

# 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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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](https://www.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](#)



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## Details with regard to funding

Please complete the table below.

Total amount allocated for 2022/23 To be spent and reported on by 31st July 2023.	£19540
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## 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	96%
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	92%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	92%
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: 2022/2023	Total fund allocated:	Date Updated: April 2023		
<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>			Percentage of total allocation: £16831 = 86% of Sports Premium <b>0% additional school budget</b>	
Intent	Implementation	Impact		
What we want the pupils to know and be able to do. What they need to learn and to consolidate through practice.	Actions to achieve our intentions	Funding allocated:	Sustainability and suggested next steps:	
To ensure the children receive focused and specific support to engage them in a range of physical activities including sports during the school day, with a particular focus on lunchtimes.	<p>VG to <b>review pupil and TA voice information</b> from June 2022 questionnaires re: playground provision and provide labelled resources.</p> <p>VG to <b>audit equipment</b>, reorganise current provision and source additional large-scale playground equipment to enhance current provision.</p> <p><b>Playground provision</b> relaunched in September with children to ensure they understand how it has been organised, caring for resources, shared responsibility - direct links to school motto 'We create. We explore. We care. We soar.'</p> <p><b>Junior Sports Coaches</b> employed for their expertise in coaching sports skills and developing relationships with children with clear links to school behaviour policy.</p> <p><b>City Coach</b> used to support groups of KS2 children to <b>access Sport at an Inspire or Excel</b> level to ensure all children have access to Sport.</p> <p><b>City Coach</b> to support Y1 children (key year groups at the start of a Phase) to <b>develop FMS</b> in a multiskills after school Club.</p>	<p>coordinator role over holidays £0 needed after resources were reorganised.</p> <p>internal cover organised £0</p> <p>2 lunchtime coaches, 1 after school club, 1 competition finals attendance <b>£16831</b></p> <p>(£ included in Key Indicator 3 cost)</p>	<p>What do pupils now know and what can they now do? What has changed?</p> <p>Children and staff accessing resources they have asked for – autonomy over their choices.</p> <p>Equipment organised, labelled. Contractor meetings held in consultation with VG, LT, MH Planned play equipment installed.</p> <p>VG to deliver phase assemblies, share new equipment, new playground plans shared. Clearer roles defined for TA and coaches. VG to organise equipment to support defined roles. VG to support colleagues as necessary, who in turn support the children at lunchtimes.</p> <p>VG/MH to monitor the role of coaches alongside Ant McDonald from Junior Sport Stars to ensure children's needs are fully met. Changes to staffing as necessary. Children are confident to use equipment and engage in PA during lunchtimes.</p> <p>Focus groups of children are targeted to promote a love of sporting activity through weekly lunchtime and after school clubs. Inspire children who are less confident, develop 'I can' sports attitude. Excel skills children develop a well-rounded attitude to game including 'team mentality'.</p>	<p>Next steps: introduce playground management systems led by and managed by the children – TEAM MCR Physical Activity Leaders</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			Percentage of total allocation: £1220 = 6% of Sports Premium + 0% school budget	
Intent	Implementation		Impact	
What we want the pupils to know and be able to do. What they need to learn and to consolidate through practice.	Actions to achieve our intentions		Funding allocated:	What do pupils now know and what can they now do? What has changed?
To support a cross curricular approach to learning using the vehicle of orienteering, thereby improving mental and physical health and promoting PA.	<p>Following on from last year's staff training with Will Huntington from Cross Curricular Orienteering, <b>children will complete their basic training skills training</b> by Autumn 1, taught by class teachers.</p> <p>During Autumn/Spring term, WH visits school to provide <b>teaching and learning support sessions for each class, Y1-6</b>. Initial feedback given providing links to next steps and considerations.</p> <p><b>Will to work with VG to plan actions to move the whole school forwards</b>, towards their goal of using different orienteering courses as an integral part of teaching and learning.</p>	<p>2 full days of teacher/ children support sessions visits.</p> <p>1 x half day VG coordinator support visit</p> <p><b>£1220</b></p> <p>Internal Cover £0</p>	<p>Staff and children have a deepened understanding of how to apply orienteering skills to their learning.</p> <p>Staff are more able to use CCO skills.</p> <p>Children can follow orienteering courses and have an increased enthusiasm for outdoor learning.</p> <p>VG receives support to plan next steps to enable the whole school to move forwards and start the process of embedding CCO. (VG monitor Summer)</p>	<p>Sustainability and suggested next steps:</p> <p>Next steps – Use next steps planning to begin to embed CCO across the curriculum. (Children will have access to meaningful, active outdoor learning opportunities which will impact on their enjoyment and engagement during lessons and therefore impact attainment and learning.)</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation: £1489 = 8 % of Sports Premium <b>£6211 additional school budget</b>	
Intent	Implementation	Impact		
What we want the pupils to know and be able to do. What they need to learn and to consolidate through practice.	Actions to achieve our intentions	Funding allocated:	Sustainability and suggested next steps:	
<p>To improve staff knowledge of PE and ownership over the resources available to them to support the teaching of PE. This will prepare staff for the upcoming team-teaching support offered by City Coach, Chiara.</p> <p>To provide support delivering the PE curriculum by team teaching with a specialist Coach.</p> <p>VG to work with QA to create a deeper understanding of progression of skills across PE, to look at how to monitor and assess PE more effectively and to develop a deep understanding of the unique nature of PE across the school.</p>	<p><b>VG to meet with new staff</b> to support access to MSSP Scheme (and CCO) resources.</p> <p><b>VG to deliver training to whole school staff</b>, which includes information linked to Ofsted’s PE Research Review as well as navigating the range of teaching resources on Google Drive.</p> <p>VG make explicit the process – unit overviews, planning for a unit of work, how to assess a unit.</p> <p><b>VG to organise, deliver and coordinate phase level Sports Days</b> using Merton School Sports Partnership scheme. Athletics activities to demonstrate how to organise and deliver games from the scheme.</p> <p>MSSP Online access renewed.</p> <p><b>City Coach Team Teach to deliver MSSP lessons</b> with teachers across all year groups, including use of questioning with Y1,3,5. <b>City Coach</b> to begin to <b>highlight questioning on units in a scheme</b> linked to declarative and procedural questioning for Y1,3,5.</p> <p><b>VG to produce documentation and meet with key year groups (1,3,5) to develop use of questioning linked to declarative and procedural knowledge.</b> City Coach to support use of questioning during team teach.</p> <p>CityPlay Coach to work with YR children to develop fundamental movement skills with the whole cohort and then focus on YR children to accelerate progress towards ELG.</p> <p><b>VG to work alongside Rachel Johnson</b> to support the process of bringing together progress work from the last 3 years. This will equip VG to be able to complete a PE deep dive more effectively. A <b>meaningful monitoring schedule</b> needs to be developed linked to assessment statements currently in place. <b>Relevant information shared with staff</b> to support their understanding of the T&amp;L of PE.</p>	<p>coordinator time staff training session £0</p> <p>internal cover £0</p> <p>MSSP renewal cost <b>£115</b></p> <p>City Coach 1 day per week KS1 and KS2 <b>£7000</b></p> <p>Internal cover £0</p> <p>CityPlay YR only <b>£585</b></p> <p>QA costs £n/a Coordinator time cover DELAYED ACTION – ADD ON TO NEXT STEPS 2023/2024</p>	<p>What do pupils now know and what can they now do? What has changed?</p> <p>Staff are aware of the range of support resources available to them, where to go and who to ask for help. They know how to access the online scheme and the process of teaching units.</p> <p>Staff have experience of seeing how to set up and play games from the scheme. Children participate in well organised, fun activities that challenge them and encourage participation in PE activities.</p> <p>Staff are more able to deliver PE more confidently and assess children’s ability using assessment statements more accurately.</p> <p>Y1,3,5 staff have developed a further understanding of questioning linked to the PE units of teaching.</p> <p>Y13,5 Children are beginning to understand procedural and declarative knowledge and answer questions linked to their learning more confidently within PE lessons</p> <p>YR children are closer to achieving ELG demonstrating FMS during Physical Development sessions than at the start of the year.</p> <p>VG began to develop a PE deep dive file for the purposes of being able to communicate progression, monitoring, assessment, to reflect the current position of PE and inform future intentions.</p>	<p>Next steps – Review progress at the end of year and plan next steps/support needed.</p> <p>Whole school roll out of procedural/declarative knowledge outcomes and work to highlight progressions of skills and</p> <p>Plan for Deep Dive in conjunction with Rachel Johnson, QA - 2023/4</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			Percentage of total allocation: £0 = 0% Sports Premium £2311 additional school budget	
Intent	Implementation		Impact	
What we want the pupils to know and be able to do. What they need to learn and to consolidate through practice.	Actions to achieve our intentions	Funding allocated:	Sustainability and suggested next steps:	
To broaden children's experiences by engaging them in activities that are outside those taught in the PE curriculum. Rebaz Freestyle to attend school and deliver workshops to all children.	<p><b>Children will attend a workshop</b> during the school day with UK no. 2 Freestyle Footballer Rebaz Mohammed. <b>VG to support delivery</b> and coordinate the days. <b>Y5/6 children</b> have the opportunity to attend an after school club <b>masterclass</b>. VG to <b>develop a progression</b> of basic freestyle footballing skills based on learning enrichment day. VG to <b>produce a booklet of skills progression</b> for children to take and use at home. VG to <b>produce visual support materials</b> and equipment to enable children to practise their skills during weekly class football.</p> <p>VG to <b>refresh training</b> to be able to deliver <b>level 1 Yoginis Yoga</b></p> <p><b>Offer a wider range of sports clubs.</b> Fifth Movement trial to provide 2 x after school clubs. Class teachers to identify children that would benefit from attending clubs that will develop strength, stamina, coordination in a non-competitive environment. Beginning of Phase Year groups targeted: Zumba Y3 Taekwondo Y5</p>	<p>2 days workshops in school, and Y5/6 afterschool masterclass <b>£1461</b></p> <p>coordinator time</p> <p>coordinator time</p> <p>Coordinator time Renewal Licence Cost <b>£0</b></p> <p>Coaching costs <b>£850</b> for 13 weeks after school club</p>	<p>What do pupils now know and what can they now do? What has changed?</p> <p>Children have a clear understanding of how to complete basic freestyle football tricks. Engagement in PA in an alternative format is available to children once a week during class football sessions. Children are inspired and enthused by their experience to be able to develop their skills at home and in school.</p> <p>Focus groups of children will have skills and tools to be able to perform key yoga poses supported by VG during after school club. Follow up activities linked to</p> <p>Children can acquire new skills of movement patterns and then practise these skills whilst also developing strength, stamina and coordination.</p>	<p>Sustainability and suggested next steps:</p> <p>Next steps – Afterschool Club to develop basic skills Return Progress Check Visit</p> <p>Continue with the same group of children in the new academic year. VG Complete Level 2 training Expand Yoginis Yoga presence in school after meeting with the owner.</p> <p>Meet with Jared from Fifth Movement about future provision.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£0 = 0 % Sports Premium <b>£1070 additional school budget</b>
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 provide more opportunities for targeted participation in sporting activities and competitions.	<p><b>Excel Y6 Girls football team</b> – after school club weekly. Autumn <b>Competition</b> Dates 26/9, 17/10, 14/11 Excel City Wide Finals</p> <p><b>Excel Y6 Boys lunchtime club</b> attend Man Utd <b>Player Led World Cup</b> in November 2022</p> <p><b>Football Tournaments:</b> <b>YR</b> (19/1/23 and 2/2/23) CFA Coaching <b>Y1</b> (16/2/23) CFA Coaching</p>	<p>£ for Junior Sports Stars Coach after school club and city-wide finals attendance included in Key Indicator 1 costings.</p> <p>Transport for all competitions <b>£1070</b></p>	Children from EYFS, KS1 and KS2 will have had the opportunity to attend coaching/ competitive sport, raising the profile of sport across the school and increasing participation in PA.	Next steps – continue to target groups of children in lunchtime clubs and then offer after school clubs, competition opportunities to increase participation. Consider ways of staffing sports clubs other than using outside agencies.

**TOTAL SPEND: £29,132**

**FUNDING ALLOCATED FROM PRIMARY PE AND SPORTS PREMIUM GRANT: (67%) £19,540**

**FUNDING ALLOCATED FROM ADDITIONAL SCHOOL BUDGET: (33%) £9592**

Signed off by	
Head Teacher:	Mrs M Hughes
Date:	July 2023
Subject Leader:	Mrs V Ganner
Date:	July 2023
Governor:	
Date:	