

# Evidencing the impact of the Primary PE and sport premium



Commissioned by



Department  
for Education

Created by

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](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, 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.**

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.

Total amount allocated for 2021/22	£21,319
How much (if any) do you intend to carry over from this total fund into 2022 / 2023	£3507
Total amount allocated for 2022/23	£21,316
Total amount of funding for 2022/23. To be spent and reported on by March 2023	£24,823

<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 practiced 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>	<p>Fully meeting National Curriculum Expectations.</p> <p>Year 5 pupils receive one term of swimming lessons.</p> <p>Year 6 are receiving one term of swimming lessons due COVID restrictions being put in place; this allows pupils who have not received swimming instruction an opportunity to do so.</p>
<p>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 2022.</p>	70%
<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>	60%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	45%
<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

<b>Financial Year: 2022 / 2023</b>	<b>Total fund allocated: £24,823</b>	<b>Date Updated: October 2022</b>		
<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:
				30%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding Allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
To provide additional staffing for lunchtimes (mainly in KS2) to develop relationships with pupils and to engage pupils in play during lunchtimes.	Additional MDAs employed to support pupils at lunchtimes.	£9,178	Increase opportunities for pupils to participate in a range of sports activities during lunchtimes.	To continue to fund MDAs to ensure pupils are able to participate in activities during lunchtime.
To purchase new equipment for pupils to use at lunchtimes.	School Council to gather pupils' opinions on what they would like to use during lunchtimes and compile a 'wish list' of equipment.	From curriculum budget	<p>Pupils are able to enthusiastically participate in activities during lunchtimes and have access to a range of equipment.</p> <p>Increase opportunities for pupils to participate within activities of their choice during lunchtimes.</p>	Continue to invest in equipment (replenish and replace) that is accessible for pupils to use during lunchtimes.
<b>Review of impact for 2022/2023:</b> The impact engaging pupils in regular physical activity has been: The use of additional staffing providing support to pupils at lunchtimes has enabled pupils to be taught specific games whilst at lunchtimes and learn how to interact positively with others. MDAs have also completed positive play training; as a result of this new arrangements were introduced on the playground at lunchtime to encourage a more positive environment. The playground is split into zones with an organised activity, led by MDAs in each - this does not include football as this was an activity that pupils identified as causing disputes between pupils. Children have responded positively to this, with the karaoke corner being by far the most popular area.				

<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:
				70%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
To purchase a new Physical Education scheme of work to support all teaching staff with the delivery of the PE curriculum.	Continue to support teaching staff to deliver PE lessons that have an impact.	£1995 + £268 = £2263	To be reported in the Summer Term. Evidence to be collected: <ul style="list-style-type: none"> <li>● Staff and pupils surveys to establish the impact on the PE scheme of work</li> <li>● Learning Walks</li> <li>● Pupil voice</li> </ul> Pupils are able to enthusiastically participate in high quality PE lessons that show progression of skills throughout a unit of work and across the school.	To continue to offer CPD for all staff (in particular any new members of teaching staff).
To purchase new PE equipment to enable the delivery of the PE curriculum.	PE scheme of work to be looked at to ensure all equipment is available. Items needed to be purchased.	£791 from curriculum budget	Pupils are able to enthusiastically participate in high quality PE lessons which are well resources.	To continue to invest in PE equipment so that the PE curriculum requirements can be fully met.

<p>To provide regular dance lessons for Key Stage 1 pupils so that they develop dance skills that are then transferable to other areas of the PE curriculum.</p>	<p>To ensure high quality dance sessions are taught to Key Stage 1 pupils throughout the school year.</p>		<p>Pupils (in Key Stage 1) are able to participate within high quality dance lessons.</p> <p>To be reported on in the Summer Term from:</p> <ul style="list-style-type: none"> <li>● Learning Walks</li> <li>● Pupil voice</li> </ul>	<p>To continue to be able to provide high quality dance lessons for KS1 pupils.</p>
<p>Sporting activities that are outside of the PE curriculum (e.g. archery, curling, etc.).</p>	<p>To ensure pupils are able to experience a range of sporting activities that we are unable to provide within our PE curriculum.</p> <p>School Council to discuss and collate a range of activities that pupils would like to experience.</p>	<p>£0.00</p>	<p>Pupils are able to experience a range of activities that will inspire, encourage and engage them.</p> <p>To be reported in the Summer Term. Evidence to be collected:</p> <ul style="list-style-type: none"> <li>● Staff and pupils surveys to establish engagement</li> <li>● Pupil voice</li> </ul>	<p>To continue to be able to provide high quality experiences for pupils.</p>
<p>To continue to develop the use of House Captains to include more inter-house sporting events.</p>	<p>PE Curriculum Team, along with input from House Captains, to arrange inter-house events throughout the school school (potentially one per term).</p>	<p>£0.00</p>	<p>To be reported on in the Summer Term. Evidence from:</p> <ul style="list-style-type: none"> <li>● Pupil voice</li> </ul>	<p>Consider implementing regular inter-house sporting events depending on how successful each event is throughout the year.</p>
<p>To invite guest speakers into school (e.g. athletes, dance troops, gymnastics etc.) to inspire pupils to participate within a sport, attend a sporting club or to become more active.</p>	<p>PE Curriculum Team to look into inviting sporting guests into school (this could be for all pupils or have different sports people for different year groups). House Captains to gather ideas of which sports pupils are interested in so that the PE Curriculum Team can try to incorporate pupils' interests.</p>	<p>£0.00 (where possible) If costs involved this will come from pupil experiences</p>	<p>To be reported on in the Summer Term. Evidence from:</p> <ul style="list-style-type: none"> <li>● PE Curriculum Team</li> <li>● House Captains</li> <li>● Pupil Voice</li> <li>● Feedback from staff</li> </ul>	<p>Consider having regular visitors into school to inspire and encourage pupils to become more active or take up a sport.</p>

Premier Sports coach to provide targeted lunchtime provision to encourage pupils to be active in a range of sporting activity on a daily basis.	Daily activity supports and promotes positive mental health and wellbeing. Targeting pupils and developing a range of sporting activities / skills will improve confidence and self esteem.	£16,860	To be reported in the Summer Term. Evidence from: <ul style="list-style-type: none"> <li>● Feedback from staff</li> <li>● Pupil Voice</li> <li>● Learning Walks</li> <li>● Feedback from Premier Sports coaches</li> </ul>	Consider offering lunch time sessions to targeted pupils or for targeted sports activities. This could be based on interest to involve as many pupils as possible.
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Review of impact for 2022/2023:  
The impact of raising the profile of sporting activities across the whole school has been:  
Teaching staff are continuing to develop and embed their knowledge and understanding of the Complete PE approach to teaching PE. Teachers' confidence in teaching PE lessons using the approach has increased and pupils are enthusiastically participating within a range of sports.  
Key Stage 1 pupils have developed their knowledge, skills and understanding of dance and have participated within dance lessons throughout the year. Pupils are enthusiastic and are able to perform dance routines with multiple moves. Many of the pupils also attend the dance after school club and have practiced dance routines that they have confidently performed to an audience.  
Year 4 benefitted from having a cricket coach teaching them cricket during the spring term, pupils thoroughly enjoyed this experience and were able to explain the rules of cricket and participated confidently within the lessons.  
The cricket coach delivered an assembly to pupils to promote the sport and the local cricket club.  
The targeted provision at lunchtime enables pupils to develop their skills and understanding in a particular sport (e.g. basketball, netball, hockey). As the year has progressed more pupils have participated in these activities during lunchtimes.  
The girls football team participated in a tournament between local schools. This provided them with an opportunity to play competitively and against other teams.  
This is an area of PE that we will continue to develop and provide more opportunities for pupils to participate in across the next academic year.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				Already calculated in priority above.
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>

<p>To continue to support all teaching staff with the delivery of the PE curriculum.</p>	<p>Ongoing CPD training for all teaching staff (where necessary) and for new teaching staff. All new members of staff to be set up login details to ensure that they have full access to the scheme of work. Ongoing support from the PE curriculum team for all staff. PE curriculum team to offer 'drop in' sessions to ensure teachers are confident in teaching all aspects of the PE curriculum.</p>	<p>£0.00</p>	<p>To be reported in the Summer Term. Evidence to be collected:</p> <ul style="list-style-type: none"> <li>● Staff and pupils surveys to establish the impact on the PE scheme of work</li> <li>● Learning Walks</li> <li>● Pupil voice</li> </ul> <p>Pupils are able to enthusiastically participate in high quality PE lessons that show progression of skills throughout a unit of work and across the school.</p>	<p>To continue to offer CPD for all staff (in particular any new members of teaching staff).</p>
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Review of impact for 2022/2023:  
The impact of increasing teacher confidence, knowledge and skills has been:  
Teachers are able to use the approach (Complete PE), and are now more confident in doing so.  
A range of PE genres are being taught across the school.  
Teachers have a curriculum map to outline the skills, knowledge and vocabulary across the school. These are progressive and clearly outline the outcomes in each year group for each PE genre.  
Teachers confidence to teach cricket in year 4 has developed.

<p><b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils</p>	<p>Percentage of total allocation:</p>
	<p>0%</p>

Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
<p><i>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:</i></p>	<p><i>Make sure your actions to achieve are linked to your intentions:</i></p>		<p><i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i></p>	

<p>To continue to target less active pupils by sports club provision is reflective of their interests.</p>	<p>Ensure a variety of sports clubs are on offer (e.g. dance, performing arts etc.).</p> <p>PE Curriculum Team / House Captains to gather information from pupils / staff / parents on the types of clubs that would be of interest.</p>	<p>£0.00</p>	<p>To be reported in the Summer Term. Evidence to be collected from:</p> <ul style="list-style-type: none"> <li>● Pupil Voice</li> <li>● Club registers to identify interest and engagement of each club.</li> </ul> <p>Pupils have experience of being part of a sporting club and of a wider range of sporting activities.</p>	<p>To continue to offer a range of clubs that engage our pupils. To look at trialing a range of activities to inspire pupils further or to offer opportunities that may not be available elsewhere.</p>
<p>Review the current out of hours provisions (clubs) that are on offer to pupils and ensure that there is a range on offer to all pupils. This should be a range of sporting and non-sporting.</p>	<p>Carefully consider the provision timetable so that pupils do not have to choose between sporting and non-sporting activities.</p>	<p>£0.00</p>	<p>To be reported in the Summer Term. Evidence to be collected from:</p> <ul style="list-style-type: none"> <li>● Pupil Voice</li> <li>● Club registers to identify interest and engagement of each club.</li> </ul> <p>Pupils have experience of being part of a sporting club and of a wider range of sporting / non-sporting activities.</p>	<p>Continue to monitor engagement in all clubs to ensure that provision is catering for the needs and interest of our pupils. Monitor club attendance and whether pupils attend all sessions that are offered. Monitor is a club that isn't well attended and look at possible reasons for this.</p>
<p><b>Review of impact for 2022/2023:</b>  A range of sporting clubs were offered to pupils throughout the year (football, multi sports, hockey, netball, tennis and dance). These clubs were well attended and many had a waiting list.  Pupils were asked which clubs they would like to participate within and these have been reflected in the sporting clubs that have been offered.</p>				
<p>Swimming instruction (lessons) for pupils in Year 5 and Year 6 by qualified swimming coaches at local sports centre.</p> <p>Pupils receive one term of swimming instruction (30 minutes x 10 weeks). If a pupil attends in Years 5 and 6 they will receive a total of 30 hours if the pupil attends all sessions available to them.</p>	<p>Arrange swimming sessions for Year 5 and 6 to ensure all pupils have the opportunity to learn to swim (taught by qualified instructors).</p>	<p>£4641 the from general budget</p> <p>£3000.00 for 15 weeks transport from general budget</p>	<p>Children learn a lifesaving skill that also improves their health and fitness. It enables them to gain experience and build confidence in the water.</p> <p>Percentage of pupils able to swim 25 metres confidently is to be reported at the end of the</p>	<p>To explore possible funding for additional pupils who after attending swimming lessons are unable to confidently swim 25 metres.</p>

			academic year.	
<p>Pupils in years 5 and 6 have attended swimming lessons, taught by qualified swimming instructors. Each class attends a 30 minute lesson for 10 weeks of the academic year.</p> <p>52% of the cohort in year 6 are able to swim 25m.</p> <p>30% 52% of the cohort in year 6 can use a range of strokes effectively.</p>				

<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:	
				0%	
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>		
<b><i>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:</i></b>	<b><i>Make sure your actions to achieve are linked to your intentions:</i></b>		<b><i>Funding allocated:</i></b>	<b><i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i></b>	
To participate in a greater number of competitive sporting events, particularly for pupils in KS1.	PE Curriculum Team to research into competitive sporting events that are available through the PE Cluster.	PE Curriculum Team to arrange and host a competitive sporting event with Cluster schools.	PE Curriculum Team to be an active part of the Cluster group. To research opportunities for joint activities, events etc.	£0 (if outside of school day)  Release time for PE Curriculum Team to be considered.	<p>Pupils to experience competitive sporting events with peers and other schools.</p> <p>Percentage of pupils participating in competitive sports increases.</p> <p>Pupils are enthusiastic about representing their school in these events.</p> <p>Pupils develop confidence, experience of working as a team in a competitive manner.</p> <p>Local opportunities for pupils are developed and strengthened.</p> <p>Community around sporting events and opportunities is developed.</p>
				<p>To explore hosting events regulating and how to use PSF to support in facilitating this.</p> <p>To continue to establish and embed further opportunities for the PE Curriculum Team to work alongside other Cluster colleagues and for pupils to compete, participate with other schools.</p>	

Pupils have had some experience in competing in competitive sports. This included the sports day events where pupils participated in their house teams. An overall winning house was announced in assembly.  
The year 5 girls football team competed in a 'cluster school' competition in the summer term.  
This is an area that is being developed and more opportunities are planned for the academic year 2023/2024.

Signed off by	
Head Teacher:	Mrs Georgina Delmonte
Date:	1st December 2022 <a href="#">Reviewed 21.07.23</a>
Subject Leader:	Miss Catherine McClellan
Date:	1st December 2022 <a href="#">Reviewed 21.07.23</a>
Governor:	Mr Chris Speller
Date:	1st December 2022 <a href="#">Reviewed 21.07.23</a>