

# 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:



## Details with regard to funding



Total amount carried over from 2020/21	£0
Total amount allocated for 2021/22	£17,100
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2022/23	£17,080
Total amount of funding for 2022/22. To be spent and reported on by 31st July 2023.	£17,080 Current spend - £15,430

Signed off by	
<b>Head Teacher:</b>	<i>S Harris</i>
<b>Date:</b>	<i>29.09.22</i>
<b>Subject Leader:</b>	<i>L. Osborne</i>
<b>Date:</b>	<i>29<sup>th</sup> September 2022</i>
<b>Governor:</b>	
<b>Date:</b>	<i>29.09.22</i>

Pupils achieving age related fundamental movement skills July 2023						
	Total	Boys	Girls	SEND	PP	EAL
ALL	88%	81%	96%	40%	78%	77%
Yr1	80%	73%	91%	30%	65%	67%
Yr2	96%	92%	100%	60%	100%	100%

Academic Year: 2022/23	Total fund allocated: £17,080	Date Updated: April 2022		
<b>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity</b> Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school			31% of total allocation	
Intent	Implementation		Impact	Sustainability
<p>To provide highly active REAL PE lessons to enable <b>all</b> pupils to develop their fundamental movement skills.</p>	<p>Real Legacy Next Steps program to:</p> <ul style="list-style-type: none"> <li>• Support PE lead to monitor standards.</li> <li>• Train, coach and support all teachers to deliver QFT</li> <li>• Equip staff with resources, videos and planning through Jasmine.</li> </ul> <p>SSP additional coaching to:</p> <ul style="list-style-type: none"> <li>• Support within teacher led Real PE lessons to provide additional intervention with fundamental movement skills.</li> </ul>	<p>£800 Real Legacy</p> <p>£4500 SSP</p>	<ul style="list-style-type: none"> <li>• <b>All pupils have a minimum of 2 hours physical activity a week so that they can develop the fundamental movement skills expected for their age and stage.</b> <ul style="list-style-type: none"> <li>- Aut / Spr / Sum: KS1 receive 1.5 hours of PE lessons p/wk + 45 minutes daily of unstructured physical play. Yr2 pupils coached by SSP to lead activities. Playground timetable in place to ensure different fundamental movement skills developed on different days.</li> </ul> </li> <li>• <b>90% of pupils achieve age related expectations in fundamental movement skills.</b> <ul style="list-style-type: none"> <li>- Aut: 85% currently on track with age related fundamental movement skills.</li> <li>- Spr: 88% currently on track with age related fundamental movement skills.</li> <li>- Sum: 88% achieved age related fundamental movement skills. 96% by end of KS1.</li> </ul> </li> <li>• <b>All pupils develop movement skills through high quality PE lessons.</b> <ul style="list-style-type: none"> <li>- Aut / Spr / Sum: All classes have 45 minutes of Real PE each week. All teaching staff trained to deliver high quality PE lessons. All Real PE lessons supported by skilled sports coach to target specific pupils.</li> <li>- Sum: All KS1 staff coached in Real PE by Create coach to upskill and promote high quality lessons.</li> </ul> </li> <li>• <b>Lowest 20% make rapid progress through targeted support.</b> <ul style="list-style-type: none"> <li>- Aut: Lowest 20% have additional 5-10 minutes small group intervention to practise fundamental movement skills with trained coach. Increase of 5% of those supported on track from Autumn 1 to Autumn 2.</li> <li>- Spr: As above. Increase of 3% of those supported from Autumn 2.</li> <li>- Sum; As above. Same % as Spring but progress towards age related by all others supported.</li> </ul> </li> </ul>	<p>Adults upskilled and coached to continue to delivering high quality first teaching.</p> <p>Resources looked after and small amount of money allocated annually to sustain.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			13% of total allocation
Intent	Implementation	Impact	Sustainability
Continue to develop home school PE links to encourage families to be active.	<p>Real Legacy Next Steps program to:</p> <ul style="list-style-type: none"> <li>• Support relaunch of At Home materials to parents – Real PE books (EYFS) &amp; Jasmine (whole school)</li> <li>• Provide Real PE books for all Year R.</li> <li>• Provide Real PE at Home through Jasmine.</li> <li>• Support setup of Real Play at Home club for targeted families.</li> </ul>	<p>£2000 Real Legacy</p> <ul style="list-style-type: none"> <li>• <b>All children and families have age appropriate active resources to use at home.</b> <ul style="list-style-type: none"> <li>- Aut: All EYFS families had Real PE books to support their physical development at home. All families given access to Jasmine portal to enable them to support their child's physical development.</li> </ul> </li> <li>• <b>At least 50% of families using resources at home.</b> <ul style="list-style-type: none"> <li>- Aut: 19% of families have used the resources at home during Autumn term.</li> </ul> </li> <li>• <b>Targeted families increase engagement and activity through Real Play club.</b> <ul style="list-style-type: none"> <li>- Aut: Real Play Club targeted 8 families. 3 families regularly engaged which led to improved motivation and behaviour of these children within PE lessons. One of these targeted children is now meeting age related standards.</li> <li>- Spr: 2 children from the targeted club are now meeting age related standards.</li> </ul> </li> </ul>	Annual subscription to Jasmine included within annual curriculum budget.
To develop pupil leadership skills to support physical activity within our school.	<p>SSP support to:</p> <ul style="list-style-type: none"> <li>• Train <b>all</b> Year 2 pupils how to lead games and activities on the playground.</li> </ul>	<p>£300 SSP</p> <ul style="list-style-type: none"> <li>• <b>All Year 2 pupils receive play leader accreditation.</b> <ul style="list-style-type: none"> <li>- Aut: All Year 2 pupils trained at playleaders and received SSP accreditation.</li> </ul> </li> <li>• <b>Year 2 pupils take responsibility for equipment, activities and timetable for lunchtimes.</b> <ul style="list-style-type: none"> <li>- Aut: Playleaders actively implementing playground timetable with equipment on rotation e.g. Energetic day on a Friday, Balance on a Monday.</li> <li>- Spr: As above. Playleaders have audited equipment ready to refresh for Summer term.</li> <li>- Sum; Playleaders restocked outdoor equipment and ordered further to support for next year.</li> </ul> </li> </ul>	Class teachers to run play leader training and use in house certificates.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			18% of total allocation	
Intent	Implementation		Impact	Sustainability
To further develop staff's ability to embed physical activity at unstructured times and structured lesson times.	<ul style="list-style-type: none"> <li>• Access to webinars, training and online materials.</li> <li>• Coach staff.</li> <li>• Provide up to date H&amp;S guidance.</li> </ul>	<p>£500 Real Legacy</p> <p>£560 SSP</p>	<ul style="list-style-type: none"> <li>• <b>All pupils have high quality PE lessons which enable them to develop their fundamental movement skills to the best of their ability.</b> <ul style="list-style-type: none"> <li>- Aut / Spr / Sum: All classes have 45 minutes of Real PE each week. All teaching staff trained to deliver high quality PE lessons. All Real PE lessons supported by skilled sports coach to target specific pupils.</li> <li>- Sum: All KS1 staff coached in Real PE by Create coach to upskill and promote high quality lessons.</li> </ul> </li> <li>• <b>All staff are trained to deliver Real PE, Real Gym and Real Dance with confidence.</b> <ul style="list-style-type: none"> <li>- Aut: All teaching staff trained in Real PE, Real Gym and Real Dance.</li> <li>- Spr: Training booked for new member of staff for summer term.</li> <li>- Sum; New member of staff had 2 in lesson coaching sessions on Real PE. Real Gym and Dance training booked for Autumn term.</li> </ul> </li> <li>• <b>At least 90% of pupils meet ARE in fundamental movement skills.</b> <ul style="list-style-type: none"> <li>- Aut: 85% currently on track</li> <li>- Spr: 88% currently on track</li> <li>- Sum; 88% of KS1 meeting age related. 96% met age related at end of KS1.</li> </ul> </li> </ul>	Training to be provided in house by PE lead or other specialist staff.
To further develop PE leadership and management to drive consistency in high quality outcomes.	<p>Real Legacy next steps program to:</p> <ul style="list-style-type: none"> <li>• Monitor standards in Real PE lessons (Create lead and PE lead).</li> <li>• Provide up-to-date Real PE coaching (Create lead).</li> <li>• PE lead to termly monitor standards and provision.</li> <li>• PE conference to keep up to date with national developments.</li> </ul>	<p>£500 Real Legacy</p> <p>£700 CPD for new member of staff.</p> <p>£800 SSP</p>	<ul style="list-style-type: none"> <li>• <b>Standards in PE lessons remain consistently high, in terms of clear learning foci, high behaviour expectations and good levels of physical activity.</b> <ul style="list-style-type: none"> <li>- Aut: Clear learning foci demonstrated in all lessons.</li> <li>- Spr: Staff coaching in house on own development areas.</li> <li>- Sum; All KS1 teachers coached by Create coach on their Real PE lesson delivery. All lessons at least good with clear learning foci and high levels of physical activity.</li> </ul> </li> <li>• <b>Support staff used effectively to provide intervention for children not yet achieving fundamental movement skills.</b> <ul style="list-style-type: none"> <li>- Aut: Lowest 20% have additional 5-10 minutes small group intervention to practise fundamental movement skills with trained coach. Increase of 5% of those supported on track from Autumn 1 to Autumn 2. One TA in KS1 implementing Moves programme to small number of children needing more personalised support.</li> <li>- Spr / Sum: Continued as above.</li> </ul> </li> </ul>	<p>L&amp;M time prioritised.</p> <p>Build capacity across staff team.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			30% of total allocation
Intent	Implementation	Impact	Sustainability
<p>To offer pupils opportunities to develop a broad range of skills through PE lessons, highly active playtimes, lunchtimes and extra-curricular clubs.</p>	<p>SSP coach will be used at lunchtimes to:</p> <ul style="list-style-type: none"> <li>• Model games for active playtimes</li> <li>• Share broad range of own sporting experiences</li> <li>• Support pupils using own school playtime equipment in new, active play.</li> </ul> <p>School will:</p> <ul style="list-style-type: none"> <li>• Purchase resources to allow for a broader range of sports.</li> <li>• Offer rolling programme of extra curricular clubs</li> </ul> <p>PE lead will:</p> <ul style="list-style-type: none"> <li>• Provide teaching materials to support Games lessons.</li> <li>• Coach staff on specific games skills</li> </ul>	<p>£2,230 SSP</p> <p>£3150 Resources</p> <ul style="list-style-type: none"> <li>• <b>All children have access to a wide range of outdoor activities to develop a broad range of skills linked to agility, balance and co-ordination.</b> <ul style="list-style-type: none"> <li>- Aut: Many of intervention children (lowest 20%) accessing lunchtime play club. Wide range of sport offered e.g. dodgeball, tag games, football, ball games, skipping, target games, athletics activities.</li> </ul> </li> <li>• <b>At least 10 new sports are offered all children through PE lessons, lunchtime and playtime provision.</b> <ul style="list-style-type: none"> <li>- Aut: 3 new sports offered so far through long distance running, dodgeball and tennis – all lunchtime.</li> <li>- Spr – Yoga, Tri-golf and Athletics.</li> <li>- Sum – Hockey, Cricket, Tennis, Dance, Gymnastics,</li> </ul> </li> <li>• <b>All KS1 staff are confident to deliver games lessons within PE curriculum.</b> <ul style="list-style-type: none"> <li>- Aut: Games lessons taught in Spring and Summer Terms.</li> <li>- Spr: Tennis / Tri Golf resources provided for KS1 staff to implement in summer term.</li> <li>- Sum; SSP coach taught Tennis in Year 2 to upskill teachers delivering EAGON tennis programme. SSP coach modelled Tri Golf and Football lessons in Year 1 to upskill staff.</li> </ul> </li> </ul>	<p>Access to resources to support positive lunchtimes and playtimes.</p> <p>Access to teaching materials to support PE lessons focussed on games skills.</p>

Key indicator 5: Increased participation in competitive sport			8% of total allocation
Intent	Implementation	Impact	Sustainability
<p>To encourage and engage all pupils in competitive sport.</p>	<ul style="list-style-type: none"> <li>• Promote in school competition by invitation.</li> <li>• Promote external competition</li> <li>• Signpost families to local clubs / opportunities after a block of sport is offered via email</li> </ul>	<p>£ 1200 SSP</p> <p>£400 Transport to competitions.</p> <ul style="list-style-type: none"> <li>• <b>Increase % of children in KS1 participating in competitive sport.</b> <ul style="list-style-type: none"> <li>- Spr: <b>ALL</b> Year 2 to attended Infant Agility Festival Feb. '23</li> <li>- All of KS1 attended Multi sports Festival June '23.</li> </ul> </li> </ul> <p>100% KS1 attended 1 interschool competition. 50% KS1 attended 2 interschool competitions.</p>	<p>Competitions organised internally with local schools.</p>