

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department
for Education

Created by



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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 **31st 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 31st 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 31st July 2021. To see an example of

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 2022:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Variety of after school clubs • Focus groups – impacted by Covid but prior success • CPD for teachers, Get Set for PE • Teacher Training day - Inset by PSD • Equipment well maintained • Change for life club – focused individuals benefitting from tailored provision • Healthy lifestyles taught throughout PE, Science and PSHRE 	<ul style="list-style-type: none"> • Further work in all areas will be required after the significant impact of Covid-19 in the 2020-21 academic year. • Lunchtime clubs/provisions • Swimming provision • Team sports • Competitions and competitive Sports • Games Mark

Swimming 2022/23

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.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.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.	32%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	39%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	47%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above 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: £20600.60		Date Updated: 12/09/23	
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				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:
Designated sports leader will run lunch time play leader activities EYFS, KS1 and KS2.	Sports leader spends 30 minutes in the playground with pupils from each phase. Supporting SMSAs to deliver physical activities and zoned playground areas to encourage more physical activities and active play.	£9,750	Pupil voice questionnaires, pictures, videos are used to engage and adjust the curriculum to fit our children’s needs. SLT observing the impact of this. Lower percentage of incidents in playground, pupils have options.		Training staff – including SMSAs and young leaders.

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>To improve the range of resources used for PE lessons, interventions, school teams and after school clubs.</p> <p>To purchase new football and sports kits to inspire students to want to play for the teams in competitions.</p> <p>Create a 'Team Belmore' spirit/attitude throughout the school for PE, School Sport and Physical Activity.</p> <p>Spare Swimming resources for children</p>	<p>Perform a complete audit on all PE and sports equipment and create a wish list of resources required to deliver high quality and engaging lessons.</p> <p>Source and design new football kits with 'Team Belmore' on the back for children to see when representing the school at tournaments, festivals and events.</p> <p>Superstar of the week children presented in assembly to explain why and how they won the certificate that week. Sports teams and leaders write reports and present in assembly to other children to raise the profile of PESSPA.</p>	<p>£716</p>	<p>Targeted interventions delivered by PSD for social and emotional support.</p> <p>More children engaged with inter-school competitions across a variety of sports.</p> <p>Whole school initiatives embedded throughout the academic year: National Fitness Day, National Fitness Week, Get Active Week, Walk to School week.</p>	<p>Continue to take part in various inter- and intra-school competitions throughout the school year.</p> <p>PE lead to ensure the intervention timetable is in place.</p> <p>PE lead to continue to sign up and lead on whole school initiatives to raise activity levels</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				20%
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 support and upskill teaching staff to deliver high quality PE lessons – using team teaching methods with qualified coaches.	Teachers who required the additional support were given the opportunity to work alongside with qualified coaches for a period of time.	£1950	Teachers have become more confident in teaching PE through targeted support from the PE lead. Lesson observations, learning walks and staff voice evidence this. PSD coach team teaching with certain teachers in response to staff feedback.	Train new staff members on Get Set 4 PE and the assessment process for PE. PSD coach to continue to team teach where possible and support teachers to improve subject knowledge and ability to deliver high quality PE lessons.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				10%
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:
Offer a broad range of physical activities and sports for extracurricular clubs.	PSD to deliver a variety of sports activities in clubs across the whole school (EYFS, KS1 and KS2).	£4,000	More children engaged in physical activity at lunch time through a range of sporting activities led by PSD and Sports Leaders.	To have a wider range of clubs available at lunchtime.
Create a broad and varied PE curriculum to ensure children have a range of activities to learn and participate in from	Purchase GET SET 4 PE as an annual subscription to ensure teaching staff have a varied curriculum map that is	£440	Pupils will have access to different sports and learn how to become	To have a wider range of clubs after school.

EYFS to KS2	progressive and varied throughout the year.		team players.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
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:
Enter as many competitive sports and inter-school competitions as possible within the district and borough competitions.	Highlight events that we want to enter as a school. Trial, train and prepare teams for each competition, using specialist PSD coaches.	£3,280	Intra- school competitions held half-termly for KS2. More children engaged with inter-school competitions across a variety of sports.	Continue to have intra- school competitions half-termly for both KS1 and KS2. Continue to take part in inter-school competitions across a wide range of sports.
To provide an increased amount of intra-school activities and competitions.	Deliver a variety of intra-school competitions including a Football World Cup themed tournament, a KS1 Sports festival and competitive Sports Day.	£584	Children were able to wear the new school kit to all sporting events to raise the profile of competing as a team.	Kit to be monitored and maintained.