

# 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 carried over from 2022/2023	£0
Total amount allocated for 2023/24	£16,790
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2023/24	£16,790
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£17,790

## 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 2024 Please see note above	TBC at the end of 2023/24
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	TBC at the end of 2023/24
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	TBC by the end of 2023/24

Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming, but this must be for activity **over and above** the national curriculum requirements. Have you used it in this way?

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:	Date Updated: October 2022		
<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: %
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>To ensure pupils swim competently, confidently and proficiently over a distance of at least 25 metres.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain swimming for Reception to Y6.</li> </ul>			
<ul style="list-style-type: none"> <li>Pupils to have access to regular gym lessons and use the correct movements and vocabulary</li> <li>Pupils to use gym equipment correctly to balance and create sequences of movements</li> </ul>	<ul style="list-style-type: none"> <li>Audit gym resources</li> <li>Purchase gym equipment such as wall bars</li> <li>Locate the vaults and ensure they are fit for use</li> </ul>			
<ul style="list-style-type: none"> <li>Pupils to have access to different resources at lunchtimes which promote physical activity</li> <li>Children to use the playground for different</li> </ul>	<ul style="list-style-type: none"> <li>Audit lunchtime resources</li> <li>Provide each class with a class 'tub'</li> <li>PE coordinator to provide a rota of activities for the play</li> </ul>	£500		

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<p>activities, using their PE knowledge as well as their creativity</p> <ul style="list-style-type: none"> <li>• Pupils to learn how to collaborate successfully together</li> <li>• Pupils learn to respect the resources and help to tidy away</li> </ul>	<p>leaders to organise resources at lunchtime</p> <ul style="list-style-type: none"> <li>• Play leaders tidy away the resources each day</li> <li>• Delegate year 5 and 6 as playleaders</li> <li>• PE coordinator to explore with companies how to mark the playground with lines/games</li> <li>• PE coordinator to research outdoor table tennis tables</li> </ul>	£1,500		
<ul style="list-style-type: none"> <li>• Pupils to take part in a wider range of sports clubs according to the season rather than just football</li> <li>• Pupils to take part in a cross-country club to improve their performance at local cross-country events</li> </ul>	<ul style="list-style-type: none"> <li>• Implement a range of sports clubs organised by the PE coordinator and outside providers</li> <li>• Purchase coloured tabards so that pupils can be visible on local runs</li> </ul>	<p>PE teacher to coordinate with outside providers</p> <p>£150</p>		
<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>				<p>Percentage of total allocation:</p> <p>%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	
<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>• Pupils to access daily physical activity</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain the daily mile and hold half termly competitions</li> <li>• Create a programme of termly whole school activity or PE themed days.</li> </ul>	<p>£100 for certificates and medals</p>		
<ul style="list-style-type: none"> <li>• Pupils to have public speaking opportunities by providing the sports report after having taken part in local competitions</li> <li>• Pupils to celebrate one another's achievements</li> </ul>	<ul style="list-style-type: none"> <li>• Provide time in celebration assembly to hear the sports report</li> <li>• Coach children in public speaking to be able to deliver this by using the correct language</li> <li>• Children celebrate inclusion within their sports reports</li> <li>• PE coordinator to order more certificates for the year ahead</li> </ul>	<p>£50</p>		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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>Pupils understand and use different skills across PE lessons</li> </ul>	PE coordinator to: <ul style="list-style-type: none"> <li>Design a skills audit and lead staff meetings around particular areas of need</li> <li>Provide teachers and TAs with the opportunity to observe PE lessons or time to coach each other</li> <li>Liaise with Pilton to ask about support with teaching specific areas such as dance</li> </ul>	£500 for resources to purchase for the Complete PE resource		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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>• Pupils to engage with local sports festivals and inter school events</li> <li>• Pupils to attend the yearly residential for 3,4,5 and 6 where there is the opportunity to take part in new experiences</li> <li>• Pupils to attend a range of sports' fixtures throughout the year so they have access to different sports</li> <li>• Pupils to communicate well with pupils from other schools and build links for transition</li> <li>• Able pupils in PE to attend the Rising Stars sports' programme</li> </ul>	<ul style="list-style-type: none"> <li>• Yearly residential to be organised to promote personal development through adventurous activities</li> <li>• PE coordinator to compile a list of sports' fixtures for the school staff and organise letters and risk assessments through Evolve</li> <li>• PE coordinator to explore the Rising Stars programme of events</li> </ul>	<p>£2,000 for bus hire</p>		
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<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation: %
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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>Pupils to make links with schools in the Barnstaple Learning Community by actively participating in a program of different sporting events</li> </ul>	<ul style="list-style-type: none"> <li>Purchase SLA with Pilton School</li> <li>PE coordinator to organise key events throughout the year</li> <li>Organise competitions with both local and other Ventrus schools</li> </ul>	SLA: £3,053.52		
<ul style="list-style-type: none"> <li>Pupils to be keen to maintain and develop their skills by accessing sporting events and clubs outside of school</li> </ul>	<ul style="list-style-type: none"> <li>PE-coordinator to make links with clubs outside of school and find ways to promote engagement through the school newsletter</li> </ul>	PE teacher to coordinate		
<ul style="list-style-type: none"> <li>Pupils to take part in different after school clubs so they have experience of different sports</li> </ul>	<ul style="list-style-type: none"> <li>PE co-ordinator to audit the clubs on offer and create a survey of interest for different experiences</li> </ul>			

Signed off by	
Head Teacher:	Lyn Brimson
Date:	September 2023
Subject Leader:	Antony Pryke
Date:	September 2023
Governor:	Tim Baker

Date:	September 2023
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