

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised **JULY 2023**



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](#).





## Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£3,549
Total amount allocated for 2021/22	£16,580
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£21,876
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2022.	£21,876

## 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.

**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**

Children in both KS1 and KS2 have access to swimming in the school pool during the month of September and for the second half of the summer term i.e. June and July.

Pupils in KS2 have been given swimming lessons for a 9 weeks during the spring term.

Both of these are aimed at enabling pupils to develop water confidence, swim competently, confidently and proficiently over a distance of at least 25 metres.

Pupils are taught to use a range of strokes effectively including, front crawl, backstroke and breaststroke.

	Pupils are exposed to safe self-rescue in different water-based situations.
<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>	71% 5/7
<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>	71% 5/7
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	71% 5/7
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.

<b>Academic Year: 2022/23</b>		<b>Total fund allocated: £16,</b>		<b>Date Updated: 26.03.23</b>	
<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: %
<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:
1. Teachers and pupils to have access to the online Corefulness programme with options for morning and afternoon exercises to develop core muscles and prepare brains for learning.	Purchase Corefulness programme and utilise across all year groups.		£ 250	Pupils ready to learn and core skills developing. Children understanding that quadrants of the body need to be exercised and cross quadrant exercise is positive for brain readiness.	Pupils experiencing developmental challenges through the use of the programme as they move through the school.
2. For children to have the opportunity to engage in a range of activities during the week	Purchase of equipment for encouraging healthy activity/sports at playtimes, training of staff in positive playtime/active playtime approaches		£ 300	Pupils engaged in playground activities and socialising positively.	Playground game cards and systems for use ready and known for following years.
<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>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:

<p>To ensure a whole school curriculum is available to all teachers which is child centred and can demonstrate the development of skills and physical literacy.</p> <p>Upkeep and use of the trim trail and climbing wall and other sporting equipment used within the school to further develop pupil involvement in physical activity across all year groups.</p>	<p>Purchase of the Real PE scheme.</p> <p>Safety inspections, checks and review of all equipment linked to physical movement in school including the trim trail and PE equipment.</p> <p>Maintain as appropriate, replace equipment that fails safety checks and inspections or deemed unsuitable for use.</p>	<p>£</p>	<p>Pupils involved in PE based activities for x2 hours per week, with skills developing as children progress through the scheme.</p> <p>Trim-trail equipment checked and replaced as needed and planned.</p> <p>Children of all ages using the equipment safely and effectively, showing increased confidence with the exposure to use on the equipment and challenging themselves further.</p>	<p>Regular maintenance with the Trim trail to ensure longevity of its life.</p> <p>Use of Big Buddy to ensure youngest children use equipment frequently and appropriately</p> <p>Regular and built in inspection of equipment.</p> <p>Pupils taught how to use and move equipment safely and appropriately ensuring safe practice and life of equipment extended.</p>
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<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>				<p>Percentage of total allocation:</p>
				<p>%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	
<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>Continued investment with the RealPE platform, materials.</p> <p>Training linked to the Real PE scheme, both for teachers and for the curriculum PE lead.</p> <p>All staff are confident and competent to deliver wide range of swimming and water safety programme</p> <p>Facilitate focused swimming sessions including booster sessions for those who need.</p>	<p>Revised PE Curriculum Plan showing spiralling development across the year groups in the PE stands as well as vocabulary use.</p> <p>Staff trained in implementation. L5 coach engaged to lead series of lessons covering a range of sports; staff to observe, implement strategies learnt, plus CPD time for staff.</p> <p>Training of staff to deliver water safety and swimming activities.</p> <p>Hiring in of specialist swim and gym staff to facilitate extended experiences.</p>	<p>£</p>	<p>September swimming experiences had an impact on children's confidence in water, in developing their range of competencies across the school.</p> <p>Additional swimming opportunities throughout the year supported KS 2 pupils with their swimming abilities.</p> <p>Children engaged in gym and swim activities, with all developing their confidence and water skills including self-rescue activities.</p> <p>Enjoyment of a range of additional water-based activities not usually covered in the summer term.</p>	<p>Extend the season as long as possible to enable children to have the same experiences going forward.</p> <p>Children engaged with PE, swimming and gym activities and enthused to participate within sporting activities beyond opportunities offered by the school.</p>

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>Additional achievements:</p> <p>Opportunities for children to involve themselves in additional sporting activities and clubs out of school time, which are free to attend.</p> <p>Kayaking, raft building, team building and other multiactivities led by qualified and experienced staff.</p> <p>KS2 pupils having access to a purpose built Olympic gym, with equipment and qualified staff.</p> <p>All pupils given access to additional swimming opportunities and extra water safety tuition.</p>	<p>Trip to Hooke Court for all children in Years 5 and 6. Trained instructors teach children skills to achieve a range of sports/activities they would not normally have opportunity to experience.</p> <p>Swimming pool recommissioned for September 2022 to give children additional opportunity to experience wider water-based activities than those covered by the usual provision.</p> <p>KS2 pupils taken to gym and swim sessions during the spring term at a local indoor setting.</p> <p>Additional swim teacher brought in to teach children small groups including booster sessions.</p>	£	<p>Children engaged in gym and swim activities, with all developing their confidence and water skills including self-rescue activities.</p> <p>Enjoyment of a range of additional water-based activities not usually covered including kayaking and raft building (Y5 &amp; 6).</p> <p>Confidence of children on trip to try new specialist activities, was low now significantly higher and the children are all more keen to give something unknown a try.</p> <p>Pupils willing to explore equipment more readily and developed in resilience and stamina as a consequence with exposure to extended swimming and gymnastic equipment experiences.</p>	<p>Children engaged with PE, swimming and gym activities and enthused to participate within sporting activities beyond opportunities offered by the school.</p> <p>Pupils' voices sort and hear with regard to possible future opportunities and clubs.</p> <p>Future bookings linked to gym and swim planned.</p>

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:
Children have access to participating in competitive and inter school competitive and shared sporting activities. This may be linked to the BVC or the North Dorset school games group.	Continue subscription to Gillingham SGO programme. Participate in range of intra-school and inter-school competitive events, including purchase of special equipment and competition expenses. Y6 pupils to take part in the Bronze Ambassadors scheme.	£	Significantly higher participation in a wide range of activities – athletics, football, netball, tennis, swimming etc. for interschool festivals. Many more children taking part in these events, and many for the first time/plus PP and SEND	Develop links with local schools for more informal competitive events. Develop links with local sporting clubs to further support pupil participation in sporting activity.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	