

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool  
Revised October 2020



Commissioned by



Department  
for Education

Created by



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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31<sup>st</sup> July 2023** at the latest.

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. To see an example of how to complete the table please click [HERE](#).

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>➤ The school's achievements in football have gone from strength-to-strength - we are represented every week in the Lewisham leagues, with both boys and girls teams. For boys we have Y3/4, Y5 &amp; a Y6 team. Both the Y3/4 + Y5 teams made it to their cup finals matches, with the Y6 team making the semi-finals.</li> <li>➤ The Y3/4 team were overall league champions.</li> <li>➤ The school's commitment to tackling gender bias remains undimmed - we have an established Girls Team - who made the Lewisham finals also. We have very well-established links with Girls United - with a weekly coaching session on site. The team have also participated in numerous tournaments and events such as Toca Social.</li> <li>➤ The school has extended its offer of afterschool clubs with the creation of an after-school dance club (KS1 - Thurs).</li> <li>➤ We have begun to build links with local secondary schools - recently participating in a Y5/6 tournament at St Thomas the Apostle College (STAC)</li> <li>➤ The school has continued to offer subsidised places and priority has been given to the PPG children and most vulnerable.</li> <li>➤ Swimming skills and attainment are consistently at a high level for Year 6 pupils.</li> <li>➤ PE Curriculum has been completely redesigned to reflect the whole school approach - pupil voice reflects the fact that there are a range of new activities and skills being taught</li> <li>➤ Dance, which was highlighted as an area for development, is taught by an external coach - with a different year group being taught each term with teachers participating for their own CPD</li> <li>➤ New enrichment lead has expanded offer and improved analysis of pupil participation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Improve links with local clubs and secondary schools for pupils who express an interest or show potential to develop a sport further. <i>This has started - STAC link and further opportunities to participate in interschool tournaments scheduled/</i></li> <li>➤ To increase participation of disadvantaged pupils in extra-curricular activities.</li> <li>➤ <i>New enrichment lead has targeted key families in a more strategic way</i></li> <li>➤ <i>Pupil Premium Grant (PPG) Lead to actively engage with key families.</i></li> <li>➤ Embed the new PE curriculum</li> <li>➤ <i>PE Leads to continue a variety of CPD and monitoring activities (including staff &amp; pupil voice) to identify areas for further support and development.</i></li> </ul>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<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 children may swim in another year please report on their attainment on leaving primary school.</p>	72%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	64%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	69%
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?	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 students today and for the future.

Academic Year: 2022/23	Total fund allocated:	Date to be updated April 2023:		
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity.				Percentage of total allocation: <b>£5,000 25.85%</b>
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps: Update
<p>To ensure the profile of physical activity and wellbeing is seen at the centre of the curriculum and not as a ‘bolt-on’</p> <p>Ensure all children have access to physical activity.</p> <p>Make explicit links between physical and mental wellbeing</p> <p>Whole school participation in annual sports days</p>	<ul style="list-style-type: none"> <li>○ Daily Mile.</li> <li>○ Engagement with Sports for Schools</li> <li>○ National athlete to attend school - share his own thoughts on exercise and well-being and inspire the whole school.</li> </ul> <div style="text-align: center;">  <p><b>Visiting athlete</b> Name: Frederick Afrifa Sport: International Sprinter</p> </div> <ul style="list-style-type: none"> <li>○ Wider range of activities accessible to the whole school community.</li> </ul>	<p><b>£1,000</b></p>	<p>Improved levels of health and fitness will be observed across the school.</p> <p>Sport for Schools fundraiser and engagement levels</p> <p>An awareness and enthusiasm for wider range of activities on offer.</p> <p>Children able to identify the link between exercise and mental wellbeing.</p>	<ul style="list-style-type: none"> <li>○ PE Lead to undertake and analyse pupil voice - baseline &gt; next steps</li> </ul>

<p>Providing opportunities for those not reaching swimming expectations.</p>	<ul style="list-style-type: none"> <li>○ Track and assess pupils from swimming lessons.</li> <li>○ Track pupils exceeding in swimming and provide opportunities to compete against local schools and other boroughs.</li> </ul>	<p>£4,000</p>	<p>At least 90% of our Year 6 cohort will reach the expected standard in swimming</p> <p>Pupils in Year 5 who have been identified as 'non-swimmers' or 'low attaining swimmers' will be prioritised for booster sessions.</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: £800 4.14%</p>
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School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Use of sports to expand engagement and participation - particularly for key families</p> <p>PPG engagement identified as a whole school improvement focus -Key identified barrier: - inability to participate in the same whole school offer as their peers.</p>	<ul style="list-style-type: none"> <li>○ Enrichment lead employed to oversee, diversify and promote targeted engagement of wider section of school population.</li> <li>○ Targeted use of club places to ensure a wider representation in all sporting opportunities.</li> <li>○ School to proactively</li> <li>○ Promotion of games and exercise during play and lunchtimes.</li> </ul>	<p>£800</p>	<p>Wider range of sporting opportunities within school day and outside.</p> <p>Better representation of school in all competing teams.</p> <p>Wide range of equipment and activities available for all.</p>	<ul style="list-style-type: none"> <li>○ Broaden the range of extra-curricular sports clubs</li> <li>○ Enrichment Lead to continue to ensure PPG children are targeted for reduced fee/free places.</li> </ul>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£10,800 55.83%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>PE curriculum has been redesigned to reflect school ethos</p> <p>Develop dance teaching and raise the profile of the sport across the school.</p>	<ul style="list-style-type: none"> <li>○ CPD for all staff</li> <li>○ Embed the new curriculum to ensure widest possible range of skills is taught</li> <li>○ Staff meeting and scheme of work with clear progression to be created (plus associated resources)</li> <li>○ Employing a PE coach to team teach Dance lessons with ECTs to help to deliver quality lessons</li> <li>○ After school dance club to promote this area.</li> <li>○ Support from PE coach to develop ECT PE teaching</li> <li>○ Ensure that the Dance curriculum is challenging and progressive</li> </ul>	<p>£3,000</p> <p>£7,800</p>	<p>Action plan, Implementation documents and schemes of work in place</p> <p>PE lead has led CPD and continues to offer support for colleagues</p> <p>Wider range of sports/skills being taught across the school</p>	<ul style="list-style-type: none"> <li>○ 23/24 - Dance teacher to continue working with class teachers to support the subject knowledge and skills in dance.</li> <li>○ Years 2-6 to have dance lessons - class teachers working alongside dance teacher.</li> <li>○ Class teachers to participate and develop own skills.</li> <li>○ PE coach and PE leader to provide staff training.</li> </ul>



Created by:  association for Physical Education  Active Partnerships  YOUTH SPORT TRUST

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