

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool  
Revised October 2020

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](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31<sup>st</sup> July 2021** at the latest.

**\*\* In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).

## Pe AND Sports Premium Report 2022

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<p>PE curriculum successfully delivered in all Year groups</p> <p>13 out of 13 teachers and their assistants received substantial CPD training by a professional sports education provider (Premier Education) for 1 complete term session. Teachers reported increases of confidence and that they learned a broader range of activities to help children to enhance and improve their PE skills. Teachers reported a clearer understanding of progression and how to steadily and systematically develop their class's skills, understanding and tactical awareness.</p> <p>All Year 6 children were given the opportunity to experience outdoor activities as well as other physical activities during their trip to PGL Liddington where children had substantial goes at some of the following activities: climbing, abseiling, big swings, canoeing as well as team-work and cooperation activities (obstacle courses and other team activities). They also had the opportunity to play hide-and-seek in nature and some wide games.</p> <p>All children throughout school given opportunities to take part in rigorous sports day events.</p> <p>Almost 100 places were offered to join an after-school sports club for Year 1/2, Year 3 / 4 and for Year 5 /6</p> <p>2 x basketball challenge matches were played against a nearby primary school.</p>	<p>We aim to continue with further CPD training from Premier Education's qualified coaches so that teachers have more opportunities to develop their lessons and teaching skills in other areas of sport and PE.</p> <p>Dance and gymnastics would be a target area though there are some strong teachers already at the school – this has been evidenced by children's performances in after-school clubs, in challenge matches against other schools and in Sports Day performances, as well as observations and reports from the CPD trainer.</p> <p>It was reported that some teachers were more active than others during their CPD sessions so this is an area to be addressed in the coming year.</p> <p>Intend to continue this.</p> <p>This will be continued and extended by offering a wider range of other clubs as well, including dance.</p> <p>Intention is to set up frequent competitions and tournaments with a small group of other local primary schools.</p>

Did you carry forward an underspend from 2020-21 academic year into the current academic year? /NO \*

Delete as applicable

If YES you must complete the following section

If NO, the following section is not applicable to you

If any funding from the academic year 2020/21 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2022.

Academic Year: September 2021 to March 2022		Total fund carried over: £0	Date Updated: 19.7.22		
What Key indicator(s) are you going to focus on?					Total Carry Over Funding:
					£0
Intent	Implementation		Impact		
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated: £0	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:	

<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.</p>	<p>Year 5/6 classes had the opportunity to learn CPD techniques on training dolls.</p> <p>Unfortunately, there was no swimming due to lockdowns and Covid-19 restrictions.</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>	65 %
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	65 %
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	65 %
<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>	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: 2021/22		Total fund allocated: £18540		Date Updated: 8.7.22	
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					Percentage of total allocation:
					%
Intent	Implementation		Impact		£9505 for Premier Education = 9505/18540= 51.2%
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 receive 2x planned and high-quality PE lessons per week (1 being an indoor topic the other being outdoor).	All class teachers received at least 1 full term of focused CPD training in delivering a PE topic of their choosing.	n/a	Children have developed clear sense of physical routines and the process of how to learn new skills and what they need to do to improve them. Chn able to compete at higher levels in team games and in individual sports. Teachers report more confidence at planning for progression and how to set this out during lessons over a period of time.		Hope to continue our partnership with Premier Education Group so that teachers can receive further CPD training in other PE areas. (dance and gymnastics are areas to target across the school; in particular, making dance attractive to reluctant pupils.)
Lunch-time activities provided once a week by Premier Education	Lunch-time activities were offered for 1 hour on most Mondays of the whole year (except for 1 <sup>st</sup> half term).	Part of a lump sum of £9505			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					%
Intent	Implementation		Impact		Approx £900 = 900/9505= 9.4%

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>Children should expect and receive high quality PE lessons with clear paths of progression seen across the weeks but also across the years. This should lead to high levels of performance whether it be in individual sports or in team games. Progression is planned carefully across a topic so that chn have opportunities to learn, practice and develop the necessary skills for a team game and then build up to playing small group games leading up to more official refereed matches.</p> <p>High quality sports equipment purchased.</p>	<p>In individual classes, due to the quality of PE lessons and the planned-in opportunities to develop and improve their skills, I have observed high levels of competitive skills during games where children have shown fabulous intensity, ability and tactical awareness as well as high levels of team-work.</p> <p>Materiel was purchased and ensured for all classes to have access to high quality sports equipment during their lessons (for instance each child had their own football, basketball, tennis racket, badminton racket, etc.)</p>	<p>n/a</p> <p>£812</p>	<p>Our school challenged a neighbouring school to basketball matches and demonstrated very high levels of skill, speed, intensity and teamwork with very good awareness of tactics and strategies. Both matches were won.</p> <p>Clear progression is seen across the years of children's understanding of a variety of sports and the rules to play them competitively. Children arrived in Year 5/6 with the basic skills understood if not mastered with many children able to display excellent performance standards (in particular, basketball was played with a very high level of skill and intensity.)</p> <p>The majority of children are able to display confident use of the equipment and can develop their skills at a personal pace until they</p>	<p>I am hoping to extend sporting challenges to a number of other school in the neighbourhood with the idea of holding regular tournaments and competitions.</p> <p>Increasing children's stamina is an area to improve as quite a large number of children appear to have sedentary lives and lifestyles at home. The lack of easy access to sports centres and open public spaces is also an issue in our school's neighbourhood.</p>



<p>Sports Day Activities</p>	<p>All year groups had opportunity to perform in competitive events with high levels of intensity and skill.</p> <p>Year 6 and Year 5 pupils were given the opportunities to set out the sports events and activities and to experience organising and supervising sports for younger children and their peers including setting up, organising and running the event.</p>	<p>Part of the £812 equipment was spent on things for sports day like medal stickers</p>	<p>are confident and can take part in team games more effectively.</p> <p>Chn were able to compete at high standards and there were some very impressive individual performance in athletics event such as running, shot putt and long jump.</p> <p>Chn demonstrated excellent understanding of the sports and very good awareness of how to communicate good sports habits and skills to younger children; they were able to encourage, motivate and inspire chn to perform to their best</p>	<p>Each class was able to experience approx. 6 x 10 minutes of targeted, quality sports events.</p> <p>With the hope that COVID will be less of a concern, the intention is to run sports day at a local sports centre with larger space – chn will experience a mixture of individual and team events.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	Prem. Ed Group 51.2% (as before)
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:
Intention is for teachers to deliver high quality PE lessons that allow children to develop skills progressively and then be able to use these in a wide range of competitive and non-competitive events in teams or as individuals.	All staff received high quality sports training CPD from a professional Sports Company (Premier Education) for a whole academic term.	£9505	Teachers have reported an increase in confidence at how to include progression in their teaching and in using a wider range of activities and techniques that allow children to improve their skills.	To be continued in the next year. However, the CPD instructor reported that some teachers are more active during the lessons than others so this needs to be addressed.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	£1000 subsidy = $1000/18540 = 5.4\%$
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:
Additional achievements: The PGL outdoors experience gave Year 6 children opportunity to experience events such as rock climbing, canoeing and abseiling.	Children successfully improved their skills in a range of outdoors and adventurous activities.	£1000 subsidy	A large number of children were able to conquer their personal fears of heights and their improved confidence was palpable and taken into classes in the subsequent weeks.	Seek to expand the range of outdoors adventures possibilities for Lower KS2. (This is already being addressed in that Year 5 will be joining Year 6 in the autumn term's PGL trip.)
Swimming lessons were held for Year 5 and Year 6 pupils.	All 3 Year 5/6 classes were taken to Rivermead Leisure Centre for a	This was paid for by parents		

	6-week course of swimming lessons by qualified swimming instructors.			<p>Intention to deliver swimming lesson to Years 4 and 5 in the next academic year.</p> <p>Bikeability is proving to be a difficult issue for us given the insufficient space and time available on the playground to run such a course; alternatives venues were looked at but none were suggested.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				N/A %
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:
An after-school sports club was run every half-term of the year except for the first half during which Year 5/6 had 2 half-terms; Year ¾ had 1 half term and Year ½ had 2 half terms.	Chn were given opportunities to take part in a wide range of team games such as basketball, bench ball, dodgeball.	Paid by parents	Almost 100 pupils were able to take up one of the spots in the club across the academic year.	To continue offering an after-school sports club as well as a fencing club, a football club and a dance club.
As written above, 2x competitive basketball matches were arranged and played against a neighbouring school.	Year 5 played a home basketball match against Thameside Primary (9 children involved).  Year 6 played an away basketball match against Thameside Primary (9 children involved)	N/A	2 x 9 pupils were given competitive experience in a focused, refereed, official match.	Intend to involve more local primary schools in more regular competitive fixtures.

Signed off by	
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Date:	1/9/22
Subject Leader:	Trevor Hearfield
Date:	20.7.22
Governor:	
Date:	

Created by:



Supported by:





