

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2019

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](https://www.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 carried over from 2021/2022	£0
Total amount allocated for 2021/2022	£17,690
How much (if any) do you intend to carry over from this total fund into 2023/2024	£0
Total amount allocated for 2023/2024	£17,650
Total amount of funding for 2023/2024. To be spent and reported on by 31st July 2022.	£17,650

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.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.	74%
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	66%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	57%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	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: 2022/2023		Total fund allocated: £17,650	Date Updated: 22/02/2023	
Key indicator 1: The engagement of all 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				Allocated Budget £ 11,487
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:
<p>Improve physical activity levels in our most inactive pupils:</p> <ul style="list-style-type: none"> • Training play leaders • Training/supporting lunchtime staff to engage more children in active play at lunchtimes • Purchase quality equipment to be used to increase daily physical activity • Working to ensure maximum uptake of our extra-curricular clubs to engage as many pupils in extracurricular clubs as possible. • Educating our children in the value and benefits of a healthy active lifestyle. • By ensuring our high quality PE and school sport offer develops competent and confident movers with the aim of inspiring lifelong participation in physical activity. • Using active lessons to increase 	<p>As a school we contribute funding to sustain the Windmill Cluster Partnership which provides the following opportunities:</p> <ul style="list-style-type: none"> • Complete PE • Additional competitions outside of the School Games programme • Comprehensive CPD programme • PE Conference • Outdoor activity days • Sports Awards • Support from partnership lead for team teaching and staff training. Training course attended and resources being utilised. 	<p>Equipment £5650</p> <p>Staffing £5837</p>	<p>New clubs have been set up to target the least active pupils.</p> <p>Clubs delivered as breakfast, lunchtime and after school depending on demand.</p> <p>Average attendance at clubs has vastly improved this year. Increase in % of pupils attending extra-curricular clubs</p> <p>Positive attitudes to health and well-being</p> <p>Pupil concentration, commitment, self-esteem and behaviour enhanced for sports ambassadors –</p>	Continuously monitor physical activity levels and identify the most appropriate target groups to achieve maximum impact.

physical activity levels and learning. <ul style="list-style-type: none"> • Raising awareness of the best places to take part in sport and physical activity outside of school. • By increasing our pupils' activity levels throughout the day. 				
Key indicator 2: The profile of PE being raised across the school as a tool for whole school improvement				Allocated Budget
				£2000
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:
Develop teacher's skills and knowledge in activities that will engage and inspire our pupils to take part in life long physical activity. <ul style="list-style-type: none"> • Engage learners in new a different experiences such as new sports and new experiences with local providers. • Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond. • Use PE and sport to develop the whole person including thinking, social and personal skills? • Use PE teaching to aid fine and gross motor skill development • Use sporting role models (Commonwealth Games) to engage and raise achievement • Ensure PE and school sport is visible in the school (assemblies, 	Ensure staff are confident to deliver activities requested by pupils. Use Sports Premium where appropriate to provide training, experiences and transport to access. <ul style="list-style-type: none"> • Additional competitions outside of the School Games programme • Comprehensive CPD programme • PE Conference • Outdoor activity days • Develop a team of sports through the Windmill Cluster who help run and organise the intra house festivals • Play leaders run their own club for younger pupils at lunchtimes. • Help run and record the events for Sports Day. Support younger children. 	£2000	High quality lessons delivered in engaging activities. Happy engaged pupils. Teachers delivering high quality lessons. Pupils engaged in competitions, extra-curricular and community clubs following sessions. Increase in % of pupils accessing extra-curricular clubs <ul style="list-style-type: none"> • Personal development (physical skills, thinking skills, social skills and personal skills). • Attainment and achievement, behaviour and attendance. • PE physical activity and school sport have a high profile and are celebrated across the life of the school • SMSC 	Identify the positive impact that PE and school sport has on academic achievement, behaviour and safety, attendance, health and wellbeing and SMSC in School development plan, Whole school policies/PE policy <ul style="list-style-type: none"> • Use PE conference to review, evaluate and plan for the next academic year. • School staff better equipped/ more confident to teach PE in school • Monitoring use of schemes and whole school PE coverage • Play leaders develop younger pupils into becoming leaders themselves

notice boards, Dojo, pupil reward and recognition of pupils) <ul style="list-style-type: none"> • High quality PE lessons delivered during curriculum time. • To deliver the Sports Leader Programme throughout the school, engaging and facilitating pupils' ability to take responsibility for their learning and delivering of physical activities to the rest of the school. • School staff better equipped/ more confident to teach PE in school • Monitoring use of schemes and whole school PE coverage • Play leaders develop younger pupils into becoming leaders themselves 			<ul style="list-style-type: none"> • Children learn to respect and work with each other, exercise self-discipline and act in a safe and sensible manner. • Continued progression of all pupils during curriculum PE lessons. • Pupil interviews inform us that pupils enjoy their PE lessons and that pupils enjoy the variety of activities on offer during curriculum PE. • Play leaders impact importance of sport/activity by being positive role models in the school • Successful sports day held • ALL pupils able to participate fully with parents in attendance again. 	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Allocated Budget
	£1000

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:
Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment. <ul style="list-style-type: none"> • To encourage coaches employed to deliver the PE curriculum, to 	<ul style="list-style-type: none"> • Staff confidence in delivering PE lessons is improving • CPD opportunities provided through the Windmill Partnership CPD programme. • Use specialist coaches and providers for team teaching & staff training to increase the 	£1000	<ul style="list-style-type: none"> • Increased staff knowledge and understanding • All teachers able to confidently plan, teach and assess PE more confident and comprehensive evidenced through feedback and lesson observations • More sustainable workforce 	<ul style="list-style-type: none"> • Review staff confidence and competence in delivering high quality PE and school sport and allocate staff to upcoming CPD opportunities • Further 1:1 lesson observation to monitor staff

<p>increasingly involve school staff supporting lesson</p> <ul style="list-style-type: none"> To increase their confidence in delivery of the subject. Lesson observations to monitor staff effectiveness and confidence - Questionnaire to monitor pupil and staff attitudes towards progression in PE 	<p>knowledge and confidence of staff in delivering PE.</p> <ul style="list-style-type: none"> Purchase quality assured resources to support teachers and support staff. PE lead/sports coaches used to help upskill teachers through modelling lessons, team teaching, help with planning and observations. Classes rotated to ensure all teachers benefit from coaches expertise (KS1 = skills focus, KS2 = sport specific focus) Subject Leader to attend relevant sport conferences and network meetings to gain relevant information. Liaise with other local schools to share knowledge and expertise 		<p>including young leaders.</p> <ul style="list-style-type: none"> Enhanced quality of provision Increased pupil participation in competitive activities and festivals Increased range of opportunities The sharing of best practice with other schools in the Windmill Cluster Partnership. A more inclusive curriculum which inspires and engages all pupils Increased capacity and sustainability Continued progression of all pupils during curriculum PE lessons. Discussions inform us that pupils enjoy the variety of activities on offer during curriculum PE. 	<p>effectiveness and confidences</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Allocated Budget</p> <p>£2163</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>Identify which activities pupils would like to try by year group, gender and least active groups. Ensure our school are providing activities that will engage the most pupils as well as the least active.</p> <p>Develop opportunities for pupils to access community sport in order to develop social skills, leadership and communication outside of school.</p> <p>Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events.</p> <p>Continue to offer additional extracurricular opportunities for all pupils to take part in physical activity and sport</p> <p>Providing additional links to Community Sports Clubs</p> <p>Children participate in festivals/ tournaments held through windmill cluster</p> <p>Increase opportunities for KS1 children</p> <p>Continue to develop relationships with community coaches so a broad and wide range of activities can be offered to all age groups.</p>	<p>Provide opportunities for children with SEND, the least confident and the least active to attend exciting, varied and a new range of activities through the school sport partnership.</p> <p>Review extra-curricular activities through pupil voice</p> <p>Employ sports coaches to provide appropriate extra-curricular sporting opportunities and to improve sports skills in children through increased opportunities in school and the wider community</p> <p>Complete inclusive health check on the School Games Website to review our PE and school sport offer in terms of inclusion and use the action plan to develop our offer.</p> <ul style="list-style-type: none"> • To keep the website/ information up to-date range of clubs currently on offer (changeable throughout the year) • Pupils to take photos of themselves in 'the clothing they wear when taking part in their favourite activities and/or sports for noticeboard • Children to attend the extracurricular clubs. • School to enter children into sporting festivals/ competitions. • Links made with coaches and outside clubs 	<p>£2163</p>	<p>Registers from additional clubs have shown an increase in participation particularly of PP children.</p> <p>Increase in attendance of extra-curricular clubs</p> <p>Reduction of pupils not meeting 30 minutes physical activity per day</p> <p>Increase in % of pupils attending community clubs</p> <ul style="list-style-type: none"> • Engaged or re-engaged disaffected pupils • Increased pupil participation • Enhanced quality of delivery of activities • Increased staffing capacity and sustainability • Enhanced, extended, inclusive extra-curricular provision • Improved behaviour and attendance and reduction of low level disruption • Increased pupil awareness of opportunities available in the community • improved physical, technical, tactical and mental understanding of a range of sports • enveloped wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair play and leadership? • Coaches signposting children to community sessions. 	<p>Complete pupil survey every year to allow student voice to influence our extra-curricular sports programme.</p> <p>Further increase opportunities for KS1 children in and out of school</p>
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	<ul style="list-style-type: none">Tennis/ cricket /rugby/football/hockey - Equipment continues to provide opportunities during break and lunchtimes.		Evidence includes - Curriculum map, Inclusive health check, Registers of participation, Extra-curricular data, pupil/staff surveys	
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Key indicator 5: Increased participation in competitive sport				Allocated Budget
				£1000
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:
<p>Provide opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome.</p> <p>Increased participation in School Games competitions. Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events.</p> <p>Select children who we feel would benefit most from the opportunities available in the Purbeck Partnership events calendar.</p> <p>Enter external events to give pupils the opportunity to compete against other schools</p> <p>Investigate further use of virtual inter house competitions/ children leading own events</p>	<ul style="list-style-type: none"> Engage more staff/ parents/ volunteers and young leaders to support attendance at competitions. Use external coaches to run competitions to increase pupils' participation. Identify a set number of competitions/events to provide transport to. Ensure pupils get opportunity to take part in local competitive leagues, tournaments and festivals. Regular (termly), intra-house sports competitions for pupils across different sports. To develop links with external agencies in the community to ensure more pupils participate in community clubs outside of school 	£1000	<ul style="list-style-type: none"> More parents/ volunteers and young leaders to support attendance at competitions. Vast majority of KS2 pupils participated in the intra-house competitions. Sports day set up, participated in and enjoyed by ALL pupils. Fixture results to be published in Newsletters and through Dojo After school club registers School Games Mark 	<p>Review attendance data and identify children for appropriate opportunities.</p> <p>Continue to monitor % of pupils representing school in competitive sport and allow us to identify those that have not.</p> <p>Further widen opportunities for pupils to take part in competitive sporting events</p> <p>Investigate further use of inter house competitions/ children leading own events</p>