

# 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 the previous academic year, as well as on the impact it has on pupils' PE and sport participation and attainment.

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](#).



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

## 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:		Date Updated:	
<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>					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:		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 provide children with high quality resources and equipment to use throughout the school day including break, lunch and PE sessions.	Replacement of damaged equipment Raised grass to be replaced under adventure trim-trail Bat and balls for outdoor PE lessons Lockable storage cupboard for outdoor PE equipment Frisbees for Y2 xmas gifts Blocks for Y1 outdoor gross motor development Beanbags for Y1 outdoor area Skipping ropes for YR xmas gifts Sports day equipment Replacement resources: <ul style="list-style-type: none"> <li>• Parachutes</li> <li>• Beanbags</li> <li>• Foam balls</li> </ul>		£102.51 £6941.97 £229.90 £650 £80.13 £21.93 £300 £9.58 £254.92	All children have access to high quality resources during lessons whether these are taking place in the hall or outside. Trim-trail surface is suitable and safe. The new material allows children to have access to the adventure whatever the weather during play times. Y1 have high quality provision available in their outdoor area. This is also available to support children who are still accessing the EYFS curriculum. After an audit, new equipment has been purchased to ensure there is enough for a whole class	

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<p>To support the gross and fine motor skill development of children in the EYFS.</p> <p>To provide high quality resources available for sensory circuit interventions.</p>	<ul style="list-style-type: none"> <li>Hockey set</li> </ul> <p>EYFS fine motor squeezey scissors</p> <p>Balance bikes and helmets</p> <p>Lockable scooters</p>	<p>£54.99</p> <p>£16.32</p> <p>£123.28 and</p> <p>£209.94</p> <p>£112.99</p>	<p>EYFS children who are working below the expected level have appropriate resources to allow them to access provision. Balance bikes provide children with the opportunity to develop their gross motor skills during provision.</p> <p>Children who attend sensory circuit interventions in a morning have access to a variety of resources to support their sensory needs.</p>	
<p><b>Key indicator 2:</b> The profile of PE and Sport being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p>
				<p>%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	
<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>Stay and Exercise - whole school sessions with parents and carers invited in</p>	<p>Parents invited into school to participate in PE sessions and visitor session ran by KidzFit</p>	<p>£ 580</p>	<p>Positive responses from parents who attended the Stay and Exercise sessions. Visitor session gave children a workshop on keeping our bodies healthy as well as taking part in physical activities.</p>	<p>Ask a local provider into school to run the visitor sessions so that there is a possibility that children can continue to access this outside of school if desired.</p>



<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				%
<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:
To provide teachers with a complete scheme of work ensuring consistency of teaching across the school	Complete PE scheme purchased	£750.00	Children are taught through a series of lessons that are planned and delivered in a progressive sequence. Teachers use the Complete PE scheme as well as teacher knowledge to adapt lessons to suit the needs of the children in their class.	Staff questionnaire to find out what areas of teaching PE they feel like they need more support in.
To have access to staff professional development training as well as entry to local competitions	South Gloucestershire PE association membership	£180.00	2 teams have been entered into the Festival of Youth Sport to take place in Term 6.	

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
<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:
<p>Additional achievements:</p> <p>To provide children with a range of sports that they do not have access to in school as well as strengthen relationships with local sports clubs in the community (sports selected by pupil voice and School Council)</p> <p>To provide children with the opportunity to experience school trips including new sporting experiences and outdoor learning</p>	<p>Skate and Scoot training</p> <p>Kids Fit</p> <p>Chipping Sodbury Tennis Club</p> <p>Dance workshop</p> <p>Wicket Cricket</p> <p>The 401 challenge</p> <p>EYFS trip to Old Down Manor</p> <p>Bristol Zoo Project – Year 2</p>	<p>£360</p> <p>£380</p> <p>£0</p> <p>£529</p> <p>£370</p> <p>£351</p> <p>£450</p> <p>£1500</p>	<p>Pupil voice at the end of the school year...</p> <p>Children have attended these local clubs during school holiday and we have had information from the clubs saying that some of our children have since signed up.</p> <p>EYFS children had a full day access to the outdoor area and outdoor learning facilities provided at Old Down Manor including an educational workshop.</p> <p>Year 2 children had the opportunity to participate in rock climbing and take part in the leap of faith.</p>	<p>Tally sports that children have taken part in from potential parent questionnaire to find sports/activities that children have never experienced.</p> <p>Potentially ask parents which clubs they attend at the beginning and end of the year to see improvement</p>

<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				%
<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:
To give children the opportunity to watch live, competitive sport	TV licence	£159		