

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool



Commissioned by



Department  
for Education

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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](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 2022. 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 2019/20	£ NIL
Total amount allocated for 2020/21	£18,460
How much (if any) do you intend to carry over from this total fund into 2021/22?	£1000
Total amount allocated for 2021/22	£ 18,470
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19.470

## 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 2022.</p> <p>Please see note above</p>	50%
<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>	50%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	50%
<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>	No

If any funding from the academic year 2020/21 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

<p><b>Academic Year:</b> September 2020 to March 2021</p>	<p><b>Total fund carried over: £1000</b></p>	<p><b>Date Updated:</b> 26<sup>th</sup> February 2021</p>		
<p>What Key indicator(s) are you going to focus on?</p>				<p>Total Carry Over Funding: £1000</p>
Intent	Implementation		Impact	Sustainability
<p>Increased opportunities for physical activity sessions throughout the day</p>	<p>WIFI provision in new hall installed</p>	<p>Carry over funding allocated: £1000</p>	<p>Reengagement of pupils following lockdown in Spring term 2021</p> <p>Observe physical levels of engagement</p> <p>Pupil discussion on benefits of increased activity</p>	<p>Access to wifi provides opportunities for supporting resources to develop PE and enhance lessons and extra curricular activities.</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.

Academic Year: 2021/22		Total fund allocated: £18,470		Date Updated: July 2022	
<p><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</p>					Percentage of total allocation: 58%
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 increase the opportunities for pupils to be engaged in physical activity.	<p>Consult pupils to determine what equipment the children would like on the playground.</p> <p>Consult with companies to paint marking on to front pitch.</p> <p>Staff to plan physical activities during curriculum time. For example:</p> <ul style="list-style-type: none"> <li>• Brain breaks</li> <li>• Body coach mini HIIT sessions.</li> <li>• Golden Mile</li> <li>• Active Maths starters</li> </ul> <p>Forest School timetabled for Reception children.</p> <p>Train children to become Play Leaders.</p> <p>Invest in replenishing PE equipment and learning resources to provide the children with various opportunities to develop skills and enjoy PE.</p>		<p>N/A</p> <p>Play leaders £0- none trained</p> <p>£10,645</p>	<p>Children heavily involved in decision making in developing PE and sport to support engagement.</p> <p>Daily, planned physical activities to increase confidence and well being on return from lockdown.</p> <p>Engaging with children to support physical activities, confidence and engagement.</p> <p>Increased participation in PE and lunch and after school clubs.</p>	<p>Monitor equipment use and replenish resources as needed. To look at a quote for playground markings due to children saying what they would like.</p> <p>Continue raising the profile of brain breaks when needed and through fit Fridays to continue building well being.</p> <p>Repeat play leaders to next years year 6 pupils.</p> <p>Maintain the importance and focus on PE and strive for</p>

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			On returning from lockdown, PE and physical development was a key area in supporting children's well being, confidence and social skills.	platinum mark school games to recognise the strength of the school sports.
<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:
				5%
<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:
To promote and increase aspiration and motivation to lead a healthy lifestyle.	Invite more athletes into school to share their experiences with children.	N/A	An increasing percentage of pupils take part in sporting competitions throughout the year.	Maintain an ongoing culture for physical activity.
	Continue to celebrate both team success and individual sporting success both in and outside of school.	N/A	PE board celebrates sporting successes. Website and Twitter demonstrate sporting activities.	
	Ensure sporting successes are reported via Twitter or on the School Website PE teacher to choose a child per year group to receive PESSPA certificate in assembly.	N/A	Each week children will receive a PE certificate. Tri kids worked with whole school to develop confidence and teach children new skills of taking part in a triathlon.	
Continue to buy into LLG sporting competitions.	Provide opportunities to children to take part in activities they may not otherwise get to do and allow children of all ages and abilities to try new things and join in.	£1000	Increased participation, self esteem and confidence. Raised awareness and positive impact of being physically active through PESSPA.	Continue with this and try for platinum games school games award.
Maintain school games gold award.	Continue to follow and complete school games check list for gold award.	N/A	As above.	

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**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport** Percentage of total allocation:  
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:
At St Gabriel's, we have always invested in specialist sports coaches who deliver the PE curriculum, as well as after school sporting clubs to enhance the subject knowledge for all staff. The coaches have worked alongside our PE subject leader to ensure consistency in assessment judgements and an increasing knowledge of the curriculum amongst staff.  Continue to offer quality first teaching in PE for all pupils. Staff to access CPD during PE sessions delivered by Coach	Continue to monitor the standard of teaching and learning regularly in PE lessons and continue to develop staff expertise and subject knowledge in the delivery of PE through LLG CPD training.  > Develop a long term Vision document for PE & School Sport which fully aligns to school values and mission. Use this vision to determine long term planning and sport premium spending.	£0	Subject knowledge developed for staff in the delivery of PE Staff understand the progression of skills taught in PE.  Enable children to attend competitions and represent school for a variety of reasons including to increase their confidence, self esteem and sense of belonging. Reward this in school and recognise via the display board.	PE Leader to continue working alongside the Sports Coach and through LLG Network of PE Leaders.  Develop long term vision for PE and present to staff during staff meeting or inset.

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation:  
32%

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
<p>Pupils participate in a wide range of sporting activities in school and through competitions</p> <p>To ensure high quality lunch time experiences and after school clubs which encourage new skills and activities</p>	<p>Through long term planning for the After School Club, ensure a wide variety of sporting opportunities are offered.</p> <p>To subsidise extracurricular clubs enabling more children to participate before and after school.</p> <p>Ensure through long term planning of the curriculum, a wide variety of sporting opportunities are offered.</p> <p>Ensure the percentage of children who meet the standard for swimming by the end of Year 6 increases (extra lessons in year 5 or 6).</p>	<p>£5825</p> <p>£0</p>	<p>Pupil voice indicates a positive experience of physical activities at breaks and generally in school including,</p> <ul style="list-style-type: none"> <li>• Lunch time games</li> <li>• School sport team training</li> <li>• Preparation for attending various competitions</li> <li>• Play leaders working with younger children as role models and mentors.</li> </ul> <p>Children participate in a wide range of sporting afterschool clubs.</p> <p>Children who need more lessons will have the time to develop their swimming skills and confidence to achieve the end of school target.</p>	<p>A range of physical activities are planned and mapped into the yearly overview.</p> <p>Children not achieving swimming are picked up and offered extra swimming lessons in upper Key Stage 2.</p>



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
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 ensure that as many pupils get the opportunity to play /perform in competitive, inclusive sport through the consortia and feeder high schools as soon as guidance permits this.	<p>P.E lead to provide overview of competitions.</p> <p>Ensure a range of sporting opportunities for all year groups and fair access for all pupils.</p> <p>Provide adequate training in preparation for competitions.</p> <p>Join the LLG Schools Partnership enabling school to enter all organised competitions and work towards platinum award school games.</p>	£1000 Transport costs	<p>Children of all ages and ability have opportunities to take part in competitions to develop skills, confidence and self esteem.</p> <p>Competitions entered- boy/ girl mixed ratios.</p> <ul style="list-style-type: none"> <li>• Football tournament</li> <li>• Football competition</li> <li>• Hockey Competition</li> <li>• Cricket competition</li> </ul> <p>Pupil voice- Children who took part enjoyed taking part and felt their confidence increase.</p>	<p>Commitment to Consortia based competitions.</p> <p>Dedicated member of staff funded to ensure competitions are entered.</p>

Signed off by	
Head Teacher:	Mrs C Williams
Date:	15/07/2022
Subject Leader:	<i>E.Fairhurst (S. Parsonage edited) 4/1/23</i>
Date:	15.7.22
Governor:	Mr D Melling
Date:	

Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

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