

# 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 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](#).

Created by:

Supported by:   **SPORT ENGLAND**  
LOTTERY FUNDED



## Details with regard to funding

Please complete the table below.

Total amount allocated for 2021/22	£17770
Total amount carried over from 21/22	£5436
Total amount allocated for 2022/23	£17800

## 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 2021. Please see note above	100%
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	100%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	97%
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/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.

Key:

Cost – red (£500+), yellow (£100-£499) or green (£0-£99).

Academic Year: 2022/23		Total fund allocated:£0		Date Updated: 06/07/23	
<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:
					£0
					0%
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:
Playground Leaders	Training and regular check ins with the Play Leaders. Audit the equipment. Track Participation.		£0	Increased physical activity levels during lunchtimes.	Monitoring by the Subject Coordinator.
1.2 Provide a range of supplementary activities to ensure all children access 30 minutes of sport or physical activity each day.	Review options for 'whole' school activities (Supermovers in KS1) and implement as appropriate.		£0	Increased physical activity levels and ind. health. Improved concentration and attainment.	Work to embed activities across the whole school.

1.3 Provide new and additional opportunities to engage pupils in extracurricular activities each week (inclusive of breakfast clubs, play time and lunch time activities).	Review current/past provision <ul style="list-style-type: none"> <li>• Consult with school council re activities</li> <li>• Develop timetable of extracurricular opportunities</li> <li>• Promote opportunities</li> <li>• Link to external opportunities where possible (e.g. community facilities/clubs).</li> <li>• Updated equipment for the lunch time so they can lead games and activities.</li> </ul>	£0 (Some money has been spent on equipment to enhance this. This has been included within the equipment section)	Increased participation within out of school/local community group activities. Pupils have a wider experience of sports and physical activity. Pupils more likely to sustain participation and develop lifelong habits.	Links to community facilities and sports clubs – opportunity for pupils to sustain participation.
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<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:
				£1006
				6%

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:
2.1 Promote PE & School Sport across the school and wider community	<ul style="list-style-type: none"> <li>- School website</li> <li>- Newsletters</li> <li>- Dojo</li> <li>- Refreshed and upgraded equipment.</li> <li>- Sports week</li> </ul>	N/A  £1006	<ul style="list-style-type: none"> <li>- Raised profile of PE and School Sport within school and the wider community</li> </ul>	Pupils/ Parents/ Staff  Equipment replenished

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				£3738
				21%

Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
3.1 Cover for Subject Leader to attend Level 5 specialism in PE course.	<ul style="list-style-type: none"> <li>- Offer the SL to Raise PESSPA across the school.</li> <li>- Training for the SL to coach staff members to be able to confidently teach high quality PE lessons.</li> </ul>	£1688	<ul style="list-style-type: none"> <li>- Increase teacher confidence</li> <li>- High quality PE lessons taught across the school SL knowledge increased</li> </ul>	SL to deliver staff meetings to pass on the information learnt during the course to raise PESSPA across the school.
3.2 Increased confidence, knowledge and skills of all staff in teaching PE and sport. To support teachers planning for lessons and to ensure there is a broad and balances curriculum.	<ul style="list-style-type: none"> <li>- Access the Get set 4 PE online training</li> <li>- Ensure teachers are familiar with the scheme.</li> <li>- Curriculum Map</li> <li>- Audit of equipment</li> </ul>	£550	<ul style="list-style-type: none"> <li>- High quality PE lessons</li> <li>- Progression across the school</li> <li>- Broad and balances curriculum</li> <li>- A rise in teachers confidence and enjoyment of teaching PE</li> </ul>	- Regular monitoring
Employment of Sports Coach	<ul style="list-style-type: none"> <li>- Weekly lessons for Class R-6</li> <li>- Coaching for staff</li> <li>- Accompany children to competitions</li> </ul>	£1500	<ul style="list-style-type: none"> <li>- Improved Quality of Learning</li> <li>- Children are able to attend competitions</li> </ul>	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				£1948
				11%
<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:
4.1- To ensure all children have access to	<ul style="list-style-type: none"> <li>• School Council discussed clubs in which they would</li> </ul>	£0	<ul style="list-style-type: none"> <li>• Increased interest in a varied range of sports and physical</li> </ul>	<ul style="list-style-type: none"> <li>• Seek other outside providers to provide</li> </ul>

<p>participate in a range of sports inside and outside of school Provide links to external clubs and providers where necessary</p>	<p>like to run at school.</p> <ul style="list-style-type: none"> <li>Using qualified and quality assured</li> <li>sports coaches to provide high-quality activities.</li> <li>Little Springers Gymnastics- running an after school club.</li> <li>Close link with Dance East to send updated classes and half term clubs. (Sent out to parents via parent mail.)</li> </ul>		<p>activity.</p>	<p>alternative sporting opportunities through after school clubs and outside of school opportunities.</p> <ul style="list-style-type: none"> <li>Links to community facilities and sports clubs – opportunity for pupils to sustain participation.</li> </ul>
<p>4.2- Indian Dance Workshop – To engage children in different form of dance and culture.</p>	<ul style="list-style-type: none"> <li>Dance East provided a qualified dance coach to run workshops for children in Class R- 6 as part of our Wellbeing days.</li> </ul>	<p>£350</p>	<ul style="list-style-type: none"> <li>Increased knowledge/ interest in a different styles of dance.</li> <li>Children signed up to Dance East out of school dance groups.</li> <li>Children to have learnt about the history of Bollywood dance and ca demonstrate Bollywood movements</li> <li>Class Teachers observed dance workshop and have gained further knowledge of teaching dance.</li> </ul>	<ul style="list-style-type: none"> <li>Seek other outside providers to provide alternative sporting opportunities through after school clubs and outside of school opportunities.</li> <li>Links to community facilities and sports clubs – opportunity for pupils to sustain participation.</li> </ul>
<p>4.3- Mindful Movement Workshop</p>	<ul style="list-style-type: none"> <li>Suffolk Yoga provided workshops for all year groups as part of our Well-being days.</li> </ul>	<p>£200</p>	<ul style="list-style-type: none"> <li>Increased knowledge of mindful movement and out of school activities.</li> <li>Children to become aware of the importance of mental well-being.</li> <li>Class teachers observed</li> </ul>	<ul style="list-style-type: none"> <li>Seek other outside providers to provide alternative sporting opportunities through after school clubs and outside of school opportunities.</li> </ul>

			the sessions to gain further knowledge of the techniques and delivery.	<ul style="list-style-type: none"> <li>Links to community facilities and sports clubs – opportunity for pupils to sustain participation.</li> </ul>
4.4 Skateboarding workshop	<ul style="list-style-type: none"> <li>Skateboarding company ran a skateboarding workshop for each class as part of a sports week. The workshop taught each child the basic skills to ride a skateboard.</li> </ul>	£300	<ul style="list-style-type: none"> <li>Increase participation in alternative sports</li> <li>Offered a new active way to get to school.</li> </ul>	<ul style="list-style-type: none"> <li>Seek other outside providers to provide alternative sporting opportunities through after school clubs and outside of school opportunities.</li> <li>Children to be active on their journey to school.</li> </ul>
4.5 Visit from Team GB Athlete Katie Stainton	<ul style="list-style-type: none"> <li>Team GB Katie Stainton came into school to run motivational workshops for each class.</li> </ul>	£589	<ul style="list-style-type: none"> <li>Increase children's knowledge/ interest in a different sporting activity</li> <li>Children taught about the resilience and hard work needed to become an athlete.</li> <li>Children inspired by team GB athlete</li> <li>Possible increase in participants for sporting activities outside of school.</li> </ul>	<ul style="list-style-type: none"> <li>Seek other outside providers to provide alternative sporting opportunities through after school clubs and outside of school opportunities.</li> <li>Links to community facilities and sports clubs – opportunity for pupils to sustain participation.</li> </ul>
4.6 Ipswich Sports Club Squash session	<ul style="list-style-type: none"> <li>Ipswich sports club delivered a squash session to each class.</li> <li>Each child was given a free taster session at the club.</li> </ul>	£150	<ul style="list-style-type: none"> <li>Increase children's knowledge/ interest in a different sporting activity</li> <li>Encouraged children to join the local sports club.</li> </ul>	<ul style="list-style-type: none"> <li>Links to community facilities and sports clubs – opportunity for pupils to sustain participation.</li> </ul>
4.7 Sports Week event- Quidditch	<ul style="list-style-type: none"> <li>Quidditch for Muggles ran a whole day of workshops for each class teaching the children how to play</li> </ul>	£359	<ul style="list-style-type: none"> <li>Increase children's knowledge/ interest in a different sporting activity</li> <li>Class Teachers observed their</li> </ul>	<ul style="list-style-type: none"> <li>Seek other outside providers to provide alternative sporting opportunities through</li> </ul>



	Quidditch from Harry Potter.		class' workshop and gained alternative techniques for delivering PE.	after school clubs and outside of school opportunities.
<b>Additional achievements:</b> Achieved Gold School Games Mark				

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£585 3%
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:
5.1 Develop a calendar of events that demonstrates opportunities for all young people to participate in meaningful and appropriate experiences (competitions and festivals)	<ul style="list-style-type: none"> <li>Identify suitable competitive opportunities available via School Games Partnership</li> <li>Identify suitable participation opportunities available via the School Games events</li> <li>Access additional events available via the cluster school sport programme- School Games</li> </ul>	£550	<ul style="list-style-type: none"> <li>Increased enthusiasm towards competitive sport and physical activity.</li> </ul>	Highlights the profile of sport in school. Inspired children to become active, be proud and take part. Contribute to achievement of School Games Mark
5.2- Trophies and engravings for children’s achievements within School Games Competitions.	<ul style="list-style-type: none"> <li>School gained recognition for the competitive achievements.</li> </ul>	£35	<ul style="list-style-type: none"> <li>Children to grow confidence and eager to compete within School Games activities.</li> <li>Children to feel rewarded for their achievements.</li> </ul>	

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	KOGRADY
Date:	10/07/2023

Created by:



Supported by:



Governor:	DLFinch
Date:	18/07/2023