

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting  
Tool Revised July 2022

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 sports 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 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

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 2023. To see an example of how to complete the table please click [HERE](#).

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| Details with regard to funding  |  |                       |     |     |           |                       |                       |           |                      |                      |           |                       |                       |
|---|--|-----------------------|-----|-----|-----------|-----------------------|-----------------------|-----------|----------------------|----------------------|-----------|-----------------------|-----------------------|
| Total amount carried over from 2021/22  | £ -3.97  |                       |     |     |           |                       |                       |           |                      |                      |           |                       |                       |
| Total amount allocated for 2021/22  | £ 17 797   |                       |     |     |           |                       |                       |           |                      |                      |           |                       |                       |
| How much (if any) do you intend to carry over from this total fund into 2023/24?  | £ 0  |                       |     |     |           |                       |                       |           |                      |                      |           |                       |                       |
| Total amount allocated for 2022/23  | £ 17 810   |                       |     |     |           |                       |                       |           |                      |                      |           |                       |                       |
| Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.   | £ 17806.03   |                       |     |     |           |                       |                       |           |                      |                      |           |                       |                       |
| Swimming data   | Baseline %      Exit %   |                       |     |     |           |                       |                       |           |                      |                      |           |                       |                       |
| Meeting national curriculum requirements for swimming and water safety.<br><br>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.<br><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> | <table border="1"> <tbody> <tr> <td>July 2020</td> <td>3%</td> <td>86%</td> </tr> <tr> <td>July 2021</td> <td>3%</td> <td>63% - only Y4+5 COVID</td> </tr> <tr> <td>July 2022</td> <td>7%</td> <td>27 % - only Y6 COVID</td> </tr> <tr> <td>July 2023</td> <td>3 %</td> <td>58% - only Y5+6 COVID</td> </tr> </tbody> </table> | July 2020             | 3%  | 86% | July 2021 | 3%                    | 63% - only Y4+5 COVID | July 2022 | 7%                   | 27 % - only Y6 COVID | July 2023 | 3 %                   | 58% - only Y5+6 COVID |
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| July 2023   | 3 %  | 58% - only Y5+6 COVID |     |     |           |                       |                       |           |                      |                      |           |                       |                       |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?<br><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 2022. Please see note above   | <table border="1"> <tbody> <tr> <td>July 2020</td> <td>3%</td> <td>86%</td> </tr> <tr> <td>July 2021</td> <td>3%</td> <td>63% - only Y4+5 COVID</td> </tr> <tr> <td>July 2022</td> <td>7%</td> <td>27 % - only Y6 COVID</td> </tr> <tr> <td>July 2023</td> <td>3 %</td> <td>55% - only Y5+6 COVID</td> </tr> </tbody> </table> | July 2020             | 3%  | 86% | July 2021 | 3%                    | 63% - only Y4+5 COVID | July 2022 | 7%                   | 27 % - only Y6 COVID | July 2023 | 3 %                   | 55% - only Y5+6 COVID |
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| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?<br>Please see note above  | <table border="1"> <tbody> <tr> <td>July 2020</td> <td>3%</td> <td>86%</td> </tr> <tr> <td>July 2021</td> <td>3%</td> <td>63% - only Y4+5 COVID</td> </tr> <tr> <td>July 2022</td> <td>7%</td> <td>27 % - only Y6 COVID</td> </tr> <tr> <td>July 2023</td> <td>3 %</td> <td>55% - only Y5+6 COVID</td> </tr> </tbody> </table> | July 2020             | 3%  | 86% | July 2021 | 3%                    | 63% - only Y4+5 COVID | July 2022 | 7%                   | 27 % - only Y6 COVID | July 2023 | 3 %                   | 55% - only Y5+6 COVID |
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| <b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>  | <table border="1"> <tbody> <tr> <td>July 2020</td> <td>86%</td> <td></td> </tr> <tr> <td>July 2021</td> <td>63% - only Y4+5 COVID</td> <td></td> </tr> <tr> <td>July 2022</td> <td>27 % - only Y6 COVID</td> <td></td> </tr> <tr> <td>July 2023</td> <td>55% - only Y5+6 COVID</td> <td></td> </tr> </tbody> </table>          | July 2020             | 86% |     | July 2021 | 63% - only Y4+5 COVID |                       | July 2022 | 27 % - only Y6 COVID |                      | July 2023 | 55% - only Y5+6 COVID |                       |
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| 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?   | We use some of the funding for swimming boosters. They attend 2x12 weeks funded by school.   |                       |     |     |           |                       |                       |           |                      |                      |           |                       |                       |



## 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: £17 810 |   | Date Updated: June 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:<br>17% |
| Intent   | Implementation  |                               | Evidence of Impact  | Sustainability and suggested next steps:   |  |
|  | Actions linked to intent  | Funding allocated:            |   |  |  |
| 1.1 Increase the levels of activity at break and lunch   | Training for MDSs. Look at way to structure the lunch time for equal access.<br>Update equipment needed<br>Keep lunchtime staggered so there is more space for children to be active. AWP is timetabled and used to motivate pupils to take part. | £1500                         | Using our internal activity tracking data and pupil surveys. it showed that in KS2 there was a marked increase in activity at break/lunch times after the adaptations had been implement. Around XX of pupils are now active at lunchtimes and 75% enjoy lunchtimes.<br><br>All groups of chdn in KS2 are involved and active including SEN and equal for boys and girls. | Continue to work on keeping the activity levels up. Get quote for Sports coach f to come in 4 days a week and run lunchtime clubs in Autumn term.<br><br>Continue play leaders :<br>KS1 – facilitating playground games<br>KS2 – weekly challenges<br>Build in new intra-competitions to increase interest and motivation.<br>Build in renewal and replacement of equipment into the budget to secure continued high quality provision.<br>Lots have requested football and dodgeball in latest questionnaire. |  |

|  |   |       |  |   |
|--|---|-------|--|---|
|  |   |       |  | Look into Scrap Shed<br><a href="https://scrapstuff.co.uk/scrap-sheds/#content">https://scrapstuff.co.uk/scrap-sheds/#content</a>   |
| 1.2 To address the fall in % of children who achieved 25m [thus meeting the statutory requirements of the national curriculum for PE] due to the impact of COVID restrictions on swimming provision. | Offer additional booster to get our provision for Y6 2023. Data shows when we are able to offer our 'full package' of swimming delivery our pupils make outstanding progress [eg Cohort of 2019 went from 3% to 86%] Our latest cohort 2022 [who have only swum in Y6 and had some boosters] went from 7% to 27%. However there was a further 14% who were very close to achieving the ARE. | £500  | Swimming data for this academic year shows that the extra booster has helped – gone from 27% to 55% achieving 25m. Low baseline data still – very few children have experience of swimming out of school/have private lessons. | Continue to track the swimming data each term and increase booster sessions wherever possible.<br><br>Look into RNLI to visit/online resources school for a presentation on water safety and self-rescue.   |
| 1.3 Children to be provided with quality opportunities to be active throughout the school day.   | Improve the provision for movement play across all of the Early Years phase – squiggle me wiggle. Introduce sensory circuits, fine and gross motor skills ideas from purchase of new theory books.<br>Woodland school timetabled throughout the school year. Active learning sessions and COJO.   | £1000 | EYFS staff have noticed an improvement in gross and fine motor skills and confidence.<br><br>Timetables show daily golden mile and some COJO lessons.<br>Work scrutinies show regularly active English/maths sessions.         | Forest School teacher to be trained online accredited Level 3 qualification plus face to face training<br><br>Refresh staff training [especially as new staff members and changing roles] on active lessons, heat maps, 60 minutes activity each day. |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement   |   |                    | Percentage of total allocation:   |  |
|--|---|--------------------|---|--|
|  |   |                    | 1%  |  |
| Intent   | Implementation  |                    | Evidence of Impact  | Sustainability and suggested next steps:   |
|  | Actions linked to intent  | Funding allocated: |   |  |
| 2.1 Re-elect a new Change for life team to organize at least termly personal challenges, be an advocate for being active, feeding back on lunchtime activities, be involved in assemblies etc – to increase the motivation and drive to succeed, ultimately making our pupils more active. Link to KPI5 and KPI4 | KS2 classes each have 4 Change for Life Champions. They can manage the leader board on the playground display board. Build in the Personal Challenges with the Change for Life & Sports leaders into the new lunchtime program with the MDS. Meet with them in September and discuss ways we can improve. Change for Life to advocate for different class and feedback sports they would like to try, when lots in the class want to change things up/numbers of participation start to drop. | £110               | Children have enjoyed the choice of activities this year – with only 10% now stating they do not enjoy activities on offer.<br><br>Pupil feedback has helped keep motivation and interest in                    | Continue to involve the Change 4 life/ sports ambassadors in getting feedback from peers so that we can keep activities interesting/fresh and targeted to their interests. Aim is to maximise involvement. Continue music/dance days at lunchtimes too.<br><br>Prizes for personal challenges – raise profile in celebration assembly – Play leaders and Sports ambassadors choose 1 pupil between the groups for each assembly. |
| 2.2 Promote healthy lifestyles for children through signposting to local sports clubs/activity centres.  | Liaise with PSHE lead and Sports Coach and pupils about which they attend. Contact local sports clubs to run events and come and try sessions at the event. Assembly for children on the importance of being active everyday.   |                    | Children taught about how to lead a healthy lifestyle and are exposed to new sports available in the local area.<br><br>Pupil questionnaire shows approx. 75% of our pupils said they understand the importance | Speak to SGO about creating a central list which all school can contribute to with a catalogue of local clubs and sports on offer.<br><br>At least annual whole school assembly on importance of being   |

|  |   |  |  |   |
|--|---|--|--|---|
|  | Engage in Bikeability –all Year 4 and Year 6 invited. |  | of PE / being active on their future life.<br><br>Award ceremony – sports personality of the year at the end of this academic year | active everyday. Pedestrian safety – walk to school<br>Offer some come and try sessions for reasonably priced clubs. Each year group is offered the opportunity to participate in Bikeability from Y4 to Y6 annually. Increase focus on impact on bodies/future health next year. Liaise with Premier Coach and teachers. |
|--|---|--|--|---|

| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>       |  |                    | Percentage of total allocation:<br><br>56%   |   |
|--|--|--------------------|--|---|
| Intent   | Implementation   |                    | Evidence of Impact   | Sustainability and suggested next steps:  |
|  | Actions linked to intent   | Funding allocated: |  |   |
| 3.1 CPD for staff tailored to their needs/requests to ensure high quality teaching and learning for our pupils | Premier Sports LTP to include clear links to teachers' CPD requests. Teachers continue to be present in PE lessons and be involved in teaching. Feedback from teachers - end of each unit - couple of teaching points that they will take forward. | £8000              | CPD delivered to staff new to year group and staff with a specific CPD requests in PE teaching<br><br>Staff feedback on CPD needs being met. | Continue to monitor quality of sports coach PE lessons. Work alongside sports coach and teachers to develop greater differentiation within PE so that all children make progress. CPD planned for staff Peer teaching opportunities provided<br>End of unit pupil interviews with sample of children. |

| 3.2 Resources for improved PE lessons to allow the delivery of Get Set 4 PE   | Embed the high quality scheme of work (Get Set 4 PE) that would support high quality delivery for non specialist teachers.   | £2000              |  | Continue to embed Get set for PE. Foci – progression and assessment.                        |     |    |     |    |     |    |     |  |
|---|--|--------------------|--|---|-----|----|-----|----|-----|----|-----|--|
| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>  |  |                    |  | Percentage of total allocation:   |     |    |     |    |     |    |     |  |
|   |  |                    |  | 20%   |     |    |     |    |     |    |     |  |
| Intent  | Implementation   |                    | Evidence of Impact   | Sustainability and suggested next steps:  |     |    |     |    |     |    |     |  |
|   | Actions linked to intent   | Funding allocated: |  |   |     |    |     |    |     |    |     |  |
| 4.1 Continue to broaden the sports we offer in before and after clubs and lessons so children get to find new areas of interest and sports they can succeed/excel at. | Look at purchasing more resources for after-school clubs / lunchtime clubs / intra-competitions to keep widening our ability to offer different sporting experiences in schools. | 2400               | <p>All year groups have been offered to join breakfast or after school clubs every half term this academic year [Rec from January].</p> <p>In house data shows that average attendance at clubs is</p> <table border="1"> <tr> <td>Y3</td> <td>74%</td> </tr> <tr> <td>Y4</td> <td>53%</td> </tr> <tr> <td>Y5</td> <td>45%</td> </tr> <tr> <td>Y6</td> <td>61%</td> </tr> </table> | Y3  | 74% | Y4 | 53% | Y5 | 45% | Y6 | 61% | Use tracking data to identify Least Active Population and deliver a program to support their inclusion – use CNSSP Inclusive Games to support. |
| Y3  | 74%  |                    |  |   |     |    |     |    |     |    |     |  |
| Y4  | 53%  |                    |  |   |     |    |     |    |     |    |     |  |
| Y5  | 45%  |                    |  |   |     |    |     |    |     |    |     |  |
| Y6  | 61%  |                    |  |   |     |    |     |    |     |    |     |  |
| 4.2 Continue to widen our resources so that we can offer more varied sports for all abilities.  | <p>Purchase – New Age Kurling – intra competition.</p> <p>Enter inter- competitions in sports we haven't done before.</p>  | 1300               | <p>New age kurling purchased.</p> <p>Entered new competitions this year eg hockey.</p> <p>Also took part in inter or intra competitions in: athletics,</p>   | Introduce more new games – ensuring equal access eg Goalball, circuits, possibly Quidditch? |     |    |     |    |     |    |     |  |



| Key indicator 5: Increased participation in competitive sport   |   |                    | Percentage of total allocation:   |  |
|---|---|--------------------|---|--|
|   |   |                    | 66%   |  |
| Intent  | Implementation  |                    | Evidence of Impact  | Sustainability and suggested next steps:   |
|   | Actions linked to intent  | Funding allocated: |   |  |
| 5.1 Children to take part in as many competitions as possible - with walking distance and virtual set up by the SGO. Continue to build on skill station approach too. | Continue to look into other options for transporting / getting to more competitions. Speak to SGO about the possibility to have more virtual competitions/more at Ruskin. | 1000               | Autumn term attendance at inter competitions was good. Unfortunately, we did have quite a few that have been cancelled this year for various reasons: venue roof collapse, lack of team [TS], our school closure to flood and clashes with strike days. | Use of spirt scoring and power plays to widen audience interested in sports and vary high attainers, Further develop intra-competition opportunities.<br><br>Inter-competitions. Continue to plan these in at the start of term and use lunch, clubs and Wednesday pm to prep competitors. |
| Link to 4.2   |   |                    |   |  |

| Signed off by   |                 |
|-----------------|-----------------|
| Head Teacher:   | Rachael Bagni   |
| Date:           | 20.7.23         |
| Subject Leader: | Colette Procter |
| Date:           | 20.7.23         |
| Governor:       | Emma Humphries  |
| Date:           | 20.7.23         |

Created by:  **association for Physical Education**  **Active Partnerships**  
Engaging Communities, Transforming Lives  **YOUTH SPORT TRUST**

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