

# 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 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](#).



## Details with regard to funding

Please complete the table below.

|   |        |
|---|--------|
| Total amount carried over from 2021/22  | £1500  |
| Total amount allocated for 2022-23  | £17000 |
| How much (if any) do you intend to carry over from this total fund into 2022/23?    | £5000  |
| Total amount allocated for 2022/23  | £17000 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £22000 |

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

| Academic Year: 2023/24  | Total fund allocated:   | Date Updated:  |   |   |
|---|---|--|---|---|
| <p><b>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</b></p>   |   |  | <p>Percentage of total allocation:<br/>45%</p>  |   |
| Intent  | Implementation  | Impact   |   |   |
| <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>Make sure your actions to achieve are linked to your intentions:</p>   | <p>Funding allocated:</p>  | <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> | <p>Sustainability and suggested next steps:</p> |
| <p>We teach to inform pupils about how physical activity can benefits one’s physical, social, emotional and mental state. We link our PE curriculum to other curriculum areas such as PSHE and science as well as apply mathematical and English skills.</p> <p>We want pupils to know how to improve their physical condition.</p> <p>We want our pupils to learn through play and be able take responsibility to be active at playtimes. This would look like playing playground games alongside participating in a varieties of sports such as; football, basketball, skipping, athletics, handball and gymnastics.</p> <p>We want pupils to be conscious around personal development hence why we have implemented ‘The Daily Mile’ across all year groups, setting class challenges alongside individual challenges.</p> | <p>All Classes will participate in the Daily Mile. Awards (through stickers, badges and certificates will be presented in assembly at the end of the term)</p> <p>Playground equipment – Equipment to increase quality in P.E lessons.<br/>New playground equipment and outdoor equipment for EYFS/KS1.<br/>Twenty2o sports provider to provide classroom based lessons on healthy eating/lifestyle</p> <p>Play Ground Leaders to continue with new games</p> <p>EYFS outdoor equipment to aid with Physical development ELG</p> <p>5-A-Day TV to encourage daily exercise</p> <p>Root to Food (healthy eating) workshops x2/year</p> | <p>Equipment and playground refurbishment –(including new additions to the trim trail)<br/>£ 8000</p> <p>New playground equipment for Leaders<br/>£900</p> <p>£300</p> <p>£700</p> |   |   |

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|--|--|--|--|--|
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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:<br>29% |
|---|--|

| 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?: |
| Our intent is to promote participation and profile of physical education in and out throughout school. We intend our pupils to be knowledgeable and understanding of what is happening at school and around the world in terms of sport. We want our pupils to be aware of what is happening at playtimes (play leaders) alongside knowing the different opportunities that after school clubs offer. | Assemblies<br>Sport Display board – informing pupils about what is happening in school.<br>Sport competitions<br>Sports Day<br>Friday Bridge P.E passport (what to experience before you leave Friday Bridge).<br>After school clubs<br>The daily mile<br>Out school sport staff – teaching and promoting different sports. | After school clubs<br>Incl. dance club - £3400<br><br>Associated staff costs - £3000 | Sustainability and suggested next steps:   |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport  |   |  |  | Percentage of total allocation:          |
|--|---|--|--|--|
|  |   |  |  | 10%                                      |
| 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: |
| We want our staff to be confident in delivering a quality and active P.E lessons, with lots of opportunities for our pupils to develop their skills from knowledgeable teachers. We want to provide our staff with the skills and understanding of how to differentiate lessons in order to meet the needs for all learners.<br>We want our staff to be eager to teach their pupils and promote sport around the whole school. | <p>Primary Steps in PE all staff CPD around differentiation.</p> <p>Primary Steps in PE – Key Stage 1, FS and EYFS training – Around planning and instant engagement</p> <p>Primary Steps in PE – Subject Leadership – Around monitoring and evidencing impact.</p> <p>POSH mentoring/tutoring – Key Stage 1 and Key Stage 2 staff.</p> <p>Training and CPD to allow TAs to take on the responsibility of delivering PE</p> | <p>School sport partnership – see key indicator 5 for costs</p> <p>£800</p> <p>£1500</p> |  |  |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils   |  |  |  | Percentage of total allocation:          |
|---|--|--|--|--|
|   |  |  |  | 12%                                      |
| 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: |
| Despite learning a vast range of skills in school during lessons and competing in competitive environments, we want our pupils to experience a variety of different events out of school and in school. We want to introduce our pupils to all of the sports in the world and where sport can take you and how many different ways you can work in sport. We have created the 'Friday Bridge sporting experience passport' which provides our pupils with different experiences as they progress through our school. We intend to provide physical active experiences, where are out of the norm alongside providing our pupils with sporting events experiences. | Brownlee triathlon (Year 5)<br>Bike ability (Year 5)<br>Balance bike (Key stage 1)<br>Bike ability (Year 3)<br>Sport competitions<br>Swimming (Year 5 and 6)<br>Outdoor adventure activities (Year 6)<br>Fit for kids (Key stage 2)<br>Play leaders (all school) | Swimming - £1000<br>Transport - £900<br><br>Travel costs for swimming £900 |  |  |

| Key indicator 5: Increased participation in competitive sport  |  |  |   | Percentage of total allocation:  |
|--|--|--|---|--|
|  |  |  |   | 12%  |
| 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?: |
| We want our pupils to experience a vast range of different competitions and what it means to be competitive. We want our pupils to experience sportsmanship and how to act and perform at different events. We want to provide all of our pupils the opportunity to experience a competition at least once every year. We want our pupils to understand why they learn a vast range of skills in P.E and how they transfer | Yr 5/6 Boys football (local tournament s x3)<br>Yr 5/6 Girls football (local tournament x2)<br>Yr 5/6 Boys football regional competition<br>KS2 Boccia<br>Cross country<br>Netball<br>SEN sports event<br>Wisbech schools partnership sports tournaments |  | Transport to comps - £ 1170<br><br>School Sport Partnership with Twenty20 Productions £1500 per | Sustainability and suggested next steps:   |

|                 |                 |
|-----------------|-----------------|
| Signed off by   |                 |
| Head Teacher:   | Michael Elliott |
| Date:           | September 2022  |
| Subject Leader: | Ben Carr        |
| Date:           | September 2022  |
| Governor:       | Maggie Barwell  |
| Date:           | 20.9.22         |