

# 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 2022. 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 2019/20	£
Total amount allocated for 2020/21	£
How much (if any) do you intend to carry over from this total fund into 2021/22?	£
Total amount allocated for 2021/22	£
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£

## 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 2022.</p> <p>Please see note above</p>	50%
<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>	50%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	94%
<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:		
<p><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</p>			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:
<p>The importance of our children experiencing 2 hours of high quality PE lessons a week and 30 minutes of physical activity in school is key to our vision.</p> <p>School needs to be fully equipped so that children have all the equipment they need to be engaged fully in PE. EYFS, KS1 and KS2 prioritise 2 hours of PE each week in their timetable.</p> <p>Lunch times and break times will be active with games and personal challenges led by middays and the School Games Crew.</p> <p>An after school club will take place every day to offer a range of sports and to encourage extra activity after school.</p>	<p>PE coach from Express Coaching is always available to support staff. Meetings with Ian to discuss what they can offer to support teachers in their deliver of PE.</p> <p>Resources that match the children’s engagement and interest will be added to the school’s equipment. All equipment will be replaced from wear and tear so that it is always readily available.</p> <p>Refresher training with middays with KK for lunchtime games.</p> <p>Each class will have a playtime box full of equipment that they can use at break times. They can utilise their own games with their peers to encourage activity.</p> <p>Previous Sports Leaders will train new Sports Leaders to keep engagement at lunchtimes. KK to lead training session.</p> <p>After school clubs will be driven by</p>	<p>£300</p> <p>£2000</p> <p>£100</p> <p>£100</p>	<p>Children enjoy PE and the lessons that are offered with them. 68% of children at ARE, 5% at GD.</p> <p>Staff use the resources available to them.</p> <p>Active playtimes building on skills from PE lessons. Social and emotional skills, turn-taking, active play, fundamentals, and level 1 competitions.</p> <p>Sports leader training through MSSP.</p>	<p>Continue working with express coaching. PE coach to work with myself to discuss the year and what they would like to lead/teach. Discuss what support they can offer us.</p> <p>Offer support at the beginning of the year for teachers who are not confident with a certain area of PE.</p> <p>Staff and sports leaders to promote active lunch times.</p> <p>Pupil vice for after school clubs. Begin with social clubs in term 1. Plan after school clubs around competitions.</p> <p>Ask a TA to run a C4L club in</p>

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	<p>pupil voice to ensure that engagement and attendance is high. Staff will lead after school clubs for a sport they feel confident in. This can work on a half-term rota for staff well-being.</p> <p>A C4L club will be established one half term to target the least active children. A bank of 2 minute personal challenges will be available for teachers to pick up and include in their daily timetables.</p> <p>WOW-Walk to school challenge- to encourage children to be active outside of school and increase the daily activity.</p>	<p>£2000</p> <p>£100</p> <p>£450</p>	<p>Busy after school clubs throughout the year.</p>	<p>term 2.</p>
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<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>
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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>
<p>The children will use PE for whole child objectives to improve their self-confidence, self-belief and determination.</p> <p>PE will drive children to be fit and healthy.</p> <p>Sport will be used to provide opportunities for the children and to give them experiences they may not get outside of school.</p> <p>PE will support children and their family's mental well-being.</p> <p>Sport will engage families.</p>	<p>PE lessons have a whole child objective to run alongside the PE objective which will be reflected on at the end of the lesson. The School Games Values will be embedded in PE lessons and in the classroom.</p> <p>Sporting success in and outside of school will be celebrated weekly in our celebration assembly.</p> <p>Social media will be used to promote and broadcast any sport news and achievements.</p> <p>The newsletter will have a "sporting</p>	<p>£100</p>	<p>The children can positively talk about PE lessons and the PE school values. They link them to their normal school day and know how to recognise the values.</p> <p>The newsletter recognises children's achievements and children want to bring in their awards to talk about in celebration assembly.</p> <p>A range of children attended a competition outside of school</p>	<p>Ensure all staff discuss the whole child objectives in PE lessons. Refresh expectations at the beginning of the year.</p> <p>Continue to encourage children to share their achievements. Use newsletter and social media to support it.</p> <p>Y6 to have mini medic training in final term.</p>

<p>To ensure that PE is being assessed effectively and children are making good progress.</p> <p>The PE lead will have termly meetings with the linked governor to discuss the action plan and the impact.</p> <p>Use PE to engage children who may have poor social skills, attendance.</p>	<p>corner” where achievements are shared. This will also provide families with challenges and recipes to promote a healthy lifestyle</p> <p>The PE board will be used to promote our ‘athletes of the week’ so children get the recognition they deserve. The PE board will be used to promote healthy lifestyles.</p> <p>Teachers will be reminded by the PE lead to ask their class to share any achievements from outside of school.</p> <p>Continue to be part of the Mansfield Primary School Partnership with Nicola Biggs.</p> <p>Book Mini Medics for Y6 pupils to prepare them to take awareness and learn life skills</p> <p>KK to oragnise termly meetings with the linked governor where they will look at the action plan and make any changes/improvements and discuss sustainability.</p> <p>PE coach to work with target children on Friday AM to encourage them to be active, to improve behaviour, to improve attendance.</p> <p>Aim for Gold mark on School Games Mark. Work on involving parents through sport at school.</p>	<p>£100</p> <p>£500</p> <p>£200</p> <p>£200</p> <p>£2000</p>	<p>across all year groups.</p> <p>Athletes of the week are chosen by class teachers and the PE coach and are part of the weekly celebration assembly. Children take pride in receiving the award.</p> <p>Children gained valuable life skills and have taken equipment home with them.</p> <p>Worked alongside the Forest Room to engage in PE.</p>	<p>Friday mornings with PE coach used to target less active/PP/SEND children.</p> <p>Invite parents into sporting events in school. Attend a range of competitions that meet the school games values.</p> <p>Book for next year’s Y6 to learn basic first aid.</p> <p>Target children for a C4L club with coach.</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:
				%
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:
For staff to feel confident in all areas of the curriculum in PE and feel supported in any challenges and weaknesses they may face. PE coach will act as a mentor when teachers are in need. Staff CPD to be regular and easily accessed.	Staff will complete questionnaires and surveys to highlight areas of confidence and weakness. To implement an effective scheme to support staff in the delivery of PE. GS4PE scheme purchased on a 3 year contract (£1450 for 3 years) To support PE coordinator in the leadership in her role. Meetings with Nicola Biggs. To engage in the training sessions that the MSSP offers- offer to all staff and appropriate staff will attend. To regularly conduct learning walks within PE to ensure the quality of delivery and ensure planning is effective to meet the needs of all children. PE coach offers support in any highlighted areas Lesson plans easy to access and follow so staff can deliver high quality lessons. Lesson plans outline how to differentiate for higher and lower achievers Swimming instructor training- 2 teachers to attend training so staff can teach a group when they take Y5 swimming	£480  £100  £300  £300  £480  £400?	Staff are positive about GS4PE. They believe it is easy to follow and supports them in weaker areas through their rules, videos and diagrams. WTS= 26% ARE= 68% GD= 5%  Always offer out the CPD sessions to staff.	Re-new subscription with GS4PE for another 3 years.  Offer 2 teachers swimming training so they can take a group when they go with Y5.  Subject leader to attend the annual PE conference.

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</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:
Children will be offered a wide range of sports and activities throughout their time at St Peter's that will develop a passion for sport that they take with them into their next steps in education. During sports week, have a range of sports for children to participate in that all children can access irrespective of one's disabilities. Use sports to link to other areas in the curriculum	<p>Bikeability booked for KS2 students to improve children's road safety and to encourage biking as a mode of transport.</p> <p>Balance bike training for F2 to introduce them to learning to ride a bike which they can develop as they grow.</p> <p>Sports week will put on 'Try Sports' to offer children a range of sports and activities.</p> <p>After school clubs - potential martial arts at a small cost (link governor suggestion). Use money for specialist provision, children can be charged at a small cost</p> <p>Paralympic Week to be booked to allow children to experience a wide range of sports that introduces them to Paralympic sports.</p> <p>African dance workshop for the whole</p>	<p>£614</p> <p>£614</p> <p>£100</p> <p>£1000</p> <p>£438</p>	<p>All spaces filled for bikeability. All children who took part achieved L1/L2, 4 Y6 pupils achieved L3.</p> <p>Paralympic week with express coaching. All children engaged and ad good feedback from the children. After school clubs were busy throughout the week.</p> <p>New cultural experience that linked to KS1 curriculum subjects.</p>	<p>Balance Bikes booked for FS2. Bikeability booked for Y3-6. Free next year for Mansfield schools.</p> <p>Book Paralympic week for another week in school. Introduce sport to children and to teach them about inclusivity.</p> <p>Book OOA for children in all year groups – Portland College for day trips.</p>

	<p>school that introduces children to a different culture and style of dance. Mini Medic Training for Y6 to teach them skills that they can take with them in later life and get them ready for their next steps of education and independence.</p> <p>To train up all Y5 children as play time leaders.</p>	<p>£500 within Mansfield Partnership</p>		<p>Remain in the partnership to access playtime leaders and CPD opportunities.</p>
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Subject Leader:	KKennedy
Date:	10/07/2023
Governor:	
Date:	