

# 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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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 as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

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](#).



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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£0
Total amount carried over from 2021/22	£0
Total amount allocated for 2022/23	£19,590
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£19,590

## Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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. <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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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 2023. Please see note above	78%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	81%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	100%
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 pupils today and for the future.

Academic Year: 2022/23	Total fund allocated:	Date Updated:		
<p><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></p>			Percentage of total allocation: 22%	
Intent	Implementation	Impact		
<p><i>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:</i></p>	<p><i>Make sure your actions to achieve are linked to your intentions:</i></p>	<p><i>Funding allocated:</i></p>	<p><i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i></p>	<p><i>Sustainability and suggested next steps:</i></p>
<p>Ensure children are as active as possible for as long as possible, by offering more opportunities for skill development (including gross motor) and play during PE lessons and break/lunchtimes.</p> <p>Through-school development of consistent aims and approaches in line with KS3/4.</p> <p>To encourage all pupils to consistently make healthy lifestyle choices.</p> <p>To ensure that all pupils engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school.</p>	<p>Embed the 'Complete PE' scheme across school (including into KS3 for through-school development).</p> <p>Implementation of bespoke EPIC time provision for lunch times (based on EYFS outdoor provision) to include a range of activities including: - Construction Area - Mud Kitchen - Water Wall - Performance Stage - Role Play Area - Small World Play). These areas will be used to develop gross motor skills, children's ability to create imaginative play.</p> <p>Links with Strength of Character curriculum (including Physical and Mental Health).</p> <p>Continued development of after-school sports clubs, and structured access to lunch time sports clubs for children in Years 1-6 to increase the engagement of pupils in regular physical activity.</p>	<p>Complete PE annual membership: <b>£175</b></p> <p>Well School Partnership: <b>£1200</b></p> <p>EPIC time provision + training and resources: <b>£3000</b></p>	<p>100% of Year 5 and 6 pupils identified that they do at least the recommended amount of physical activity in a week.</p> <p>Achievement of School Games Mark 2022-23 (Gold Award) - Maintaining and improving our school's engagement in the School Games and our delivery of 60 active minutes for every child.</p> <p>The Inclusive Health check (self-review tool on the School Games website) showed improved best practice across EYFS/KS1 and KS2</p> <p>PE observations found consistent aims and approaches from <u>all</u> staff.</p>	<p>Through the support of the Leeds Well School Partnership, to introduce 'Wake up Shake up' at the end of break time and lunch time. PE subject leader to provide training for Y6 Young Leaders to deliver these sessions to the whole school. As a result, it will offer a more varied physical activity offer and therefore improve the number of children undertaking physical activity at every break/lunch time.</p> <p>Pupil voice has shown that pupils are happier and more engaged at playtime, and the number of behavioural incidents involving conflict have decreased. The introduction of specific skill areas has promoted inter-year collaboration and given older pupils an opportunity for leadership. The construction area (promoting gross motor development) is well used and attended by children of all ages.</p>

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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: 7%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>	<i>Sustainability and suggested next steps:</i>
<p>To firmly establish the new PE curriculum whilst simultaneously enhancing the Primary PE provision across school by ensuring our PE teaching:</p> <ul style="list-style-type: none"> <li>• is consistently excellent.</li> <li>• is aligned across the 'through' school.</li> <li>• meets the physical and emotional needs of all our learners.</li> </ul> <p>Further embedded our vision with Secondary colleagues for all pupils aged 4-18 and establish the lifelong love of health and fitness (including mental health and PSHCE).</p>	<p>Regular meetings between Primary PE lead and Secondary colleagues and specialists.</p> <p>Regular staff meetings to provide CPD for staff in the consistent implementation of the scheme.</p> <p>Regular subject reviews/ observations of staff delivering the scheme to ensure the aims are met and teaching is consistently in line with expectations.</p> <p>Direct support from the PE Subject Leader for new members of staff / those that through audit have acknowledged they are less confident in the teaching of dance and gymnastics to provider personalised, tailored CPD.</p>	<p>Complete PE annual membership for through-school alignment:</p> <p><b>£175</b></p> <p><i>(Included in KPI.1)</i></p> <p>Well School Partnership:</p> <p><b>£1200</b></p>	<p>Strength of Character book looks identified that the PESSPA is regularly celebrated and rewarded in whole-school and class celebrations.</p> <p>Staff feedback identified that children continue to enjoy participating in PESSPA and feel they have ample opportunities to do so. This was also supported by the findings in The Inclusive Health check (self-review tool on the School Games website).</p> <p>CPD, lesson drop-ins, and informal dialogue showed overwhelmingly that PESSPA was underpinning the PE curriculum and meeting the physical needs of all our learners.</p>	To identify PESSPA links in the whole-school curriculum and continue to build on existing links in the SoC curriculum.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				7%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>
Embed and establish the 'Complete PE' scheme to enhance our curriculum offer in PE, and further develop teachers' confidence when planning for a broad and balanced PE curriculum.	Regular subject reviews/ observations of staff delivering the scheme to ensure the aims are met and teaching is consistently in line with expectations.	Complete PE annual membership: <b>£175</b> <i>(included in KPI.1)</i>	PE drop-ins of staff (observations) by the Primary PE Subject Leader showed increased confidence, knowledge and skills of all staff in teaching PE and Sport.	To monitor pupil progress in gymnastics and dance because of the increased confidence of teaching staff in these subject areas.
Enable staff to explicitly teach the key vocabulary and sport specific vocabulary to children throughout the teaching sequence. Enhance subject knowledge through use of the 'Complete PE' scheme and resources, linking to our school Oracy objectives.	Direct support from the PE Subject Leader for new members of staff / those that through audit have acknowledged they are less confident in the teaching of dance and gymnastics to provider personalised, tailored CPD.	Well School Partnership: <b>£1200</b>	During CPD and through feedback from classroom teachers, staff identified that they had in fact become more confident, skilled and knowledgeable in teaching PE and Sport.	To identify opportunities for gymnastics and dance to be incorporated outside of PE lessons.
Further CPD support for teaching staff in dance and gymnastics.	Teaching staff to receive regular feedback from PESSPA co-ordinator to establish a delivery, reflection and improvement model.		PE subject leader felt more supported in his role as PE Subject Leader.	Train another member of staff, who might be able to assist the PE SL in their role, allowing for an opportunity for planning and collaboration.
Further CPD support for PE Subject Leader	PE Subject Leader to attend Leeds Well School Partnership Subject Leader Network three times a year.			





Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 104%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
<p><u>All</u> pupils are able to access a broad offer of school sport activities.</p> <p>An extensive range of sports and activities is available, including opportunities for <u>all</u> pupils, through a programme that introduces sports and activities that the pupils may not otherwise experience.</p>	<p>Offer a wider range of extra-curricular sporting activities to increase the participation of our children actively engaging in sport and fitness activities.</p> <p>Employ an Enrichment and Extra-Curricular Coordinator role in school. This role is responsible for coordinating extra-curricular activities, to track attendance and to target those who do not yet benefit by attending an extra-curricular activity</p> <p>Events including:</p> <ul style="list-style-type: none"> <li>• Basketball Come and Try events</li> <li>• Dodgeball Come and Try events</li> <li>• Table Tennis Come and Try events</li> <li>• Panathlon Come and Try events</li> <li>• American Football (Fitness in 5 week)</li> <li>• Skateboarding (Fitness in 5 week)</li> <li>• Tri-Golf (Fitness in 5 week)</li> <li>• Ping-Pong (Fitness in 5 week)</li> </ul> <p>Further enrichments to Fitness in 5 programme.</p>	<p>Internal Clubs and Equipment: <b>£738.35</b></p> <p>Specialist coach (Leeds United Foundation): <b>£15,000</b></p> <p>Enrichment and Extra-Curricular Coordinator: <b>£1500</b></p> <p>Yoga: <b>£1170</b></p> <p>Wild Cats: <b>£1170</b></p> <p>'Fitness in 5' week –specialist coaches, external organisations: <b>£750</b></p>	<p>All pupils experienced a broad range of sports that they would otherwise not have during 'Fitness in Five' week (including, but not limited to, American Football, Skateboarding, Golf, Rugby and Basketball).</p> <p>Further sport and fitness opportunities were incorporated into a number of SEND pupils daily timetable, including physical activity during specialist sensory circuits and gross motor development such as miniature golf. Staff and parents reported that children were more settled when returning to their learning following involvement in such activity.</p> <p><u>All</u> children across school were offered a range of sports and activities during timetabled PE lessons.</p> <p>By tracking attendance and targeting those children who do not yet benefit by attending an extra-curricular activity, the Enrichment and Extra-Curricular Coordinator in school increased the participation of this group of children.</p> <p>We offered a record 52 extra-curricular clubs across the school year including Yoga, Wild Cats, Athletics, Forest School amongst many others.</p>	<p>To continue to target those children not participating in extra-curricular sports clubs, either those organised by school or outside of this. To continue to engage these pupils in these clubs, to ensure they receive a broader experience of sports and activities.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>	<i>Sustainability and suggested next steps:</i>
<p>To continue the development of multi-school competitions and tournaments through the Leeds Well School Partnership in association with the SGO.</p> <p>To develop a positive approach to competition, focusing on children celebrating the successes of others as well as themselves, working as a team and supporting and encouraging teammates to excel.</p>	<p>Embed the competition elements to our lesson sequences (end of lesson), as a means of developing and implementing the skills taught.</p> <p>Regular and diverse inter-school competition.</p> <p>Competitive opportunities including:</p> <ul style="list-style-type: none"> <li>• Y5/6 Girls Football</li> <li>• Year 4 Football</li> <li>• Year 5 Football</li> <li>• Year 6 Football</li> <li>• Y5/6 Dodgeball</li> <li>• Y5/6 Netball</li> <li>• Athletics</li> <li>• Panathlon</li> <li>• Cross Country</li> </ul>	<p>Well School Partnership: <b>£1200 (half)</b> <i>(included in KPI.2)</i></p>	<p>School Games Mark created positive experiences to ensure physical activity and competition provision is designed to reflect the motivation, competence and confidence of our young people and has a clear intent.</p> <p>We provide opportunities for our young people to practice and prepare ahead of all their inter competition experiences and give reflection time afterwards in line with positive experiences research.</p> <p>We share with our parents our competition intent and ask the same of other external providers engaging with our school.</p> <p>150 children have taken part in the competitive opportunities listed in the implementation. Overall, 200 children took part in competitive sports events.</p> <p>School Games Mark 2022-23 – GOLD AWARD</p>	To continue to enhance our inter- and intra- school competitive opportunities (for <b>all</b> children)

Signed off by	
Head Teacher:	Alastair Field

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

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 LOTTERY FUNDED





Date:	30.7.23
Subject Leader:	Tim White
Date:	30.7.23
Governor:	Pauline Ackroyd
Date:	30.7.23