

# 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](#) 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 2024** 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 2021. To see an example of how to complete the table please click [HERE](#).

Key achievements to date until July 2023:	Areas for further improvement and baseline evidence of need:
<p>We offered more opportunities for children to engage in PE and sport</p> <p>We celebrate PE and sport in school worship and in the weekly newsletter to raise awareness to all pupils of the importance of PE and to celebrate those that have represented the school.</p> <p>We introduced Playground Leaders, which was mentioned in the Ofsted report 2022.</p> <p>We embedded the new PE scheme and assessment system to use to measure the impact of outcomes.</p> <p>Forest Schools continues to thrive so that all children can participate in a broader range of physical activities whilst developing key skills.</p>	<p>Raising sporting aspirations and exposing children to a diverse range of positive sporting role models</p> <p>Opportunities to engage in extra-curricular sporting activity</p> <p>Increase more active engagement during lunchtimes and provide sporting offer throughout the week</p> <p>Develop consistently good/ outstanding PE lessons for all pupils</p> <p>Explore alternative PE curriculums to ensure a progressive curriculum is implemented</p>

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

If any funding from the academic year 2022-2023 has been carried over you MUST complete the following section.

<b>Academic Year: September 2022 to July 2023</b>	<b>Total fund carried over: £0</b>	<b>Date Updated:</b>		
What Key indicator(s) are you going to focus on?				<b>Total Carry Over Funding:</b>
				£
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
N/A	N/A	N/A	N/A	N/A

Meeting national curriculum requirements for swimming and water safety (2022-2023)  N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	55%
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? (2023-2024) <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.	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	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?	Yes- for additional lessons to embed and secure swimming skills and meet end of KS2 outcomes. £655.20

## 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> 2023-2024		<b>Total fund allocated:</b> 16,530		<b>Date Updated:</b> July 20244	
<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>	
<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>Evidence of impact: what do pupils now know and what can they now do? What has changed:</i>	
To increase physical activity during break and lunchtimes by offering a broader range of activities		With the Ball coaches deliver two lunchtime clubs for ALL pupils including targeted individuals.  Purchase and replenish equipment to engage pupils with active sessions		£800  £529.97	
				Pupil voice- pupils say they enjoy the sports offer at lunchtimes. MDSAs have reported that pupils are more active during lunchtimes and demonstrate an enjoyment of sporting participation. SLT monitoring- As a result of more active lunchtimes and a diverse sporting offer, pupil's behaviour has improved.	
					Continue 2x sport coaches during lunchtimes in the next academic year. Consider getting coaches to train play leaders to run the activities during the lunchtimes when coaches are not present.

<b>Key indicator 2:</b> The profile of PE and Sports is being raised across the school as a tool for whole school improvement					Percentage of total allocation:
<b>Intent</b>		<b>Implementation</b>		<b>Impact</b>	

<p>To ensure that PE lessons are progressive and build upon prior learning</p>	<p>PE specialist teacher to be employed to teach PE across the school</p> <p>Coaches employed to develop staff CPD in different areas of the PE curriculum</p> <p>Monitor PE lessons and quality of teaching</p> <p>Implement new PE curriculum (Getset4PE)</p> <p>Source new resources to ensure a wider variety of sports can be offered</p>	<p>5332.73</p> <p>357</p> <p>440</p> <p>140.10</p>	<p>PE Curriculum map demonstrates a progressive and broad PE offer- knowledge and skills are sequential in the journey.</p> <p>The new curriculum offer is well resourced and enables full offer of engagement</p> <p>Pupils enjoy PE lessons; making good progress.</p>	
<p>To ensure that all children get a weekly session of Forest Schools, to support PE across the curriculum</p>	<p>Employ a Forest Schools specialist 2x a week</p>	<p>7560</p>	<p>Pupils engagement is high and they develop life long skills.</p> <p>Pupil voice reports that forest School is a favourite part of our weekly timetable. Parent voice reports that children develop life long skills which help develop their physical and emotional development.</p>	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
Intent	Implementation		Impact	
<i>Your school focus should be clear what you want the pupils to know</i>	<i>Make sure your actions to achieve are linked to your</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what</i>	<i>Sustainability and suggested next steps:</i>
To upskill staff to deliver high quality PE lessons to their class with confidence.	<p>Implement a new scheme of work- Get Set PE and use the CPD guidance to support weekly lesson delivery.</p> <p>External coaches to deliver bespoke CPD to meet areas of development staff recognise and require.</p> <p>Begin to accurately assess all children in PE.</p>	(Included in the 440 listed above)	<p>Teachers level of confidence had increased</p> <p>Teachers are developing a strong subject knowledge and implementing the new PE curriculum with increased consistency.</p> <p>All children are receiving high quality PE lessons through our new scheme.</p>	<p>Out source wider CPD offer in 2024-2025 and continue to embed the new PE curriculum.</p> <p>Reflect on the implementation of PE curriculum after one year and consider any changes required for Cycle B.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		Impact	
<i>Your school focus should be clear</i>	<i>Make sure your actions to</i>	<i>Funding</i>	<i>Evidence of impact: what do</i>	<i>Sustainability and suggested</i>



<p>To increase children's opportunities to experience a range of sports and broaden pupils knowledge and experiences of sport activity within Coaley and the wider world to spark curiosity and inspiration. In addition, to develop children's aspirations and share inspiring role models to develop their engagement and future career aspirations</p> <p>To develop proficiency in cycling skills and road safety awareness</p>	<p>Subscribe to Lyfta and integrate the programme into the curriculum and wider school timetable.</p> <p>Specialist coaches to deliver cycle training programme.</p>	<p>225</p> <p>108</p>	<p>All classes have been introduced to the Lyfta Learning lessons and are developing a broader awareness of the sports men and women around the world who have overcome barriers to achieve success.</p>	<p>Consider having an enrichment week based on Lyfta and sporting activities around the world in the next academic year.</p> <p>Consider including Lyfta within the curriculum timetable in addition to assemblies and one-off lessons.</p>
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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	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested
To provide opportunities for all pupils to represent the school in sporting competitions	Become a member of the Dursley District School Sports Partnerships sport competitions, to include School Games competitions, including Y6 South Cerney day.  Engagement with 'With the Ball'- festival and external activities	12.50	Pupil voice- Pupils have enjoyed participating in extra curricular sporting fixtures within the locality and with local primary & secondary schools.	Continue to participate in Dursley District Sports

Signed off by	
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