

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

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 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 2021-2022	£0
Total amount allocated for 2022/23	£18,018
Amount spent 2022/23 and reported on by 31st July 2023.	£ -

## Swimming Data

Please report on your Swimming Data below.

<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>	
<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>	
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	
<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>	

## 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> 2022/23	<b>Total fund allocated:</b> £17,200	<b>Date Updated:</b> 16.11.22		
<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:
<p>Deliver an ambitious curriculum that is designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life.</p> <p>The subject curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.</p> <p>Pupils study the full subject curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6.</p> <p>Pupils develop a passion for and a commitment to the subject. They eagerly participate in all lessons and engage fully in extra-curricular sport.</p>	<ul style="list-style-type: none"> <li>Staff meeting needed to go through the new PE document created by the PE team and to re-establish expectations of the year. Continuation of observations.</li> <li>At least one hour of the statutory PE curriculum is taught by CEPD specialist sports coaches.</li> <li>High quality PE lessons for each class in Spring and Summer- Cheshire Cricket</li> <li>Purchase equipment to deliver tri golf sessions and update some current equipment especially for Athletics.</li> <li>Continue to ensure staff are using extra -curricular links- discuss ideas in staff meeting.</li> </ul>	<p>September- £1360</p> <p>October- £1020</p> <p>Equipment to date: £1700</p>	<ul style="list-style-type: none"> <li></li> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> <li></li> </ul>

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<p>Primary schools provide regular swimming lessons to enable all pupils to exceed minimum expectations for swimming by the end of Key Stage 2.</p> <p>Links with other subjects and good partnerships with local schools, clubs and sports organisations enhance pupils' learning and participation in PE, sport and physical activity.</p>	<ul style="list-style-type: none"> <li>• To ensure that Bikeability goes ahead- book this in.</li> <li>• To continue swimming sessions for Year 5. All Year 5 (next year Year 6's) swimmers currently good swimmers but some could be more secure. Ensure that these children are given the opportunity to have more swimming lessons.</li> <li>• Continue with CEPD extra-curricular clubs and sports clubs ran by staff in school. Make sure that each year group has the opportunity to attend.</li> <li>• Subject Leaders to continue to monitor the new year timetable- this may be different due to the additional mixed year groups in 2022/2023.</li> <li>• Subject Leaders to ensure that there are lists for each extra-curricular club and this is monitored throughout that period.</li> <li>• Get new playground leaders trained up for a new year- either from Bishop Heber or CSSP.</li> <li>• Ensuring PE links with cross-curricular subjects so children are active during other lessons (Science, Maths and Phonics)</li> </ul>	<p>£1500 CSSP membership</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:
				%
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>Participation rates in games, dance, gymnastics, swimming, and athletics are good and progress throughout the year. Competitive school sport is played to an exceptionally high level.</p> <p>The PE curriculum is complemented by an outstanding range of traditional and new, alternative sporting activities before, during and after school that captures pupils' interest and enthusiasm and nurtures a lifelong commitment to participation in sport and physical activity.</p> <p>Well-established local partnerships with schools, clubs and sports organisations make an excellent contribution to extending the range and quality of opportunities provided for pupils.</p>	<ul style="list-style-type: none"> <li>• CEPD specialist sports coaches deliver a minimum of 1 hour's PE for each class.</li> <li>• Membership in the Chester Schools Sports Partnership – children are selected to compete against city of Chester schools in a broad range of sports competitions and athletics. These events are held at specialist venues including West Cheshire Athletics Club. These allow for individual groups such as girls only cricket and SEND opportunities- make sure that we attend these.</li> <li>• As part of the CSSP we also enter the girls and boys football leagues. Look at extending this to including more schools in the local area (friendlies).</li> <li>• Membership into the Bishop Heber SCCO contribution package- receive training for playground leaders within the SEND and inclusion initiative. Also attend sporting competitions between BFG federation school cluster.</li> <li>• Taster sessions with local clubs and sport organisations- All Stars Cricket and Tennis.</li> </ul>	<p>£1500 CSSP membership (as above)</p> <p>Supply cover for teachers to take children- £130 to date</p> <p>£1040 Bishop Heber Membership- J.Hawkins has queried this.</p>		<ul style="list-style-type: none"> <li>•</li> </ul>

	<ul style="list-style-type: none"> <li>• Intra-house competitions held half termly for focused sport of half term. For example- a tag rugby festival in Autumn 1.</li> <li>• Details of sporting competitions celebrated in whole school/ Key Stage assemblies. Certificates are given to competitors for participating.</li> <li>• A PE whole school display board to celebrate achievements both inside and outside of school located at the front of school in the corridor.</li> <li>• Achievements to be celebrated on social media.</li> </ul>			
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				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:

<p>Subject Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time.</p>	<ul style="list-style-type: none"> <li>• CPD for staff- high quality PE lessons for each class for a half term each week, during Spring and Summer.</li> <li>• Teachers to observe CEPD specialist coaches once per term to discuss and assess children using assessment proforma.</li> <li>• Opportunities to attend CEPD through CSSP- for example training within the FA.</li> </ul>			<ul style="list-style-type: none"> <li>•</li> </ul>
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** 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.</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>Sustainability and suggested next steps:</p>

<ul style="list-style-type: none"> <li>■ The PE curriculum enables all pupils to participate regularly and achieve well in a good range of activities. It is complemented by a broad range of extra-curricular activities, including competitive sports fixtures that promote pupils' interest and engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• To organise another Health Week in school. To include sports which the children wouldn't normally access.</li> <li>• To deliver lunchtime clubs and structures activity drop ins delivered by play ambassadors.</li> <li>• Swimming teacher to enhance the provision of our swimming curriculum enabling differentiation to meet the needs and challenge all swimmers.</li> <li>• Sensory circuits to be given to those SEND children in school who continue to need it.</li> <li>• To involve the community more in sports events- continue to signpost children to local sporting events and clubs e.g. Cross Country, Cricket, Tai Boxing held in school.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
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Additional achievements:	<ul style="list-style-type: none"><li>• Apply for School Games Mark- make sure that we update the active planner to achieve this.</li></ul>		•	
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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:
The PE curriculum provides all pupils with an outstanding range of opportunities to participate and excel in PE, sport and physical activity.	<ul style="list-style-type: none"> <li>• CEPD extra-curricular clubs open to each class 1xper week for all children to attend (no number cap within the class)</li> <li>• Membership to CSSP includes competitive competitions for children who belong to sports clubs. Within this package, there is also competitions for children with SEND and friendly competitions for children who are early on in their participation of sport.</li> <li>• Membership in the Bishop Heber SCCO Contribution package includes regular sporting competitions with cluster schools. This includes a multi-skills festival and a football tournament for KS1.</li> <li>• Monitoring by subject leaders of the numbers of children participating in extra-curricular sports. Children not participating in any will be targeted- report on Active Planner.</li> <li>• Subject leaders will sign post children to these through newsletters, email communications and social media.</li> </ul>	Grant provided?		

	<ul style="list-style-type: none"> <li>To continue to update playground and gymnastics equipment. Ensure all equipment is safe to use.</li> </ul>	Sports Safe- £108		
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Signed off by	
Head Teacher:	<i>Jo Hawkins</i>
Date:	
Subject Leader:	<i>Michelle Mason, Daniel Jenner &amp; Anna Comish</i>
Date:	
Governor:	
<i>Date:</i>	