

# 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 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 allocated for 2022/23	£18,150
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£18,150

## 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. <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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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. Please see note above	95%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	87%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	100%
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/No





	<ul style="list-style-type: none"> <li>• Clear lunchtime plan / timetable for activities to engage all.</li> </ul>		learnt about the importance of healthy and safe lifestyles.	
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**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	
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:
<ul style="list-style-type: none"> <li>• Ensure children have opportunities to experience sporting workshops and events to inspire and provide children with new experiences</li> <li>• Children in year 5 &amp; 6 have the opportunity to become sports Leaders to help support younger</li> </ul>	<ul style="list-style-type: none"> <li>• PE lead to ensure workshops and events are planned across the year with all year groups (Tri golf, Archery, abseiling)</li> <li>• PE lead to provide training for sports leaders (Aut term 1 22)</li> </ul>	£	Y4 had a very successful 6-week block at Cayman golf. Learning the basics from a golf professional and playing on the pitch and putt course. As a result, 3 children joined the junior golf club. South Devon Cricket coach did a cricket session with every class. As a result, many of the children have	Develop more links with local clubs. Signpost the children to taster sessions offered by local community clubs.

<p>pupils in fairness and self-responsibility when involved in physical active games.</p> <ul style="list-style-type: none"> <li>School to provide after school PE clubs across the year to enable all groups of pupils to attend and participate in intra and inter school competition.</li> <li>To ensure that physical wellbeing, healthy lifestyles and healthy eating is delivered as part of the school's PSHE curriculum.</li> <li>Ensure that PE and sport is visible within the school (School PE notice board, website, celebration of PE achievement, trophy cabinet)</li> </ul>	<ul style="list-style-type: none"> <li>PE lead to ensure that children have access to sporting clubs after school</li> <li>PE lead to monitor and ensure that PSHE curriculum is being delivered.</li> <li>PE lead to conduct pupil survey on PE and healthy lifestyles.</li> <li>PE lead to ensure that PE notice board and website are up to date detailing: <ul style="list-style-type: none"> <li>sporting achievements</li> <li>Links to outside sports clubs</li> <li>Intent, implementation and impact PE statement</li> <li>Achievements in PE to date / since the funding</li> <li>Sporting hero of the term</li> <li>Parent leaflets / information about the importance of healthy lifestyles.</li> </ul> </li> </ul>		<p>joined Brixham Cricket Club.</p> <p>Sports Leaders lead engaging fun active activities for children who are less active. Children are more active than before.</p> <p>Physical wellbeing has been delivered through the Jigsaw (PSHE) program of work. Children are more aware of the factors of a healthy body and mind.</p> <p>Linked well with Cayman golf however further work needed to promote PE</p>	<p>Continue to develop and expand the group of children. Share fun activities that teachers could use for wake and shake.</p> <p>Need to conduct survey on PE and healthy lifestyles. Link with the MHST team to deliver some wellbeing workshops.</p> <p>Priority Sept 2023</p>
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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?:
<ul style="list-style-type: none"> <li>To provide staff with professional development, mentoring, training and resources to ensure that they are able to confidently teach PE and sport to all pupils.</li> <li>School to employ specialist sports teacher (0.5) to lead PE lessons and sporting events / clubs</li> <li>School to work towards afPE Quality Mark to ensure that all pupils are receiving the best possible PE provision</li> <li>School to ensure that MTAs are trained in basic lunchtime active games in order to support and encourage physically active games at lunchtime</li> </ul>	<ul style="list-style-type: none"> <li>PE lead to provide staff with Real PE / Jasmine PE CPD link</li> <li>PE to provide bespoke CPD as part of school improvement and INSET meetings.</li> <li>PE lead to research components of afPEQM and provide action plan to HT by Summer 23</li> <li>PE lead to arrange for training and CPD as appropriate</li> </ul>		<p>PE Lead/ Sport specialist has supported less confident staff in the delivery of Jasmine. As a result, all teachers are confident in delivering the Jasmine program.</p> <p>Training has taken place with MTAs to support them with ideas to help promote active playtimes. This has really benefited the children as they are more active and happy.</p>
			<p>Sustainability and suggested next steps:</p> <p>Continue the support network and start to share good practices.</p> <p>Priority 2023/24</p> <p>A structured timetable of training with dates and clear outcomes. Opportunities to discuss with the MTA's successes and areas to develop.</p>

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>	Percentage of total allocation:
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Intent	Implementation		Impact	
<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>
<ul style="list-style-type: none"> <li>• Ensure school is aware of the children's views on PE and sport and which activities they would like to experience.</li> <li>• School to ensure there are opportunities for all pupils to further their interest in PE and sporting activities outside of school</li> <li>• School to ensure that all pupils in KS2 have an opportunity to attend an overnight residential trip.</li> <li>• To ensure that all children have the opportunity to compete in intra school competition.</li> </ul>	<ul style="list-style-type: none"> <li>• PE lead to conduct pupil survey with school council, feedback data to HT and plan for pupils to have access to workshops, experiences or clubs.</li> <li>• PE lead to provide information by noticeboard / website/ direct contact with parents re the clubs and opportunities on offer outside of the school day.</li> <li>• PE lead to ensure that he notifies and provides opportunities to parents of those pupils identified as gifted and talented.</li> <li>• PE lead to ensure that the annual sports day enables all children to compete (Team events)</li> </ul>	<p>£0</p>	<p>Pupils in year 4-6 groups have shown evidence of a large skill increase, especially during outdoor adventurous activities and water sports. The number of children reluctant to take part decreases with each year of experience. Children can complete more challenging activities on residential as they are prepared fully from their main curriculum programme.</p>	<p>Continue with Warren Barn and Potheridge House. Link with the local outdoor centre to encourage more children to take part in outdoor education. Hopefully possible taster sessions. Instructors to come into school to lead outdoor education activities- orienteering. Team building activities.</p>

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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:
<ul style="list-style-type: none"> <li>Ensure that the school attends at least 2 /term competitive events across the year (Inter school competition) across a variety of sports and age groups (Football, Netball, Swimming gala)</li> <li>School to participate in National sporting initiatives to include Sports Relief, Big Pedal and to enter the competitive elements.</li> <li>School to ensure that all children have the opportunity to compete against each other in house matches and sports days.</li> </ul>	<ul style="list-style-type: none"> <li>PE lead to plan competitive matches and events against local schools.</li> </ul>	£0	<p>The girls, Y5/6 and Y3/4 took part in a local football league. As a result, many of the children have signed up to local clubs. There was no swimming gala this year and currently there is no netball league.</p> <p>The school took part in the big walk and wheel which was very successful. Participation rate was improved by 30% from the previous year.</p> <p>Very successful sports day where all the school children competed within house teams.</p>	<p>Continue with the football clubs. Try to link up with local schools to play other sports such as netball, basketball and cricket.</p> <p>Continue the initiatives trying to increase the number of children taking part.</p> <p>Develop intra-matches between classes. Football, tag rugby and basketball.</p>

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

Governor:	
Date:	