

# 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 carried over from 2020/21	£0
Total amount allocated for 2021/22	£17,820
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2022/23	£17,580
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£18,340

## 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>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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 2020.</p> <p>Please see note above</p>	72%
<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>	72%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	100%

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: 2020/21		Total fund allocated: £17,580		Date Updated: July 2022	
<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>					Percentage of total allocation:
					%
Intent	Implementation		Intended 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?:	
To ensure that all pupils to participate in at least 30 minutes of physical activity each day.	Improved playtime provision offering a wide variety of activities to engage pupils in both KS1` and KS2. Maintain the impact of sports leaders and raise their profile. Continue with the Daily Mile. Increase activity in the outdoor gym. Establish fitness challenge club at dinnertime. Guest speaker for KS2 to motivate pupils to participate in the fitness club. Establish well-being ambassadors who promote the need for regular physical activity. Training for all midday supervisors		£ 2850  £150  £200  £100  £300	All pupils engaged in physical activity for at least 30 minutes a day. Wake up Shake up, daily. Sports leaders will be effective in supporting activities. Pupils will be striving to beat their personal best in the fitness challenge club.	
				Ensure succession planning for sports leaders, Year 5 leaders are trained in the Summer Term and shadow a Year 6 leader. Maintain high profile of sports leaders. Celebration of personal bests in the fitness challenge club. Weekly Trophy	

Impact:				
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: %
<b>Intent</b>	<b>Implementation</b>		<b>Intended 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 raise the profile of healthy living and the importance of physical activity through Health Champions and their deputies.	Appointment of Senior Health Champions and year group health champions who will promote healthy living and daily physical activity. <ul style="list-style-type: none"> <li>Wake up Shake up</li> <li>Theme days linked to topics to promote healthy living.</li> <li>Health and Wellbeing Club for target pupils/families.</li> <li>Fitness Challenge Dinnertime Club.</li> <li>Cooking Club for families</li> </ul>	£200          £320	Health Champions have a high profile across the school. Pupils participate in Wake Up Shake Up each morning on arrival at school. 8.45- 8.50. Health and Well Being Club – healthy cooking and living (sports participation) Fitness Challenge Dinnertime Club. All children participate at least once a week.	Health Champions to have deputies who support who will step up the following year. Allocate a member of staff to take responsibility for the fitness challenge. Clear objectives for the year to be reviewed regularly with Health Champions.
Impact:				

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:
Increased staff confidence in the teaching of PE. Use of expertise within staff to ensure high quality teaching.	PE to be taught by staff with expertise.  PE Coordinator to monitor, evaluate, attend training and provide additional training to staff.  Resources purchased to support the teaching of the scheme of work.  New scheme bought to support staff in the delivery of PE.	£ 4,780  £1000  £800  £600	All pupils engaged in PE lessons. Lessons of a high quality which build on skills and prior knowledge. The PE Curriculum builds on prior learning and develops pupils' skills.	Opportunities to share good practice, team teach and observe. PE Coordinator to identify areas for development and plan/ source appropriate high quality training. Staff survey to support with the review of the scheme and its effectiveness.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:

<p>All pupils have the opportunity to participate in an extra-curricular activity. Target children who have never participated following survey results.</p>	<p>Increase extra-curricular activities: Yoga, Netball, Football, Rugby, Running, Dance and Health and Fitness. Member of staff to be trained in Forest School and establish an after school club for target children. Resources to support the development of Forest School  2 classes to participate in outdoor activities at Castleshaw outdoor centre.</p>	<p>£1500 £1500  £2240</p>	<p>Pupils participating in extra-curricular clubs for a sustained period of time.</p>	<p>Monitor engagement throughout the year. More staff to be involved in extra-curricular activities.  Pupil Voice – what clubs would they like to access. Build links with local sporting clubs eg Limeside Lions, Boxing Club.</p>
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Impact:



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:
Pupils to have the opportunity to participate in a variety of competitive sports. Engage more pupil premium children in inter/intra school teams.	Inter house sport competitions each half term.  Participate in organised events with CFOS schools and local schools. School to buy into the Oldham Sports Development Team to provide a broader range of opportunities for all our pupils. Feedback to be gained from pupils after each event. Transport to events via minibus.  Ensure Sporting activities are accessible for all. Purchase additional trainers, and PE Kits.	£ 500   £1000   £300	Pupils experiencing the competitive nature of sport and developing a love of sport and physical activity.	Evaluate the effectiveness of the Sports Development Teams provision and the impact it has had on our pupils, to inform next steps. Evaluate the impact of the school's house system to decide how this can be further improved. Establish links with other local schools for sporting competitions.
Impact:				

Signed off by	
Head Teacher:	Alison Booth

Date:	09/09/22
Subject Leader:	Paul Carey
Date:	
Governor:	
Date:	