develop the skills, knowledge and understanding of PE within the staff through CPD and inset.	<p>To plan whole School PE training Day. IPEP leader to come into school to model IPEP PE lessons to each class with teacher observing. Organise meeting to discuss assessment of PE during lessons and ways of recording.</p> <p>To attend local cluster group meetings with staff from primary schools. To share good practice and find out new initiatives.</p> <p>Staff to work alongside coaches and sports specialists to enhance their skills knowledge.</p>	Staff found it useful to see ways of keeping the lessons fast pace and have less time waiting for instructions. Children were engaged and enthusiastic. Staff more confident to deliver IPEP sessions and understand the opportunities for challenge and differentiation using the planning. Teachers becoming more confident in using assessment during lessons and ways of recording, however we would like to develop this further.	Review curriculum and discuss with Trust if to stay with curriculum or change to new scheme in line with other primaries.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:

<p>Additional achievements:</p> <p>Link with local sports teams to provide extra curricular opportunities for children to have a go at new sporting.</p> <p>To find new and exciting opportunities for physical activity for those who are less active.</p> <p>Smart moves sessions weekly for improving gross and fine motor.</p>	<p>Barrow Raiders Advantage to come into school to offer athletics, dodgeball and rugby sessions for children across all ages.</p> <p>Dalton Diamonds Coach to offer one – two after school clubs per term for children across all school ages including reception. Greater number of children to take part in extra curricular activities.</p> <p>To purchase scooters/bikes and safety equipment – To run afterschool club.</p> <p>To discuss with staff children who are finding difficulties with gross and fine motor skills across school. Group them accordingly for 20-minute session once per week. TA to set up activities to develop either gross/fine.</p>	<p>Positive relationships – Role models who children aspire to be like.</p> <p>Purchased a selection of scooters for all ages including storage unit and safety gear. Children are eager to attend scooter club and sessions therefore more physically active.</p> <p>Children attend sessions weekly; fine and gross motor activities are planned and children make progress.</p>	<p>Continue sessions next year to offer more children places and continue attending sporting competitions.</p> <p>Look at purchasing more scooters for older pupils.</p> <p>Training for Smart Moves Teacher</p>
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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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To identify the sporting competitions on the school calendar and increase participation.	<p>Pupil voice – to ask children what clubs they would like to see offered in school.</p> <p>Purchase new equipment.</p> <p>To attend as many events as possible using new minibus</p>	Higher percentage of children have attended a sporting competition and we have had more successes.	Employ qualified apprentice to continue offering extra activities to enable us to enter as many sports competitions as possible in the future.

Signed off by	
Head Teacher:	Lisa Fell
Subject Leader:	Laura Davidson
Governor:	Mike Brown
Date:	July 2023