

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

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](#) 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 2023** at the latest.

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 2020. To see an example of how to complete the table please click [HERE](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<p>Increased times and opportunities for all children to take part in structured physical activity working towards 30 active minutes per day.</p> <p>Increased opportunities for children to take part in competitive sport</p> <p>Addition of a new sports apprentice</p> <p>Play leader training</p> <p>Balance Bikes</p>	<p>Provide Opportunity for all children to access 30 active minutes outside of PE lessons. Increase range of extra-curricular PE clubs on offer</p> <p>Provide more opportunities for pupils to take place in competitive sport</p> <p>Purchase any new PE equipment when necessary.</p> <p>Continue to improve the teaching of PE and Sport by providing CPD and team-teaching sessions for all staff (not just teachers).</p> <p>Develop the use of assessment in line with school policy.</p> <p>Continue to attend as many different types of competitions as possible.</p>

Meeting national curriculum requirements for swimming and water safety.	
<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 2023.</p>	79%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	67%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	79%
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? £6,000 spent to ensure that every class swims yearly and top up sessions are provided to Year 6.	Yes/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: 2022/23		Total fund allocated: £17,920.00	Date Updated: July 2023	
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				36%
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:
Extend 'Active Play' lunch times providing all pupils the opportunity to take part in physical activity varying from supervised active play to inter-class competitions.	Develop resources Recruit Staff where needed Order Equipment	Staffing  £12.07 x 1 person x 1hour x 5 days x 38 weeks = £3018.00 (with oncosts)  Equipment - £500	Pupil voice indicates that the children are reporting their enjoyment of lunchtimes – particularly those children taking part in football, basketball, tennis and badminton. Pupil are happy with the variety of activities on offer throughout lunchtime. Staff are reporting a positive impact on attitudes to learning after lunch times and less times is spent dealing with negative behavioural issues due to Y5/Y6 boys taking part in organised, competitive football games	Consider the introduction of active minutes cards in the classroom – all pupils who access active play fill in a square on the Active Play Chart or a daily challenge. Consider ways how to deliver an 'active play' during rainy days. (Table Tennis League, New Age Kurling etc) Consider introducing 'zones' on the playground in order to structure the activities effectively.

Develop a more active breakfast	<p>From 8.00- 8.40 a range of high intense physical opportunities that include:</p> <ul style="list-style-type: none"> <li>Monday – Wake Up Shake Up</li> <li>Tuesday – Cosmic Yoga</li> <li>Wednesday – Joe Wicks Active 8 whole body workout</li> <li>Thursday – Double Daily Mile</li> <li>Friday – Just Dance</li> </ul>	<p>Staffing</p> <p>£11.86 x 1 person x 1 hour x 5days x 38 weeks = £2964.00 (with oncosts)</p>	<p>Breakfast club figures have increased by 10% this year ensuring that more children have a nutritional breakfast and a healthy start to the day. Specific children have been targeted to attend breakfast club and this has resulted in an increase in their attendance and punctuality and also their self-worth, confidence and resilience.</p>	<p>To train members of staff to deliver these activities.</p> <p>To publicise the activities and promote through school's social media platforms.</p>
<b>Key indicator 2:</b> The profile of PE, SS and PA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				2%
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: £500	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:



<p>Celebration assemblies to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to be involved in the assemblies.</p> <p>To raise the profile of PE and Sport for all visitors and parents.</p>	<p>Achievements celebrated in assembly (match results + notable successes in lessons etc.).</p> <p>PE and sporting achievements recognised and celebrated through whole school assemblies. Medals and certificates provided for all children who have taken part. Showcase assemblies used to perform gymnastics and dance routines. PE displays maintained around the school, raising the profile and celebrating success. Role model visits for all children. Achievements and success celebrated on twitter.</p>	<p>Pupils are very proud to be involved in assemblies/photos on notice boards etc. which is impacting on children's physical, social and emotional wellbeing As a result children's attainment in school has increased along with attendance. A high number of pupils are now attending clubs in the community which is complimenting activities in school and in the curriculum. We have raised the profile of sport around the school by exposing children to a number of different sports and activities such as athletics and cross country. The Liverpool Harriers have been invited into school to coach 90 of our KS2 children and an after-school club has been established due to this, with an uptake of 20 children. School are committed to bringing these coaches back for the next school year and around 70 children will benefit from their expertise. Enhanced coaching will expose the children to new disciplines such as hurdles and high jump, and school will be able to register for the cross country and athletics competitions</p>	<p>Does the SLT see the benefits of the raised profile and are committed to funding these areas when the Primary PE and Sport Premium is discontinued?</p> <p>To develop a hall of fame for children who are high achievers in sport for other children to look up to in order to further promote engagement and highlight the positive effects of sport, exercise, health and well- being.</p> <p>Two staff members to deliver after-school cross-country and athletics groups.</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:
				44%
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>Increase teacher's skills and confidence to teach PE and sport. High quality PE lessons delivered during curriculum time</p> <p>To equip the PE Coordinator, Leadership Team &amp; Governors with the latest up to date information for PE, Sport &amp; Physical</p>	<p>Employment of PE Coach from LSSP for a half day each week</p> <p>Continue to develop and use whole school plans and assessment.</p> <p>Use of Balance assessment tool to ensure the progression and continuity of teaching and learning.</p> <p>Specialist PE teachers to attended a number of CPD courses to enhance the delivery of lessons (see LSSP website).</p> <p>CPD for staff</p> <p>P.E. teacher to attend termly networking meetings and then provide updates throughout the year to all staff</p> <p>Lesson observations for P.E. Specialists and other staff</p> <p>P.E. subject leader to meet with children to see how they</p>	<p>Get Set 4 PE £600</p> <p>LSSP membership £7264</p>	<p>Learning walks and lesson observations showed that PE coaches and teachers are confident in their delivery of lessons and that all teaching is considered at least good or better. Staff stated that shadowing an expert in gymnastics and athletics has given them increased confidence to deliver gymnastics sessions effectively themselves.</p> <p>P.E. subject leader has attended CPD training and had fed back to all staff. As a result of this all pupils have made good or better progress over the past year (see school's Balance assessment system) Pupil voice was extremely positive children said that they really enjoyed P.E.</p> <p>Staff are extremely positive about the Get Set 4 PE schemes of work. The differentiation and whole child approach has ensured that PE lessons are inclusive, progressive and fun.</p>	<p>P.E. subject leader to help new Staff/students with Physical Education.</p> <p>Monitoring use of schemes and whole school PE coverage</p> <p>Help staff understand how to assess in P.E. (use Get Set 4 PE tool)</p> <p>P.E. subject leader to identify any staff that need extra training in P.E. and extracurricular activities.</p> <p>Further professional development for P.E. subject leader and any other staff who need it. P.E. specialists to continue to teach lessons and continue to develop other staff during these lessons.</p> <p>Develop use of Koboca surveys to tailor PE curricular and extra-curricular programmes.</p>

	feel the impact of P.E. has helped them and if they have any ideas for the future Baseline pupils so that impact can be measured over time.			
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				8%
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>To provide a wide range of physical activity opportunities throughout whole school day.</p> <p>Provide residential trips for pupils in Year 5 and 6 so that they can participate in normally 'out of reach' experiences.</p>	<p>Morning sessions to include a range of five different exercise themes including high intense exercise sessions, dancing for fun, yoga and meditation, and distance running.</p> <p>Playground zones set up and delivered by sports leaders every playtime providing further opportunities for meaningful physical activity engagement. Different focuses in different zones to appeal to all children and to promote positive and healthy playtimes.</p> <p>Daily Mile to be run every morning at 8.40am, during all PE lessons (twice per week) and every day for</p>	<p>School paid for 2 pupil premium children to attend residential £700</p> <p>See above for LSSP membership costs</p>	<p>Lesson observations and learning walks from subject leads and SLT show a broader range of sports and activities are on offer to all pupils.</p> <p>Pupil voice included opinions on children's engagement in physical activities/sports and questionnaires about their confidence and self-esteem. All feedback was highly positive. Very few instances of pupils not bring kit to school and as a result progress and achievement in curriculum PE is good. Majority of pupils say they enjoy PE and Sport and want to get involved in more activities. Two new clubs now running with an uptake of over 35 pupils.</p> <p>Fitness assessments were conducted in PE lessons at the start, mid-year</p>	<p>Pupil voice responses considered and implemented in order to offer a widened range of sports and activities for all pupils to get involved in.</p> <p>Trials for suggested sports/activities and suggested improvements on provision already being offered to be implemented and reviewed regularly.</p> <p>Weekly updates of PE and School celebration/bulletin boards.</p>



<p>Enrol in variety of sports events and competitions to engage SEN children in sports and activities</p> <p>Termly Interschool Competitions and events</p> <p>LSSP Enhanced Membership that includes Skoot Skool, Balanceability, Play Leader Training and Power</p>	<p>each class.</p> <p>Practice, prepare and enter LSSP competitions and celebrate the children's participation in assemblies.</p> <p>Whole school competitions focusing on areas of the PE curriculum that have been taught during each term. Mixed year and ability groups to compete in whole school events that put the children's skills that they have developed into competition.</p> <p>Year 6 - Young leaders to receive training to promote physical activities and sport during KS1 playtimes</p> <p>Reception children to receive Balanceability</p> <p>Year 3 and 4 children to take part in Skoot Skool</p> <p>Y5 children to take part in the Power change for life programme.</p>	<p>Skoot Skool £660</p>	<p>and end of year and showed a positive improvement for the vast majority of children.</p> <p>30 Year 5 and 6 children attended the Oaker Wood Outward Bounds residential - Pupils tell us that they enjoyed the residential trip and the experiences it offers and that they have created unique and memorable learning experiences.</p> <p>30 Reception children really enjoyed the Balance Bike sessions and staff have reported encouraging feedback from parents about the sessions noting excellent progress at home in learning to ride a bike with or without stabilisers.</p> <p>The Play Leader training has resulted in 15 Year 6 children developing their leadership skills and raising their self-esteem and self-confidence. They have organised a series of fun games every Friday afternoon play time for 30 Y1 children and this has increased the amount of physical activity they undertake. Y6 also have morning break with Year 1 and 2 in order to develop their play leader roles.</p> <p>The Power programme has targeted and engaged with 30 of our Y5 children. Staff and children have noted positive health behaviours (particularly for our most inactive children) as a result of this initiative 8 children are taking part in an extra-</p>	<p>Regular celebrations and awards for participation will support sustainability and ensure that we are always progressing further as a school.</p> <p>Regular communication and involvement of parents to promote exercise, sport and well-being in children and as a school as a whole.</p>
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			<p>curricular club for the first time. Skoot Skool was highly beneficial to a group of children with SEND helping to increase their participation, engagement and enjoyment in sport and PE. It has also developed and improved agility, balance, co-ordination and muscle strength and endurance greatly benefiting other sporting activity. A number of children have now started to regularly scoot to school and this active travel has improved their health and fitness.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
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>Commit to participating in LSSP, LFC, and LSPAA.</p> <p>Establish a cycle of intra school competitions, focussing on sports identified by the children.</p> <p>Engage more pupils in inter/intra school teams particularly those who are disaffected.</p> <p>Capture these activities on the school website and PE/Class Seesaw page blogs.</p> <p>Promote wider engagement beyond school via a variety of connections with local community clubs and initiatives.</p> <p>Ensure a wide variety of competition opportunities are available for children</p> <p>Impact – No of children entering at least one competition increases. Pupils enthusiastic and keen to take part in competitions Engage more girls in inter/intra school teams particularly those who are disaffected.</p>	<p>Enter as many events possible with the LSSP to ensure children have the opportunity to represent school across a variety of events throughout the year.</p> <p>Arrange half termly intra school competitions for each key stage.</p> <p>Involve all children in the promotion and importance of engaging in sports. Ensure all children feel secure to take part in either competitive or non-competitive events within an inclusive environment.</p> <p>Provide updates about school sport via our school website and social media platforms.</p> <p>Contact variety of external sports providers and identify children who would benefit from further specialist coaching beyond school.</p>	<p>£1864 costs for competition including equipment, staffing and travel costs</p>	<p>Whole school celebration of skills that have been developed during each half term's PE lessons. Competitions arranged for mixed ability teams to compete within the spirit of our school values, Ready, Respect, Kind were a huge success and a highlight for many children based on pupil voice feedback. Participation promoted and celebrated throughout the year social media, displays and assemblies.</p> <p>15 girls played football matches against local schools. More girls are keen to take part with a noticeable difference in attitudes to PE and sport. 20 SEN children took part in competitions/festivals - staff have commented on how SEN children are showing more interest in PE and sports.</p> <p>One LAC selected to attend the Liverpool Harriers as gifted at athletics.</p> <p>Chance to Shine cricket programme delivered in school to KS2. Class</p>	<p>Pupil voice responses considered and reviewed in order to improve school competition engagement.</p> <p>Develop longstanding relationships with variety of external sports providers and monitor children's engagement levels. Ensure regular reviews to help promote as much participation beyond school as possible.</p> <p>P.E. subject leader to continue to develop competitive sport in school by having an extra year group competition in each year.</p> <p>P.E. subject leader to expose children to inter school competitions depending on what sport they are taking part in during their lessons.</p>



			<p>teachers noted that pupils had developed a more positive attitude towards sport thanks to Chance to Shine sessions and has also supported 'whole child' development, building teamwork, resilience and communication skills. Teachers say that the Spirit of Cricket promotes the values of school: things like respect, fair play and leadership. Children said that the sessions were fun and that they wanted to continue playing the game in school. Three children made connections with their local club in order to develop their cricket further.</p>	
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Signed off by	
Head Teacher:	Mrs L Salters
Date:	July 2023
Subject Leaders:	Mr P Allen
Date:	July 2023
Governor:	Mrs E Proffitt
Date:	July 2023