

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool



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](#) 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](#).



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£(-4,185) overspend										
Total amount allocated for 2020/21	£12,797										
How much (if any) do you intend to carry over from this total fund into 2021/22?	£4,672										
Total amount allocated for 2021/22	£21,580 (including carry forward)										
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16,9000										
<table border="1"> <tr> <td>Total amount carried over from 21/22</td> <td>4680.00</td> </tr> <tr> <td>Total amount allocated for 22/23</td> <td>20537.85</td> </tr> <tr> <td>How much (if any) do you intend to carry over from this total fund into 23/24</td> <td>6,076.00</td> </tr> <tr> <td>Total amount allocated for 2022/2023 financial year amount</td> <td>16,810.00</td> </tr> <tr> <td>Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023</td> <td>15,000.00</td> </tr> </table>		Total amount carried over from 21/22	4680.00	Total amount allocated for 22/23	20537.85	How much (if any) do you intend to carry over from this total fund into 23/24	6,076.00	Total amount allocated for 2022/2023 financial year amount	16,810.00	Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023	15,000.00
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Total amount allocated for 2022/2023 financial year amount	16,810.00										
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023	15,000.00										
14461.78 spent											

## 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.

**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**

<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>	73%
<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>	73%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	100%
<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/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:	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>			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:
<p>Children have the opportunity to participate in a range of physical activities everyday that will improve health and wellbeing.</p> <p>Promote physical activity at home.</p> <p>Children have access to age appropriate active travel training in order to encourage them to cycle to school safely.</p>	<p>Sensory Circuits daily EYFS/KS1/KS2</p> <p>Daily Mile</p> <p>Provide additional resources to encourage active lunchtimes e.g. daily sports sessions run by Premier Sports (Stay Active), timetabled sessions of Active All Board.</p> <p>Appropriate playground equipment /sports opportunities through games.</p> <p>Weekly timetabled Mindfulness sessions in KS1, delivered by trained member of staff.</p> <p>CPD – mindfulness teaching course for designated staff member.</p> <p>Review school webpage and provide</p>	<p>TA time @ £15 per hr x 1 hr 38 weeks £570.00</p> <p>New equipment purchased</p> <p>Purchase of new equipment</p>	<p>Sensory circuits is well established for key small groups across the school in EYFS/KS1 and KS2. This is effective in settling children in to school in the morning and preparing them for learning and managing social and emotional regulation as well as developing strength and co-ordination which positively impacts PE lessons and mental health (seen at sports day).</p> <p>The daily mile is established across the school and the majority of pupils enjoy this and feel that they are making progress with their ability, technique and stamina. Challenges introduced this year and well as a method for recording laps which has increased motivation.</p> <p>Stay active lunch clubs are well</p>	<p>Resources available to continue sensory circuits in future years. Staff confident in delivering this.</p> <p>Daily mile embedded in to school routine and will continue forwards. Monitor impact through pupil voice, staff voice. Evaluate strategies to promote competition between classes.</p> <p>Plan a poor weather contingency.</p> <p>Stay active clubs to continue next year as children enjoy this and benefit from additional exercise and a sense of wellbeing.</p> <p>Playground Leaders training for selected Yr 5 children, to enable them to deliver further lunchtime activities/sports sessions.</p>

	<p>information, websites and activities that families can be involved in at home. Create a sports notice board which promotes sporting activities outside of school.</p> <p>Yr 5/6 children take part in Bikeability level 1 and 2 training to learn how to ride their bike safely on the road.</p>		<p>attended by children. Children enjoy learning new games that are facilitated by an adult. A wider range of games and skills being accessed and children playing with one another in mixed year groups.</p> <p>There is a high standard of resources to support physical activity and playtimes/lunchtimes support children's mental and physical well-being.</p> <p>Successful delivery of Mindfulness sessions by newly trained Mindfulness Teacher. All children (100%) enjoy sessions and believe it relaxes them and enables them to focus better.</p> <p>Bikability is a success throughout school with good levels of take-up.</p>	<p>Continue mindfulness sessions in KS1 and introduce regular sessions in KS2.</p> <p>Raise the profile of the importance of PE, school sport and physical activity. Ensuring parents and families know that PE is as important as any other subject. Organise sport/health awareness days/competitions for families to join in with their children.</p> <p>Skateboard and scooter training (KS1 and KS2).</p>
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<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>	<p>Percentage of total allocation:</p> <p>%</p>
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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>Children are notably more active and enjoy school.</p> <p>Participation in both curriculum and extra-curricular sports activities to have a positive and noticeable impact on</p>	<p>Improve resources to support teaching of new sports in PE, including equipment.</p> <p>Sports coach to deliver PE across the school with classroom staff to develop proficiency of all staff.</p>		<p>Participation in PE and active playtimes has improved.</p> <p>Sports day evidenced progression across the school, improved resilience and development of skills and stamina and well as</p>	<p>Introduce Spirit of the Games values and implement across the school. This will include weekly certificates and a half termly Key Stage trophy being awarded.</p> <p>Establish a Daily Mile ambassador</p>

pupil's behaviour, self-esteem and confidence.  Children's resilience improved in sporting activities and the wider curriculum.	Release and cover for sports lead/TA hours. Transport to venues.  Maintain lunchtime activities, through purchase of equipment to enable engagement with new sports.  Sports Board – raise the profile of physical education - include photographs and quotes from children.		sportsmanship ethos.  Well developed Sport & PE plan in place, CPD provided for staff which has improved access to a variety of sports for children.  Behaviour at lunchtime has improved as children are more engaged in a wide range of activities – supported by Premier Sports coach.	for each class YR to Y6 to promote the benefits of the Active Mile - Identify children who are enthusiastic runners and good motivators of others within each class. Establish core principles for motivating others- profiling children, newsletters, assemblies.  Arrange for a visit of a World Champion, Olympian or Paralympian through Sports for Schools to run an assembly and activity circuit with every child in KS2.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Improve staff confidence to provide the PE curriculum and know how to develop children's core skills from the early years to Year 6  Upskill TAs who support Ts/sports coach during PE lessons	Release time for PESSPA to undertake their role  Review long term PE plan and incorporate new units (handball, basketball, maypole dancing)  PE lead to provide training opportunities for staff on Get Set 4 PE (scheme)  PE subject leader to provide updates throughout the year in staff meetings	Teaching hours @ £220.00  TA hours @ £15.00       £2580.00	New scheme (GetSet4PE) embedded across the school and training provided for staff.  PE lead liaised closely with Premier Sports coach  Children's performance in PE & Games dramatically improved. This has led for a need to offer specific coaching of individual sports to children who are demonstrating particular talents and abilities. This is	Continually evaluate and adapt as required.  Inform staff about Spirit of the Games values and implement across the school.  Continue to monitor via observations, pupil voice, staff voice and assessment.  PE lead to continue to work closely with Premier Sports coach



	<p>PE subject leader to undertake lesson observations to look at teaching, learning and assessment in physical education. Across the school.</p> <p>PE lead to train staff with GetSet4PE assessment, and review data half termly (focus on SEND and PP).</p> <p>PE subject lead to meet with a broad range of pupils to talk about their PE lessons and to ascertain their knowledge and understanding of the subject</p> <p>TAs to continue to develop their skills when supporting Premier Sports coach</p>	<p>Teacher &amp; TA release time</p>	<p>particularly noticeable in tennis, rugby and gymnastics.</p> <p>A 2 year rolling programme has been developed jointly with Premier Sports, ensuring skills are developed over the years and children have access to quality teaching.</p> <p>Subject leader led effective staff meetings to develop skills and knowledge. This had led to staff being more confident and competent to deliver primary sports.</p> <p>Class teachers have a wide breadth of knowledge and ideas for delivering effective activities to their class.</p>	<p>to ensure fidelity.</p>
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation:

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>Develop a range of opportunities for all pupils to access in sport &amp; activity</p> <p>Ensure that equipment is updated to provide the best experiences for children to participate in a range of activities, both curricular and extra-curricular.</p> <p>Ensure that all children enjoy some form of sport or physical activity.</p>	<p>Dance workshop – Jubilee – dancing through the decades</p> <p>Bikeability for Y3/4 and Y5/6 (Levels 1 &amp; 2)</p> <p>Scooters and Skateboards workshop</p> <p>Sports Coaching offers a range of different sports &amp; activities (lunchtime and after school)</p> <p>Range of after school clubs – football, gymnastics, athletics, basketball.</p> <p>Update PE equipment which becomes old and damaged to ensure it provides sustainability for purpose and activity.</p> <p>Take part in both inter and intra sporting events (including Witchford festivals).</p>	<p>Free / TA Time</p> <p>£500.00</p> <p>Premier Sports £3500 per term</p> <p>Teacher &amp; TA Time</p> <p>Teacher &amp; TA Time</p>	<p>Children have really enjoyed and valued the opportunities given (pupil voice activity)</p> <p>Bikability is a success throughout school with good levels of take-up.</p> <p>Children have access to high quality equipment to facilitate progress and enjoyment within PE, allowing the enhancement of skills in a broad range of sports.</p> <p>The partnership with this year’s sports coach has been very strong and this has led to a high-quality offer targeted at the needs of the pupils.</p>	<p>Equipment is up to date. A future next step would be to purchase a new maypole/ribbons, and any other equipment requested by pupils from pupil voice questionnaires.</p> <p>Follow up work after festivals/sporting events including child led articles for the newsletter/website to ensure maximum impact from the event.</p> <p>Liaise with Sports Coach to explore competitive sporting events at a variety of venues (not including through Witchford).</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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Increase participation in sporting competitions and festivals accessible to all children.	<p>Competitive element to some elements of PE/Games lessons.</p> <p>Athletics taught with competitive outcomes (highlighted in our new scheme GetSet4PE).</p> <p>Sign up to membership for the Witchford School Sports Partnership, which in turn offers a range of sporting competitions and festivals.</p> <p>Contribute to transport to and from such activities in order that this does not prohibit participation.</p> <p>Staff to teach all sports in line with local competitions</p>	<p>Staff release Teacher &amp; TA time</p> <p>Witchford Membership</p> <p>£5057 inc training travel &amp; resources</p> <p>£1000</p>	<p>Sports day evidenced increased resilience in competitive sports and supporting one another positively.</p> <p>All children had the opportunity to compete in intra competitions in preparation for inter-school competitions.</p>	<p>Sports day enjoyed by all – continue in this competitive format going forwards.</p> <p>Increase number of inter-school and intra-school sports opportunities.</p> <p>Enrol with Witchford again next year</p>

Signed off by	
Head Teacher:	Clare Talbot
Date:	31/7/2023
Subject Leader:	R. Wakefield

Date:	
Governor:	Rob Glozier
Date:	