

# 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 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](#).



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## Details with regard to funding

Please complete the table below.

Total amount allocated for 2021/22	£17,271.60
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	<b>£17,320.00</b>
How much (if any) do you intend to carry over from this total fund into 2023/24?	<b>£717.05</b>
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	(£17,320.00 + £717.05 ) <b>£18037.05</b>

## 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. <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>	46%
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 2020. Please see note above	85%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	77%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	46%
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?	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: 2022/23		Total fund allocated: £17,320.00		Date Updated: 31.07.2023	
<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:</p> <p>54.91%</p>
Intent	Implementation		Imp act		
<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>	
<ul style="list-style-type: none"> <li>Children to be active lunchtimes (and in general) and complete the Daily Mile 5 times per week.</li> <li>Equipment (e.g., skipping ropes, balls etc.) to be accessible at all playtimes to encourage active play for all.</li> <li>After school sports clubs to be offered weekly targeting different key stages and age groups.</li> <li>To provide opportunities during playtimes and lunchtimes where all children have access to a space that is suitable to engage in physical activity, supported, where necessary, by adults, for children who find it difficult to engage with their peers or who may have physical or cognitive barriers to access this.</li> <li>Children in Years 5 and 6 attend weekly swimming sessions in the summer term.</li> </ul>	<ul style="list-style-type: none"> <li>The Daily Mile is timetabled after lunchtime every day for all children in school. Set targets for each class.</li> <li>Basketball hoops and netball post/goals are purchased to be used at lunchtimes</li> <li>Equipment boxes are colour coordinated and accessible during each outdoor play for all children.</li> <li>Additional equipment has been purchased during the year, to ensure equipment is replaced when necessary.</li> <li>Ensure quality after school sport is being delivered. Promote places in the clubs to target children/age groups.</li> <li>To contribute to funding active playtimes with staff who engage, support and encourage pupils to play a variety of games, practise skills and improve their physical and mental health through active play.</li> </ul>	<p>£3588.20 JP</p> <p>1116.27 Equipment</p> <p>Additional equip</p> <p>£1621.72</p> <p>£50 pitch marking</p> <p>£9510.55</p>	<ul style="list-style-type: none"> <li>All children take part in the 'Daily Mile', 5 times per week.</li> <li>Children look after their own playtime equipment and can earn points to add to their class box.</li> <li>Children have more active playtimes.</li> <li>Teachers /GTAs have provided clubs throughout the year to keep children active.</li> <li>Observations throughout the school day show that active PE and playtimes has had a positive impact on children's physical, mental and social health.</li> </ul>	<ul style="list-style-type: none"> <li>Midday Supervisors to continue to run, monitor and promote the Daily Mile.</li> <li>Identify young play leaders and stay on track with their PE boxes.</li> <li>Student council discussions to continue to identify ways to improve PE in school.</li> </ul>	

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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:	Sustainability and suggested next steps:	
<ul style="list-style-type: none"> <li>To celebrate children's participation and achievements during whole school assemblies</li> <li>The use of Twitter and school newsletters are used to promote , celebrate and update children's participation in events.</li> <li>To focus on children's mental wellbeing in addition to their physical health. Additional opportunities for outdoor learning and mindfulness will be incorporated into our curriculum. Including staff clubs, Good to be Gold activities etc</li> </ul>	<ul style="list-style-type: none"> <li>To celebrate the success of teams and/or individuals who have represented our school.</li> <li>Updates will be added to our school newsletter and Twitter will be used to promote participation and events.</li> <li>Good to be Gold celebrations and clubs will have a range of active and wellbeing activities for children to enjoy and experience</li> </ul>		Allocated above.	<ul style="list-style-type: none"> <li>Children will feel celebrated and encouraged to participate in in school and out of school active activities</li> <li>Children understand the importance of being active as part of their overall wellbeing</li> <li>Our outdoor areas have been utilised in different areas of the curriculum.</li> <li>The reflective area has been a useful outdoor space to promote positive thinking and mindfulness.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>This focus is sustainable and will impact for a long length of time.</li> <li>Next steps are to continue to utilise outdoor areas to create additional opportunities in the classroom to complete mindfulness activities and brain breaks.</li> </ul>

Key indicator 3: increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				12.21%
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:
<ul style="list-style-type: none"> <li>• Offer first class coaching to staff to ensure children have access to quality PE teaching in every year group.</li> <li>• Ensure staff feel confident to deliver the national curriculum to a high standard and keep up to date with new approaches.</li> <li>• Using a scheme of work provides staff with clear learning objectives, clear activity ideas to teach the learning objectives. It also provides a clear sequence for each unit and across units throughout the different year groups.</li> <li>• Skipping workshop to demonstrate to teaching staff and support staff how skipping can be used within Pe lessons for fitness and wellbeing. It encourages use of skipping during playtimes.</li> <li>• MSA training to support lunchtime staff in delivering a more active playtime.</li> </ul>	<ul style="list-style-type: none"> <li>• GetSET4 PE scheme is purchased/subscribed and is used consistently by all staff</li> <li>• Sports coaches to work alongside staff to improve their confidence and competence in PE and keeping children active. <ul style="list-style-type: none"> <li>○ Chris Corcoran – Skipping Instructor</li> <li>○ Jack wood – Tennis Coach</li> <li>○ Urban Strides – Street dance</li> <li>○ First Set PE - Cheerleading</li> <li>○ Chance to Shine Cricket and ball skills</li> </ul> </li> </ul>	£2115	<ul style="list-style-type: none"> <li>• Staff are delivering well planned, progressive PE curriculum for the children of school to enjoy and experience.</li> <li>• Children experience a well planned [progressive PE curriculum, developing skills, confidence and competences in a wide range of PE themes</li> <li>• Staff in school are becoming more confident in their PE delivery (through use of scheme and impact of experts/coaching) and have more ideas to use across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• To consider an increased range of coaches to deliver a wider range of activities to inspire children to have a lifelong participation in sport.</li> <li>• Develop a rolling programme of sport coaches into school</li> </ul>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 28.74%
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:
<ul style="list-style-type: none"> <li>To offer children a variety of sports delivered by external providers.</li> <li>To ensure children have the appropriate equipment for each taught session (e.g. netball/ basketball posts, gymnastics equipment).</li> <li>To increase the number of children accessing swimming and being able to swim more confidently and competently to reach national curriculum levels and water confidence and safety</li> </ul>	<ul style="list-style-type: none"> <li>To contact and organise different sports coaches to plan additional sporting events for our children               <ul style="list-style-type: none"> <li>Chris Corcoran – Skipping Instructor</li> <li>Jack wood – Tennis Coach</li> <li>Urban Strides – Street dance</li> <li>First Set PE - Cheerleading</li> <li>Chance to Shine Cricket and ball skills</li> </ul> </li> <li>New equipment purchased to improve the delivery of the curriculum.</li> <li>Ensure all eligible children are encouraged to attend swimming sessions (Y5&amp;6)</li> </ul>	3184.36 Swimming transport- top up £1794.10 Staff costs swimming	<ul style="list-style-type: none"> <li>Children have experienced a range of different sports and have broadened their knowledge and potentially their involvement in lifelong participation in sport.</li> <li>Teacher’s confidence will improve.</li> <li>The equipment purchased supports the learning and enhances our PE lessons both in terms of quality and enjoyment for the children</li> <li>There is a good uptake in swimming sessions, regardless of previous experience and competence.</li> <li>Children have swimming sessions to increase the number of children achieving national curriculum levels.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure children are being exposed to a wide range of activities.</li> <li>Ensure adults are involved and their confidence is improving.</li> <li>Staff survey of what our PE CPD needs are now</li> </ul>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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:
<ul style="list-style-type: none"> <li>For children to access a wider range of sports to encourage them to find a physical activity that they enjoy.</li> <li>Inclusion of all children in all events during sports day.</li> <li>Children have the opportunity to compete against other schools in a range of sports – both ‘friendly’ /experiential and competitive fixtures</li> <li>Taking part in competitive sport enriches children’s experience.</li> <li>Children develop resilience and stamina in children within PE alongside developing the skills and knowledge of sports</li> </ul>	<ul style="list-style-type: none"> <li>Arrange for coaches to visit our school and for children to participate in external events.</li> <li>Conversations with our local School Games Organiser to plan to partake in future competitive events.</li> <li>SJ to work with colleagues form other settings to organize and facilitate team games/fixtures</li> </ul>	Allocated above.	<ul style="list-style-type: none"> <li>For children to complete a questionnaire to highlight their favourite session.</li> <li>Children competed fairly, learnt new rules, strived to beat personal goals and to celebrate the success of others.</li> <li>Children experiences team events vs other schools and enjoy taking part in events not at school.</li> <li>Raised confidence in those children who have been to competitions.</li> </ul>	<ul style="list-style-type: none"> <li>Book coaches to deliver taster sessions at Carlton Primary.</li> <li>Ask children to complete a questionnaire based upon their experience.</li> <li>Create additional opportunities to increase children’s participation in sport.</li> <li>Create a survey to capture what sporting activities children participate n outside of school</li> </ul>

Signed off by	
Head Teacher:	Jon Watson
Date:	31.07.2023
Subject Leader:	Steph Jackson (and then Jon Watson)
Date:	31.07.2023
Governor:	LGB Meeting
Date:	20 <sup>th</sup> November 2023