

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

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](#) 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 2021/22	£0
Total amount allocated for 2022/23	£18,130
	£ 18,130

<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 2020.</p> <p>Please see note above</p>	66%
<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>	66%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	66%
<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>	Yes/ <b>No</b>

## 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:		
<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: 50%	
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>All children in school to have opportunities through the day to be physically active (daily mile, GoNoodle, Cosmic Yoga, etc.)</li> <li>Structured physical activity to be promoted at break times through the training of Play Leaders.</li> <li>Promote use of outdoor gym equipment through timetabling in periods for key stages at break times.</li> <li>All children to be encouraged to participate in a range of physical activities.</li> <li>All children receive two hours PE per week to ensure the children are participating in</li> </ul>	<ul style="list-style-type: none"> <li>Development of sports leaders. Train new leaders from Year 5 and roll out with leadership opportunities in school based competitions. Support in activity set up and games to offer at lunchtimes.</li> <li>Offer a wide range of sporting clubs / activities at lunchtimes and after school (including netball, boccia, conditioned games with play leaders).</li> <li>School target groups of children, e.g; Pupil Premium, Less Active, SEN, etc.</li> <li>BLPA staff to observe a RO PE lesson once a half-term.</li> </ul>	£7920- ROA £60 x30 weeks- Hayden G		

<p>the recommended active time</p> <ul style="list-style-type: none"> <li>• School staff shadow Retford Oaks PE experts at least once per half-term and use this to inform planning and deliver of high-quality PE lessons.</li> <li>• Ensure Y6 children achieve the minimum requirements for swimming.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Mile to be completed by all classes.</li> <li>• 10 swimming sessions for Y6 children not meeting the required standard</li> </ul>			
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				3%
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>• Raise the profile of sport / healthy lifestyle across school.</li> <li>• Employ PE specialists to teach and provide CPD within school to enable staff to offer a wider range of sports, encouraging more children to participate, encouraging a healthier lifestyle</li> <li>• Increase the number of children in school participating in sport both, in and out of school.</li> </ul>	<ul style="list-style-type: none"> <li>• Termly PE assembly to raise profile (led by WR or specialist).</li> <li>• Whole-school healthy lifestyle competition/week.</li> <li>• Social Media Coverage of achievements both in and out of school.</li> <li>• In school events throughout the year, i.e. whole school Jingle Jog.</li> <li>• Bassetlaw Jingle Jog for Y3/4</li> <li>• Attend as many sporting events as possible from the Bassetlaw School Games Package, offering opportunities to those who would not often attend sporting events.</li> <li>• Celebrating Sporting Achievements (Board / assemblies) as well as introduce a Sports Award for the end of school year awards.</li> <li>• Work with PE specialists</li> <li>• School target less active</li> </ul>	£475- Bassetlaw School Games (£7920- ROA) (£60 x30 weeks- Hayden G)	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

	children and invite to specific clubs – e.g. multi-skills.			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				4%
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>Increasing opportunities for CPD for all teaching staff to widen the range of sporting opportunities they can offer to pupils.</li> <li>Increase staff knowledge of where gaps apparent to enhance learning opportunities for children.</li> <li>Retford Oaks staff PE delivery. School staff to shadow at least once per half-term to support school staff in improving own knowledge and skills in delivery of high quality PE lessons.</li> <li>School staff to assess children’s learning alongside ROA specialist staff to ensure staff improve own ability to accurately assess in PE.</li> </ul>	<ul style="list-style-type: none"> <li>Staff survey to highlight areas in the curriculum where staff confidence/knowledge/skills are lower to then target with appropriate CPD.</li> <li>Staff have the opportunity to observe PE specialists (ROA or own school staff) working with KS1 and KS2 children.</li> <li>Ensure/support school staff in working with ROA staff to accurately assess children’s skills and knowledge within the PE curriculum.</li> <li>Take feedback/actions from PE CDT meetings back to staff, to ensure staff are up to date on relevant</li> </ul>	(£7920- ROA)	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

	literature and developments in the subject area.			
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 39%
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>• Increase engagement and experience in a wide range of sporting opportunities, through employing specialists to deliver high-quality sporting event.</li> <li>• Ensure breadth of opportunities available to children through broad enrichment opportunities.</li> <li>• Increasing opportunities for pupils to be taught by outside professionals, encourage increased participation by pupils.</li> <li>• Targeted provision for less active and those who have a negative attitude toward physical activity and sport.</li> <li>• Offer a variety of activities to be included within school time as additional PE lessons, utilising facilities and equipment in partnership with Retford Oaks (e.g. trampolining,).</li> </ul>	<ul style="list-style-type: none"> <li>• Liaise with ROA staff to provide a range of opportunities to supplement the curriculum, including visits to ROA to use specialist equipment (trampolines) and enrichment opportunities.</li> <li>• Premier Sport WOW Days for whole school, where children have opportunities to participate in the following sports: archery, fencing, New Age Kurling, Boccia, Lacrosse, Tri Golf and Ultimate Frisbee.</li> <li>• Highlight those who are potentially less active/engaged in sport and provide opportunities through, lunch/after school enrichment opportunities, as well as inviting to festivals as part of the School Games Package.</li> <li>• Employ Take2Adventure (Forest Schools) to provide</li> </ul>	£2375 x 2- Take2Adventure  £185 x 8- Premier Sport  Sports equipment/kit- £815  Transport- £890		

	<p>wider opportunities in sports including archery and trebuchet, as well as provide opportunities for motor skill development for EYFS and KS1.</p>			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4%
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>• Provide more opportunities for competitive sport in school.</li> <li>• Provide more opportunities for competitive sport in tournaments/competitions.</li> <li>• Provided opportunities to compete in leagues for both girls and boys.</li> </ul>	<ul style="list-style-type: none"> <li>• Sports week- house competition.</li> <li>• Provide opportunity for competitive play in PE lessons and afterschool clubs.</li> <li>• Take part in School Games competitions.</li> <li>• Compete in the Bassetlaw School's Football League</li> <li>• Compete in a the Retford Oaks Cluster Girls' Netball League</li> </ul>	(£475- Bassetlaw School Games)  (Transport- £890)	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

Signed off by	
Head Teacher:	Helen Cawkill
Date:	14/10/22
Subject Leader:	Will Roberts
Date:	14/10/22
Governor:	
Date:	

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

Supported by:   **SPORT ENGLAND**  **UK COACHING**  **UK active** Manchester Metropolitan University