

# 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 2021/2022	£0
Total amount allocated for 2022/23	£17,030
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2022/23	£17,030
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17,030

## 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>	
<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>	77%
<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>	54%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	100%
<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

## 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:</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:
					%
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>ALL pupils to have gymnastics lessons at Falcons Gymnastics (a specialist gym in Barnstaple) and swimming to KS2.</li> <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>Organise gym lessons (and transport) for all pupils from Reception to Y6.</li> <li>Maintain swimming for Y3 to Y6 as this had been reintroduced last year.</li> </ul>		PE teacher to coordinate	<p>All pupils attended swimming and the gymnastics lessons at Falcons.</p> <p>Pupils were then able to attend a local swimming competition event at Ilfracombe as they had greater confidence in the pool.</p> <p>Pupils' attitude towards swimming improved as well as the ability to independently get changed in the younger year groups. Pupils at the pool became more responsible and celebrated each other's achievements.</p>	

<ul style="list-style-type: none"> <li>Provide a range of lunchtime activities for all children with the correct resources</li> </ul>	<ul style="list-style-type: none"> <li>Audit the equipment that is already in school.</li> <li>Contact Chris Farr through the Pilton SLA to organise training</li> <li>Training for Young Leaders in year 5 to organise lunchtime activities alongside the MTAs for support.</li> <li>Training for the MTA team to help implement lunchtime activities and model how to participate</li> </ul>		<p>A thorough audit of equipment was completed and new resources ordered as preparation for the new year.</p> <p>Teachers are now able to teach PE using the correct resources available.</p> <p>Training was received by the year 5 pupils and a designated TA was appointed to support pupils in setting out and putting equipment away.</p>	<p>How to use the equipment appropriately and tidy it away in an organised manner.</p> <p>Implement the sports leaders and their training to deliver activities for pupils</p>
<p>To increase the attendance at clubs</p>	<ul style="list-style-type: none"> <li>Implement a range of sports clubs run by an experienced PE teacher and outside providers</li> </ul>	<p>PE teacher to coordinate with outside providers</p>	<p>Football clubs were provided and attended by pupils from different classes.</p> <p>Attendance by different age ranges allowed pupils to mix and form new friendships. Football skills were also improved due to the sharing of skills.</p> <p>Pupils in younger year groups learnt how to collaborate with others and listen to instructions. Team games played an important role in learning how to compete and show respect for others.</p>	<p>How to organise a variety of sporting clubs other than football.</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>	

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>• Daily physical activity to be embedded in the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce the daily mile and hold half termly competitions</li> <li>• Create a programme of termly whole school activity or PE themed days.</li> </ul>	All teachers	<p>Pupils enjoyed the daily mile and became competitive with their results.</p> <p>Physical activity was used as an opportunity to refresh pupils during afternoon activities in order to aid their concentration.</p> <p>A day of sporting activities was held for Children in Need – pupils participated together in a range of activities, helping to build class teams.</p>	
<ul style="list-style-type: none"> <li>• Recognise sporting achievements in the celebration assembly by incorporating sports reports and add these to the school newsletter</li> <li>• Rewards/certificates for personal and group achievements in sport.</li> <li>• Use PE as a link to the Building Learning Power focus for the week.</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> </ul>	All teachers	<p>By the end of the year, pupils were beginning to speak in assemblies about sporting events.</p> <p>Pupil confidence grew as well as their pride in representing the school at different events.</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>Improve the quality of teaching in PE lessons</li> </ul>	PE coordinator to: <ul style="list-style-type: none"> <li>Design a skills audit</li> <li>Lead staff meetings around particular areas of need</li> <li>Provide teachers and TAs with the opportunity to observe PE lessons.</li> <li>Observe teachers teach PE followed by professional dialogue/coaching</li> </ul>	£17, 030	Teachers taught PE together on occasion to share good practice and ideas about organising resources as preparation for a lesson.	A new PE resource to be bought for the school – Complete PE
<ul style="list-style-type: none"> <li>Training of MTAs to oversee the year 5 playleaders</li> </ul>	<ul style="list-style-type: none"> <li>Provide MTAs and play leaders with ideas for active lunchtimes</li> </ul>		Play leader coaching enabled MTAs to observe a range of activities for lunchtimes.	An audit of activities to take place and observation of how pupils use resources.  Allocation of specific activities to different staff to increase participation by the pupils.
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>Engage with local sports festivals</li> <li>Maintain the yearly residential for 3,4,5 and 6</li> <li>Participate in the Yearly Exmoor Challenge</li> </ul>	<ul style="list-style-type: none"> <li>Yearly residential to be organised to promote personal development through adventurous activities</li> </ul>	PE teacher to coordinate	<p>Local sporting events were attended and the pupils enjoyed being and competing against others – their good attitude at these events was commented upon.</p> <p>Pupils attended the residential visit and grew in confidence by taking part in new activities.</p>	
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Key indicator 5: Increased participation in competitive 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>To make links with schools in the Barnstaple Learning Community by actively participating in a program of different sporting events</li> <li>Increase inter and intra-school competitions</li> </ul>	<ul style="list-style-type: none"> <li>Purchase SLA with Pilton School</li> <li>Organise competitions with both local and other Ventrus schools</li> </ul>		<p>Pupils took part in the Wilcombe Wobbler – a cross country running event with other Ventrus schools. There was an increase in the pupils mixing with other schools as well as pupils from Bratton showing how they supported each other by helping a pupil across the finishing line and forfeiting their winning place.</p>	



<ul style="list-style-type: none"> <li>• Signpost families to sporting events 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	Fliers have been shared with parents to advertise coaching sessions in the school holidays.	
<ul style="list-style-type: none"> <li>• Expand the range of after school clubs</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>		Pupils were able to attend a football training club at another local Ventrus school as an extra activity. This allowed them to mix with other pupils as preparation for transition to other schools and classes in the new academic year.	

Signed off by	
Head Teacher:	Lyn Brimson
Date:	October 2022
Subject Leader:	Luke Day
Date:	October 2022
Governor:	Tim Baker
Date:	October 2022