

# 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 i



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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£ 4111.81
Total amount allocated for 2022/23	£ 16511.00
How much (if any) do you intend to carry over from this total fund into 2023/24	£ 8205.82
Total amount allocated for 2022/23	£ 20622.81
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£ 12416.99

## 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><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>	20%
<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>	0%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	0%
<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

## 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> 2022/23		<b>Total fund allocated:</b> £ 16511.00		<b>Date Updated:</b> 31.07.2023	
<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: %
<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:
Top up Swim School Sessions (pool & instructor) twice weekly to reach a higher number of pupils for a longer amount time (catch up)	Deal Leisure centre – pool and qualified instructor twice weekly, including extra support and resources	£ 1856.98	Higher level of skill in safe & rescue Higher level of confidence in the water High levels of enjoyment and support of social skills (engaging with peers)		Top up sessions will continue throughout next academic year
<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: %
<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:
Further raise the profile and importance of physical development across the school by implementing sensory regulation strategies and resources (sensory OT)	OT to assess groups of pupils and their ability to self-regulate. OT to produce programmes for groups of pupils specific to the development of physical development	£ 887.50	Groups of pupils will be able to access physical activity at a level appropriate to their sensory profiles – progress in self-regulation and physical development		

	Resources to support above programmes.			
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				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:
Further develop staff skills and knowledge in physical development (and achieving sensory regulation through physical activity) through staff training (sensory OT)	OT to assess groups of pupils and their ability to self-regulate. OT to produce programmes for groups of pupils specific to the development of physical development Staff training to deliver programmes	£ 2000.00	Groups of pupils will be able to access physical activity at a level appropriate to their sensory profiles – progress in self-regulation and physical development	
Further develop staff confidence when supporting swimming activities	Life guard training/water rescue training	£220	More staff will be able to support more pupils in the water, thereby reaching more pupils for longer periods of time	More staff to be trained over next academic year as and when necessary

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				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 from Key Stage 1 and 2 access physical activity in a fun way and throughout their day to aid sensory regulation.	Stacking cones, spinning top Balance beams Sensory swings Folding Gym Mat	£ 1037.51	Higher level of skill in physical development and problem solving (balancing/negotiating obstacles) Pupils gain confidence and improve	

			transitions (as travelling to place in local community and moving in an unfamiliar space. Positive impact on social skills as sharing new experiences with peers.	
Extend the school's offer of therapeutic approaches and a broader range of sporting activities	Rebound therapy/trampolining equipment and hall hire.	£6415.00	Rebound Therapy and trampolining provides a therapeutic exercise for pupils with sensory regulation difficulties. Controlled bouncing and Rebound Therapy exercises will help alleviate anxiety, has a strong calming effect and will improve pupils' readiness for learning	Rebound and trampolining is now set up – only cost of hall hire and future maintenance cost will need to be budgeted for

**Key indicator 5: Increased participation in competitive sport**

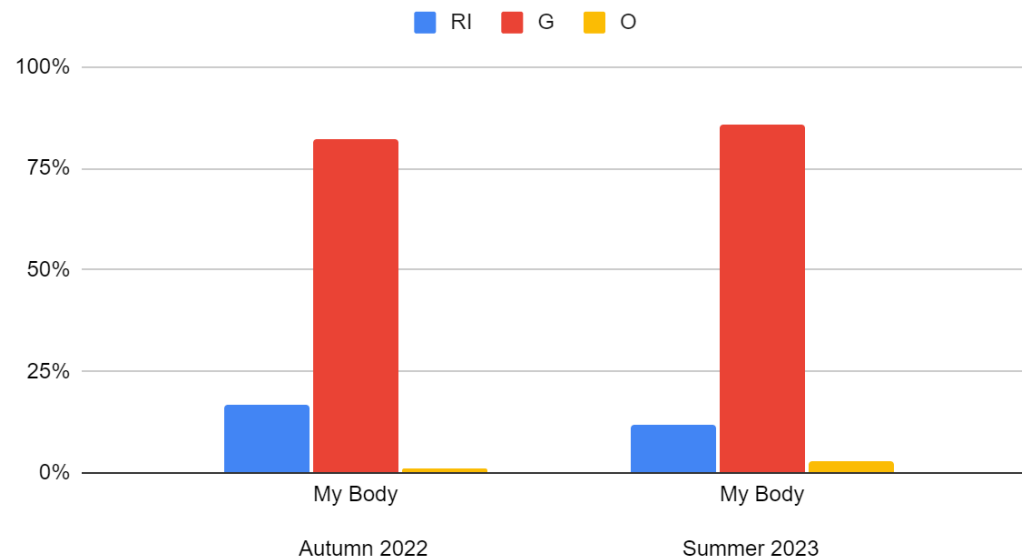
				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
		£		

### Impact statement:

Our pupil progress data shows that the interventions and strategies put in place and funded by the sports Premium grant have led to more pupils making expected progress in the subject area of 'My Body'. Additionally more pupils made outstanding progress in this area of our curriculum. The percentage of pupils requiring intervention in this subject has reduced. Please see graph and table below:

	Requires Intervention	Good Progress	Outstanding Progress
My Body Autumn 2022	17%	82%	1%
My Body Summer 2023	12%	86%	3%

### Pupil Progress Curriculum Area - My Body



Signed off by	
Head Teacher:	Jane Hatwell
Date:	31.07.2023
Subject Leader:	Ivonne Puttmann
Date:	31.07.2023
Governor:	Maria Blackburn
Date:	31.7.2023