

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool  
Revised October 2020

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](#) (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 2021** at the latest.

**\*\* In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31<sup>st</sup> March 2021.**

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 31<sup>st</sup> July 2021. To see an example of how to complete the table please click [HERE](#).

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Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

| Key achievements to date until July 2023:   | Areas for further improvement and baseline evidence of need:   |
|---|--|
| <ul style="list-style-type: none"> <li>-Achieved Gold Sports mark as recognition for PE and sport participation inside and outside of school</li> <li>-Provision recognised as good by Ofsted</li> <li>-CPD for staff</li> <li>-New equipment</li> <li>-ASM and Teacher led after school provision</li> <li>-Sports Day</li> <li>-Northwood participation</li> <li>-Boys and Girls football team</li> <li>- External, specialised coaches for after school clubs</li> <li>- Introducing new sporting ideas/ activities to engage pupils in physical activity</li> </ul> | <ul style="list-style-type: none"> <li>- Improve teaching and learning through new PE scheme</li> <li>- More child-led clubs within school dinner times</li> <li>-More competitive participation for girl's football team</li> <li>-Increased swimming proficiency</li> <li>-Greater awareness of the connection between exercise and a healthy lifestyle</li> <li>-More celebration of PE and sport within school through school website and Facebook</li> <li>-Use of lunch time supervisors in purposeful, physical activity at dinner times</li> <li>-More awareness of what's going on in sport through termly assemblies</li> <li>-Greater provision for least active</li> <li>-Cross-trust discussion and events</li> <li>-External visitors as inspiration for our pupils</li> </ul> |

Did you carry forward an underspend from 2022-23 academic year into the current academic year? No

If YES you **must** complete the following section

If NO, the following section is **not** applicable to you

If any funding from the academic year 2022/23 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2022.

|   |                                     |                      |               |  |
|---|-------------------------------------|----------------------|---------------|--|
| <b>Academic Year: September 2023 to July 2024</b>   | <b>Total fund carried over: N/A</b> | <b>Date Updated:</b> |               |  |
| What Key indicator(s) are you going to focus on?<br>Engagement of all pupils in regular physical activity<br>Profile of PE and sport is raised across the school as a tool for whole-school improvement<br>Increased confidence, knowledge and skills of all staff in teaching PE and sport<br>Broader experience of a range of sports and activities offered to all pupils<br>Increased participation in competitive sport |                                     |                      |               | <b>Total Carry Over Funding:</b><br><br> |
| <b>Intent</b>   | <b>Implementation</b>               |                      | <b>Impact</b> |  |
|   |                                     |                      |               |  |

|   |  |
|---|--|
| Meeting national curriculum requirements for swimming and water safety.   | Y5 took part in swimming lessons during 2022/23. All pupils receive a water safety talk  |
| N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.   |  |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?<br><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. | National 2017 - 52%<br>Alexandra Junior 2018/19 – 44%<br>Alexandra Junior 2019/20 – COVID no swimming lessons or assessment<br>Alexandra Junior 2020/21 – COVID<br>[Gaps in sessions due to isolating]<br>Y5 – 24%<br>Y6 - 20%<br>Alexandra Junior 2021/22<br>Y5 – 24%<br>Y6 – 25%<br>Alexandra Junior 2022/23<br>Y5 – 22%<br>Y6 – 24% |
| 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?   | 22/23 – ‘Sports coaching Group’ Pool on the yard – Y4, 5 and Y6 additional swimming booster sessions Autumn term<br><br>23-24 – TBD after school swimming club targeting those who are close to ARE  |

## 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.

|  |  |                      |  |   |
|--|--|----------------------|--|---|
| <b>Academic Year:</b> 2023/24  | <b>Total fund allocated:</b> £18,130.00  | <b>Date Updated:</b> | <b>Spending to date:</b>   |   |
| <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:   |
| <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:  |
| Ensure pupils are getting 30 minutes quality exercise daily.   | Access equipment before school, break times and dinner times to use for physical activity, games and sports. | £300                 | Children are purposefully active at break and lunch times.                                 | Sports leaders trained to run lunch time clubs.<br><br>Shared celebrations of steps tracked for least active. |
|  | Child-led clubs at dinner times across school week.  | No cost              | Children find new interests in sport and exercise that they can be apart of.               |   |
|  | Lunch time supervisors have a more active role in sport and exercise provision at lunch times.               | No cost              | Improving relationships with supervisors and pupils which can then improve pupil activity. |   |
|  | Least active targeted through digital step trackers.   | No cost              | Least active improve their fitness and wellbeing.  |   |
|  | PE equipment – including tennis nets and gym mats  | £1400                | Increase pupil engagement in PE lessons.   |   |
|  | Active mile line drawn across playground - TBD   | TBD                  |  |   |

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|   |   |  | Encourage pupils to be active at play times and dinner times.  |  |
|   |   |  |  |  |
| Encourage majority of the children to participate in after school clubs                         | <p>Quality led clubs by ASM</p> <p>Specialised clubs led by external providers – dance and martial arts</p> <p>Ensure clubs are inclusive and are being attended by PP/SEND/least active children.</p> <p>Boys/Girls football teams</p> <p>After school swimming club - TBD</p> | <p>£5460</p> <p>£900</p> <p>No cost</p> <p>TBD</p> | <p>Children enjoy being active outside of the school day.</p> <p>Children significantly improve at a specific sport or activity due to specialised intervention.</p> <p>All pupils are able to access sport and exercise regardless of needs.</p> <p>Pupils are able to perform at the highest level.</p> <p>Increase swimming proficiency of Y6 pupils.</p> | Extend club provision to mixed year groups to maximise participation.        |
| Encourage a greater self-awareness in pupils to improve their own activity levels in a safe way | <p>Termly assemblies with a PE and sport focus</p> <p>Useful links for parents and pupils shared through website, Facebook and newsletters</p> <p>Qualification in Supporting Pupils' Wellbeing through Physical Education for Subject Lead</p>                                 | <p>No cost</p> <p>No cost</p> <p>£350</p>          | <p>Children are made aware of the importance of PE and sport in the curriculum.</p> <p>Parents become more involved in the sport and exercise that their children are involved in.</p> <p>Subject lead increases awareness of how to guide staff in supporting pupils in PE lessons</p>  | Investigate use of parent clubs and their impact across other local schools. |

| <b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement   |  |   |   | 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 work towards the next school games mark to continue the commitment to the development of competition across the school and into the community.           | <p>Continue to maintain Gold games mark award.</p> <p>Update PE and clubs Display board regularly to increase recognition of PE. Link display to games mark award.</p> <p>Outdoor speaker/workshop from external visitor</p> | <p>no cost</p> <p>no cost</p> <p>£500</p> | <p>High quality provision is recognised by external group.</p> <p>PE and sport is championed within school, boosting pupil self esteem.</p> <p>To increase pupil aspirations around sport outside of their education.</p> |  |



|  |   |         |   |   |
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|  | Termly competitions between houses<br>(Ludlow/Conwy/Windsor/Sterling)   | no cost | Children are able to compete with their peers and feel apart of a team.                       | Discuss with pupils what types of house competitions they would be interested in when competing against other houses. |
|  | Invite in local athletes for class visits   | no cost | Children are inspired by athletes who have achieved beyond their education.                   |   |
|  | Organise sports day.  | no cost | Showcase for pupils to show their learning as well as compete with their peers.               |   |
|  | PE lead to work closely alongside Longton Association network provider and designated sports lead to help achieve sports mark award as well as Association for Physical Education | £215    | Local events are created that inspire pupils and allows them to compete at the highest level. |   |
|  | Competitive opportunities for pupils through athletics, football and other local events   | no cost |   |   |

| 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:                          |
| <p>To improve quality of teaching and learning to ensure PE lessons are consistently good and outstanding across the curriculum.</p> <p>To improve teacher's confidence in PE</p> <p>To ensure planning is implemented into each year group and used appropriately and consistently.</p> <p>To ensure assessment tools are used effectively to allow for accelerated progress.</p> | <p>Implement the new PE scheme throughout the school.</p> <p>Monitor use of assessment tool provided by new scheme</p> <p>Provide progression of skills for staff to use to help implement planning during lessons.</p> <p>CPD offered by PE lead to new staff</p> <p>Audit resources and new resources purchased termly.</p> <p>Audit CPD needs of staff</p> <p>SL to deliver CPD in QFT for PE and adaptive teaching</p> | <p>no cost</p> <p>No cost</p> <p>No cost</p> <p>No cost</p> <p>£500</p> <p>No cost</p> <p>No cost</p> | <p>Quality of teaching and learning improves.</p> <p>Assessment of pupils is more precise, greater depth pupils are identified.</p> <p>New staff improve in their teaching of PE and improve pupil outcomes.</p> <p>Lessons are fully resourced which improves teaching and learning.</p> <p>Gaps in teaching knowledge are removed.</p> | Assess success of new PE scheme through pupil and staff feedback. |

| 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:   |
| To enable the children to try out and practice sporting activities which they may not otherwise have access to.<br><br>Select alternative sports to engage more pupils.                             | Bike ability club targeted for children who need an extra boost.<br><br>All year groups offered clubs each term led by ASM as well as Teachers. Wide range of alternative opportunities involving physical exercise (martial arts, dance) | No cost.<br><br>Cost accounted for in key indicator 1 | More children are able to ride a bike.<br><br>Breadth of learning is increased.   | Pupil feedback on what alternative opportunities they would like to try that they have not before. |
| Increase swimming proficiency of Y5 pupils.<br><br>To increase opportunities for targeted children e.g. weight / confidence / high ability etc<br><br>To continue to develop Orienteering provision | As many Y5 pupils as possible are reaching ARE in swimming<br><br>New fitness trackers are promoting confidence in exercise<br><br>Orienteering provision to be reviewed and refreshed to increase its use by pupils                      | £5,940<br><br>Grant funded<br><br>No cost             | Increasing swimming competency for pupils during and after their time at Alex Juniors.<br><br>Particular targeted children becoming more active than before.<br><br>The skill of orienteering is learnt by Y3 pupils, increasing their confidence and ability in map reading. |  |

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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:   |
| <p>Participate in extra inter/intra competitions within school network and local community.</p> <p>Children to be offered opportunities to participate in sports outside of their allocated lesson.</p> <p>Children to understand the importance of a healthy lifestyle.</p> | <p>Boys and girls football team to compete against local schools.</p> <p>Enter competitions offered by local Sports Mark lead</p> <p>Termly New Guild Meeting</p> <p>Organise and run sports events against Moorpark</p> <p>Membership to Longton Sports Association</p> <p>Take children to sporting events</p> <p>Dance club- performance at Victoria Hall.</p> | <p>No cost</p> <p>No cost</p> <p>No cost</p> <p>No cost</p> <p>Cost accounted above.</p> <p>£300</p> <p>£100</p> | <p>The highest achieving pupils are able to compete against the best in the area.</p> <p>Subject leaders improve outcomes by brainstorming ideas.</p> <p>Increased competitive edge to our sports provision.</p> <p>Children with an interest in dance are able to practice and eventually showcase their ability and skills.</p> | Trips involving sport, free opportunities to attend sporting events for selected pupils. |

|                 |          |
|-----------------|----------|
| Signed off by   |          |
| Head Teacher:   | R Muller |
| Date:           |          |
| Subject Leader: | D Obada  |
| Date:           |          |
| Governor:       | J. Rowe  |
| Date:           |          |