

# 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 2023.**





## Details with regard to funding

Please complete the table below.

Total amount allocated for 2021/22	£0
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2022/23	£19,770
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£19,770

## Swimming Data

Please report on your Swimming Data below.

<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 which you can then transfer to the pool when school swimming restarts.</p> <p><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></p>	RNLI classroom based water safety re-capped in Y5 and 6.
<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> <p>Please see note above</p>	81%
<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>	74%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></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>	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.

***N.B. Use of PASS as main PE support in school. PASS's involvement is spread across all of the KIs. However, the expenditure for them, for the sake of this report, has been allocated to KI 3. For further evidence on the impact PASS has had with MCA please see the school website for their termly reports.***

Academic Year: 2022/23		Total fund allocated:	Date Updated:	
<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: 40.8%
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: 8072.12	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Increase engagement to promote active lunchtimes for all. Increase children's physical activity levels and physical literacy.	Increase the amount of equipment available to the children to use at lunchtimes and ensure staff and sports ambassadors know how to use the equipment effectively and safely. Equipment included:  OPAL balance beam OPAL table tennis balls OPAL target nets x 4 OPAL Frisbees OPAL Shildkrot nets x3 OPAL Trace and balance x 6 OPAL play hops x 7 OPAL step a logs OPAL play sand	£1023.12	Increased range of physical activities available to all children at lunchtime.  Increased number of children regularly physically active for 30-60 minutes per day. Staff have observed increase in physical activity levels due to the amount of choice on offer.	Continue to monitor the equipment used at lunchtimes, replenish as required.  Observations and feedback from staff as to most popular activities and how physically active the children are being. Pupil voicing on the most popular activities and any changes/additions which are required.
			Increased number of children	Monitor when and how the

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Increase the number of active minutes in the classroom by integrating more active breakouts	Purchase I moves membership. Ensure all staff are aware of how to access the resources and monitor it is being used.	£249	regularly physically active for 30-60 minutes per day. Increased concentration.	resources are being used. Pupil voicing on how often they are using the resources and the most popular ones.
Increase pupils awareness of the importance of physical activity by using moki bands in UKS2.	Purchase another class set of Moki activity bands and scanner so that more classes can use them and compare results across classes.		Increased number of children regularly physically active for 30-60 minutes per day. Feedback from staff and pupils has been very positive. Children encouraged to beat personal and class/house bests	Continue to monitor how the bands are being used. Attempt different class/house challenges to sustain engagement. Analyse trends between year groups, boys/girls etc.
Introduce Play Ranger Programme in Year 5 to increase the amount of children physically active at lunchtime and knowledge of what activities are available to access.	Identify Play Rangers in Year 5. Train Play Rangers Create and embed a Play Rangers timetable.	£0	Increased number of children regularly physically active for 30-60 minutes per day.	
Introduction of ActivALL boards for break times and PE lessons	Purchase boards	£6800	Increased number of children regularly physically active for 30-60 minutes per day.	Continue to monitor how the boards are being used. Attempt different class/house challenges to sustain engagement.

<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: 0.25%
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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:  £49.92	Evidence of impact: what do pupils now know and what can they now do? What has changed?:  Sustainability and suggested next steps:

<p>Deliver regular PE assemblies to update children on competitions entered and results, clubs available, lunchtime physical activity opportunities and challenges along with embedding the importance of regular physical activity.</p>	<p>PE Lead to plan and deliver regular PE assemblies to all classes.</p>	<p>£0</p>	<p>Success in sport celebrated across the school. Opportunities advertised to all pupils. More children aware of the importance of physical activity and PE.</p>	<p>Continue to plan and lead regular PE assemblies</p>
<p>Ensure regular pupil voicing to guide curriculum and extra curricular programmes and quality of PE lessons.</p>	<p>PE SL to use surveys and sports ambassadors to gauge opinions. Use knowledge gained from pupils to develop existing programmes.</p>		<p>Pupils have helped to shape the curriculum and extra-curricular programme. Feedback from pupil voicing has helped to improve the quality of PE lessons.</p>	<p>Continue to regularly use pupil voicing to shape programmes and ideas.</p>
<p>Embed school values in all PE lessons to in particular increase children's 'Heart' capabilities such as building resilience and integrity. #</p>	<p>Staff to have access to stickers and regularly encouraging positive behaviours in PE lessons.</p>		<p>More children receiving stickers for showing values in PE. Children understanding the benefits of building values such as resilience and integrity in PE and how they link to the 'heart' learning concept.</p>	<p>Monitor the use of stickers in PE lessons.</p>
<p>Use sporting role models to promote the importance of physical activity, PE and sport and how school values can be demonstrated.</p>	<p>PE SL to liaise with professional boxers to set up assemblies. Follow up cross curricular work.</p>			<p>Link visits with how children conduct themselves in PE lessons and use knowledge gained across other curriculum lessons. Set up future role model visits as appropriate.</p>
<p>Continue to develop Sports Ambassadors programme across pupils in Year 6 as positive sporting and physical activity role models</p>	<p>PASS to deliver sports leadership training to all Year 6 children. A select number of children then receive further training in being a Sports Ambassador to deliver activities at lunchtimes for younger</p>	<p>Covered in PASS membership</p>	<p>All children in Year 6 receive sports/play leadership training to improve their communication skills, team work and confidence to lead others. 40 Sports Ambassadors leading</p>	<p>Continue to monitor the success of the Sports Ambassador sessions. Retrain as required. Continue to deliver training and run the Sports Ambassador</p>

<p>Extend Sports Ambassador programme to include Dance Leaders to run dancing at lunchtimes.</p>	<p>pupils.</p> <p>PASS to deliver training to a group of Year 6 pupils who have chosen to become Dance Leaders. Create a timetable to cover every lunchtime.</p>	<p>Covered in PASS membership</p> <p>Spotify subscription – £49.92</p>	<p>daily sessions to increase the amount of physical activity during the school day.</p> <p>A group of 15 children from Year 6 trained to be dance leaders and leading daily dance activities.</p>	<p>programme with next year's Year 6</p> <p>Continue to monitor the success of the Dance Leader sessions. Retrain as required. Continue to deliver training and run the Dance Leaders programme with next year's Year 6</p>
<p>Introduce Play Ranger programme for children in Year 5.</p>	<p>Play Rangers from Year 5 identified. Play Rangers to receive training. Play Ranger timetable created and rolled out.</p>		<p>More children in KS2 involved in regular leadership opportunities. KS2 children used as positive role models for physical activity and engagement.</p>	<p>Continue to monitor the success of the Play Ranger programme. Continue to deliver training and run the Play Rangers programme with next year's Year 5.</p>
<p>Staff to wear branded PE kit when teaching PE as positive sporting role models.</p>	<p>Staff to wear branded PE kit when teaching PE or leading clubs. New staff to receive kit as required.</p>	<p>Covered at end of year 22/23</p>	<p>Children see the benefits of being physically active and engaged in PE lessons.</p>	<p>Purchase further kit as required.</p>
<p>Utilise Sports Leaders and Sports Ambassadors to support intra school competitions for younger pupils</p>	<p>Year 5 used for Year 3 Tag Rugby competition. Year 6 used for Year 2 Striking &amp; Fielding competition.</p>		<p>More children across KS2 involved in leadership and volunteering roles. Greater support for staff to deliver high quality intra school competition.</p>	<p>Continue to utilise Sports leaders across KS2 to support future intra school competitions.</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:  
49.8%

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:  £9849	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>PASS PE specialists to teach alongside classroom teachers and support staff in PE lessons in a range of different activities to develop subject knowledge and improve confidence amongst the staff in delivering high quality PE lessons.</p> <p>PASS to deliver Bespoke CPD as requested by staff and PE SL.</p> <p>Staff to attend PASS termly PE CPD as required</p>	<p>PE SL to audit staff to discover main areas to improve in PE. PE SL to plan which teachers will receive support across the 6 terms and in what activity areas.</p> <p>PASS to deliver games training with a focus on questioning and head, heart and hands.</p> <p>PASS to plan and lead termly CPD in a range of different themes such as; Deep dive in PE, Tennis,</p>	<p>£ PASS membership - £9734</p>	<p>PASS to produce termly impact reports showing improvements across a range of teaching and learning areas such as; subject knowledge, progression of skills, differentiation, assessment, developing PE to the whole child etc. Progress monitored and shared on the school website.</p> <p>Positive feedback from staff utilising skills learnt from training in their own lessons.</p>	<p>Continue to audit staff at the start and end of each term to monitor progress.</p> <p>PE SL to allocate support to staff who would most benefit.</p> <p>Staff to share CPD needs so they can be signposted to PASS CPD.</p>



	Sensory Sport, School Games mark support etc.			
Annual subscription to AfPE	Purchase to ensure support is in place for SL and best practice is maintained	£115		

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation: 7.1%

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:  £1408.96	Evidence of impact: what do pupils now know and what can they now do? What has changed?:  Sustainability and suggested next steps:
Additional achievements:  All of Year 6 to experience a day of sports/play leadership	PASS to plan and lead a day of sports leadership to all of Year 6	£ covered in PASS membership  + 84.99 for portable Bluetooth speaker	All children in Year 6 experienced Sports/play leadership training  Identified children to receive further training to become Sports Ambassadors and utilise in school to increase physical activity levels and competition.
Identified children to receive further training to become Sports Ambassadors.	40+ children to receive further training to become sports ambassadors.		40+ children trained as sports ambassadors increasing opportunities at lunchtimes.
Deliver a new Dance Leaders project for children in Year 6	Purchase spotify membership. PASS to train children in Year 6 to be Dance leaders at lunchtimes.		15 children trained as Dance leaders running sessions at lunchtime to raise physical activity
			Continue to monitor success of the Sports Ambassadors across the terms. Reward positive role models.  Continue to monitor the success of the Dance leaders project. Re train as necessary. Reward positive role models.

Set up a Cheerleading extra curricular club	Set up and advertise cheerleading club, purchase pom poms.		levels.  25 children attending regularly.	Cheer leading club to run for 2 terms. Continue to use pupil voicing to steer the extra curricular programme.
Multi sport club to include children in Reception	PASS to lead a multi sport extra curricular club to include reception.	Cost of pom poms – £39.98		
Deliver Balancability training to all children in EYFS and some children in Year 1.	PASS to plan and lead balancability sessions in Term 4.	Covered in PASS membership  1 x class covered in PASS membership	60 children received training Increased balance, agility and coordination	Continue to deliver Balanceability sessions next academic year to EYFS and any KS1 who require further support.
Purchase of equipment of different sports to incorporate into break times and PE lessons	Increase the amount of equipment available to the children to use at lunchtimes and ensure staff and sports ambassadors know how to use the equipment effectively and safely.  Volley ball eqt: £105 Crossnet: £115 Floor basketball hoop: 149.99 Basketball eqt: 170 SAQ eqt: 264.98	+ £480 for extra class  803.99		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1.9%
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:  £390	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Encourage staff to continue to plan and lead Intra house/class competitions at the end of each unit of work.  Continue to enter a range of Inter school competitions to include; Trust competitions, friendly fixtures, School Games competitions and district competitions.	Staff plan and lead a range of intra house/class competitions to include; Badminton,  Attend trust fixture meetings.  Attend a range of trust competitions – Dodgeball, bench ball, Basketball, Athletics, swimming, Inclusive Olympics.  Host Year 3&4 and Year 5&6 Trust Netball tournament and purchase trophies.  Enter Gravesham Football leagues Girls & boys  Enter School Games events to include – Sportshall Athletics (Y3/4 & Y5&6) , Basketball,	0      Trophies £135.00  £115    £140.00	More children involved in regular intra school competitions. Activities covered lead to an end product where they can select and apply skills learnt.  More children involved in inter school competitions at a range of venues. Increased school games mark data.  Increased number of children involved in regular inter school competition.	Continue to encourage intra school competition at the end of each term. Celebrate and share results across the school and school community.  Continue to enter inter school competitions and extend where possible.    Continue to enter School Games competitions next

school competition.			Increased number of children involved virtual competitions. Increased motivation to beat personal bests. Successes shared.	academic year.
Continue to enter PASS Personal Challenges across the school.	Covered in PASS membership.			Continue to enter Personal Challenge competitions next academic year.

Signed off by	
Head Teacher:	Michele Sowden-Mehta
Date:	31.07.23
Subject Leader:	Richard Stevenson
Date:	31.07.23
Governor:	
Date:	