

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool  
Revised October 2020



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](#) (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 **31<sup>st</sup> July 2021** at the latest.

**\*\* In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).

Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

Supported by:   **SPORT ENGLAND**  **UK COACHING**  **UK active** Manchester Metropolitan University

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.	100%
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 2024.	84%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	80%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80%
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.

Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

Supported by:   **SPORT ENGLAND**  **UK COACHING**  **UK active** Manchester Metropolitan

## 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.

<b>Academic Year:</b> 2023/24		<b>Total fund allocated:</b> £17510		<b>Date Updated:</b> 20/06/24	
<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					Percentage of total allocation: 89%
<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:		Total spend = £15,651	
We want to raise physical activity and motivation levels of the children in our school.		Employment of school sports coach for 38 weeks to support delivery of PE lessons and active lunchtimes.		£10	
2 hours PE per week + Active 15 daily + active lunchtimes and playtimes.		Additional lunchtime supervisor deliver structured games/skills 7.5 hours a week x 38 weeks		£3690	
		Continued use of Active 15.		£0	
				Active lunchtimes supported for KS2 (ball games). Support for children finding regulation in sport difficult and resulted in fewer incidents. Increased understanding of rules.	
				All pupils access sports coach led PE – with teacher in also this enables a pupil to teacher ratio which allows more focused support in lessons. Supports upskilling of teachers in key areas (e.g. football, rugby and tennis) Structured games led for KS1 as result of additional 2x lunchtime play supervisors. Resulted in higher activity and fewer behaviour issues. Maximise	
				Sports coach to continue to be used to increase ratios, deliver to smaller groups and upskill staff. Timetable to ensure maximum safety with adult support in gymnastics	
				Active lunchtimes to focus on KS2 lunches and structured play.	
				Mini leaders take increased role in monitoring and supervising. Equipment will continue to need regularly	

			active time through children coming to school in PE kits.	updating and replacing.
	Playground equipment for KS1 + KS2	£120	Children accessing a range of active 15 activities (daily mile, yoga, dance, relay games etc) This has supported academic focus pm and provided a brain break. This also links to the Childhood Obesity Plan – particularly relevant in Rotherham.	Use of PE assessment to target children who need intervention. Trial one page assessment.
	Purchase of new PE equipment		Tennis balls, bibs.	Footballs, netball hoops on wheels and tennis balls needed.
	Fixture/upkeep of outdoor equipment	£785	Increased use of active games on the yards – skipping, ball games, hula hoops etc. Children continue to enjoy equipment. 100% of F2 children attain EYFS expected in gross motor skills.	Unexpectedly higher costs this year. Continue to focus on this every term.

	CPD for lunchtime supervisors around leading play.		Increased focus on adult led active play at lunchtimes.	3x CPD sessions for 3x staff.
--	--	--	---	-------------------------------

<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation: 5%
---	---------------------------------------

Intent	Implementation	Impact	Total spend = £828
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:	Sustainability and suggested next steps:
Raise the profile of PESSPA with our children and families.	Sports week – we will host a full week to celebrate PE and Sport within our school. Parents will be offered the opportunity to join in, further raising the profile with our families. At the end of the year, we will celebrate achievements throughout the year with certificates and stickers for Sports	£150 £125	All children engaged and celebrated. Parents attended to support raising profile. Children exposed to a wide range of sports and physical activities including football, rugby, rounders and orienteering. Children engaged with inflatables. Higher focus on skill
			Sports week to be repeated next year. Wider range of activities on offer. Co-ordinator cover time 6 days.



<p>Ensure that the PE curriculum links with the school priorities.</p> <p>Clubs for sports engagements</p> <p>Maintenance of climbing equipment in hall.</p>	<p>days. Markings to be put down.</p> <p>New sport taught to all pupils (Tchoukball)</p> <p>Trophies purchased.</p> <p>We will open the school as a venue for a sports camp over the school holidays to encourage our families to take up a place on it.</p> <p>PE Lead will use coordinator time to link SIP priorities to PE action plan, plan sports week, audit equipment, write progression maps and long term plans, collect staff voice etc.</p> <p>Gymnastics (F2), Athletics, Rounders</p>	<p>JMAT sports staff time</p> <p>£390.50</p> <p>£183.50</p>	<p>for scoring at sports day.</p> <p>Children feedback very positive.</p> <p>Celebrate and focus in school.</p> <p>Co-ordinator time – sports week activities booked, progression maps in place to ensure build of skills, equipment gaps filled as a result of audit.</p> <p>F2 gymnastics and multi-sports were full and staff were able to target specific children for core strength support. 100% achieved PD in F2.</p>	<p>Fundamental skills.</p> <p>Progression maps to be adapted to be line with whole school format including for mixed curriculum. SIP priority.</p> <p>Wider range of clubs for F2 with a sports focus.</p> <p>Evaluate condition of field and ballcourt.</p> <p>Half termly sports newsletter. Winter – outside.</p> <p>Relaunch Sports Education.</p>
--	---	---	---	--

				Assemblies around looking after equipment. Sports ambassadors.
--	--	--	--	---

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				7%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	Total spend = 1300
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 intend to improve the confidence of our staff in their delivery of PE lessons so that the children can have access to high quality lessons in all areas of the PE curriculum.	Employment of school sports coach to work alongside class teachers to team teach PE lessons.  3x LSA deployed additionally to decrease group sizes when teaching PE in Y6 2x pms per week.	<i>Covered in cost above</i>  £1141	Teaching staff show confidence in teaching PE.  Y6 engagement and behaviour in PE has improved and incidents have decreased.	Support in gymnastics through timetabling including additional LSA deployed.  Particular experiences for girls.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				0.8%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	Total spend = £150
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>To develop the outdoor opportunities offered to all pupils in school, utilising the school grounds and garden area.</p>	<p>Outdoor equipment monitored and fixed.</p>	<p>Cost factored above.</p>	<p>Outdoor equipment on Adventure playground used with KS1 each lunchtime.</p>	<p>Wider range of community events attended from the start of the year.</p>
<p>External support and providers to enhance specific areas.</p>	<p>JMAT lead, Tennis (Tennis company), Gymnastics, cricket, rugby (Titans), martial arts.</p>		<p>Better links with providers and pupil have wider opportunities.</p>	<p>Use of retrieval and warm up time to focus on retrieval of basic skills and progression maps to focus on deepening skills across the whole school.</p>
<p>CU codes for participation in and out of school.</p>	<p>CU codes shared in school and learning destinations sharing theirs.</p>		<p>Increased participation of external providers.</p>	<p>Further enhance links with external providers over the year – RUFC, Cricket Club</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
Intent	Implementation		Impact	£0
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:
Experience of competition and leadership in PE lessons for all KS2 children regardless of their abilities.	Sports Education model continued in KS2.	£0 – planned and delivered by PE lead.	Pupils have been very motivated by this model and can talk about it. Celebration assembly and school reports have reflected impact for individuals relating to the different roles they have played.	Sports Education model to be relaunched – children to be able to talk more confidently about the role.  Fundraising used to attend at least 4 competitions. Other smaller competitions to be accessed. Push participation with parents and manage expectations.
			Total budgeted spend	£17,668

			Total spend	£17,929
--	--	--	-------------	---------

Signed off by	
Head Teacher:	S. Littlewood
Date:	09.07.23
Subject Leader:	Rebecca Crapper
Date:	09.07.23
Governor:	F Radford
Date:	09.07.23