

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2022

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 2020/21  | £4369   |
| Total amount allocated for 2021/22  | £16,900 |
| How much (if any) do you intend to carry over from this total fund into 2022/23?    | £5948   |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £21,269 |

## 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: 2021/22   |   | Total fund allocated: £16,900.00 |  | Date Updated: 28/4/2022  |                                 |
|--|---|----------------------------------|--|--|---------------------------------|
| <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   |  |                                 |
| <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>To book quality sports coaches for PE provision. To allocate weekly slots for this in our timetable.</p>  | <p>Sports coaches to attend and run session in school to ensure all KKPDS are met.</p>  |                                  | <p>Multi-Sports provision 2 x afternoons for Y1/Y2 &amp; FS<br/>£4681.00</p> | <p>Children have timetabled PE sessions for 1 hour a week. They are learning from different sports specialists.<br/>1x gymnastic coach<br/>1X multisport coach</p> |                                 |
| <p>To book extra- curricular provision with sports coaches.</p>  | <p>To aim to run at least 2 active after school extra-curricular clubs each week. To provide a range of sports to appeal to as many children as possible.</p> |                                  | <p>Staff create own income so doesn't cost us</p>                            | <p>Children are having the opportunity to take part in an extra hour of physical activity after school. The uptake is good.</p>                                    |                                 |
| <p>Playleaders at lunch time everyday.</p>   | <p>To engage children in regular activity during each school day in a fun manner</p>  |                                  | <p>£7408</p>   | <p>Children have enjoyed being engaged in an active game every lunch time and this has helped keep behaviour under control</p>                                     |                                 |
| <b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</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:  |
| To make lunchtimes more active for the children.<br>When children are happy and active at lunchtimes they will be more able to concentrate in class.        | Zoning the playground so that there are clear areas e.g. trim trail, ActivAll, Mini Leaders activities, football, balance bikes and scooters.<br>Playground Rules board<br>To receive staff training in how to use ActivAll and Anomaly Boards to their full advantage.<br>School Sports Partnership to provide training for 'Midday Team' in active team 'games' | Balance bikes and scooters to use on the outdoor area.<br>Basketball hoops and balls for use during PE lessons and after school clubs.<br>£1557 | Midday staff are confident in the delivery of lunchtime 'games':<br>Children have a range of choices for lunchtimes for opportunities to be active. They can take part in team activities, with a partner or on their own. | As above, 'zones' need revisiting for new staff and children.<br>Activ-All boards<br>Rented/contracted until April 2023 |
| To increase the participation with our School Sport's Partnership to raise the profile of PE in school.   | Actively engage with the KS1 competition calendar from Bolsover Sports Partnership.<br>Attend training & CPD opportunities for children and for staff.<br>Happy healthy me competition ran in school by the sports partnership.   | £1400 Annual sports partnership membership (Affiliated until August 2022)   | Pupils have attended the Fun run and mini Olympics.<br>Pupils have had PE experiences beyond our school.   | Next Steps: Attend as many events as possible events – including Y1/2.  |
| To increase the participation with Flying High Sports to raise the profile of PE in school.   | Actively engage with the KS1 competition calendar from Flying High Trust<br>Attend training & CPD opportunities for children and for staff.   | £500 Trust PE partnership   | Pupils have had PE experiences beyond our school e.g. taking part in Trust wide competitions such as virtual   | Next Steps: Attend all events open to KS1.  |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  | The values are linked with our own school values of responsibility, determination etc. |  |
|--|--|--|--|--|

|  |  |  |  |                                 |
|--|--|--|--|---------------------------------|
| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b> |  |  |  | Percentage of total allocation: |
|  |  |  |  |                                 |

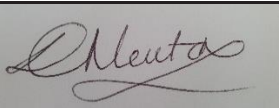
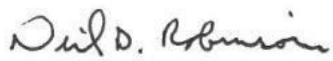
| Intent  | Implementation   |  | Impact  |   |
|---|--|--|---|---|
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions:   | Funding allocated:                         | Evidence of impact: what do pupils now know and what can they now do? What has changed?:                                | Sustainability and suggested next steps:  |
| To improve the staff confidence and knowledge in teaching PE so they can teach quality lessons and improve the children's skills in PE.                     | CPD from 'Complete PE' - staff organised through our subscription. All staff who are teaching PE to attend and gain knowledge & understanding of how to use the planning & resources | Complete PE annual subscription £105 + VAT | Staff knowledge and confidence has improved. Next Autumn they now need to put into practice                             | To improve the staff confidence and knowledge in teaching Gymnastics so they can teach quality lessons and improve the children's skills in gymnastics. |
| Playleaders at lunch time everyday.   | To engage children in regular activity during each school day in a fun manner  | £7408                                      | Children have enjoyed being engaged in an active game every lunch time and this has helped keep behaviour under control | Staff to continue with this next year.  |

|  |  |  |  |                                 |
|--|--|--|--|---------------------------------|
| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</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 | 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 | Sustainability and suggested next steps: |

| what they need to learn and to consolidate through practice:   |  |  | changed?:  |  |
|--|--|--|--|--|
| To book extra- curricular provision to offer a broader experience of sport.  | To run at least 2 active after school extra-curricular clubs each week. To provide a range of sports to appeal to as many children as possible.  | Raise own funds so no cost to school.  | Children are having the opportunity to take part in an extra hour of physical activity after school. The uptake is good.<br>Children are experiencing other sports through the extra-curricular provision. | To continue to book extra-curricular provision to offer a broader experience of sport through other providers. |
| Children will have the opportunity to participate in a broader range of sports & activities:<br>Football<br>Multisports<br>Archery<br>Gymnastics | Make sure that we take opportunities to invite specialists into school post Covid.<br>Sports & activities offered to pupils this year include:<br>Premier Education- football<br>-Basketball<br>-Multisports<br>-Archery<br>Helen Smithurst- Gymnastics. | Provided by our sports coaches as after school clubs.<br>Football nets and basketball hoop/balls.<br>£1557 | Children (& staff) are experiencing other sports demonstrated by specialists in their field. This has broadened the children’s horizons and developed staff confidence going forwards.                     | To continue to make links and invite providers into school to broaden PE experiences for the children.         |

| 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:                                     |
| To increase the participation of inter competition, giving the children the opportunity to compete against other schools.                                   | Actively engage with the KS1 competition calendar from Bolsover Sports Partnership.<br>Fun run and mini Olympics. | £1400 Annual sports partnership membership | The pupils gained confidence from entering these events and it creates the motivation to participate in sports.   | Next Steps: Attend all events.   |
| To increase the participation of inter competitions, giving the children the opportunity to compete against other schools within Flying High Trust.         | Actively engage with the KS1 competition calendar from Flying High Trust  | £500 Annual trust partnership              | The pupils gained confidence from entering these events and it creates the motivation to participate in sports. It celebrates PE & our Trust values are developed & rewarded. | Next Steps: Participate in all KS1 events offered through Flying High Trust. |

|                 |   |
|-----------------|---|
| Signed off by   |   |
| Head Teacher:   |  |
|                 | Senior Teacher/Acting Head:   |
| Date:           | 24.07.22  |
| Subject Leader: | Bethany Bower   |
| Date:           | 19/07/2022  |
| Governor:       |  |
|                 | Chair of Governors:   |
| Date:           | 25/07/2022  |

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

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