

# 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](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](#).

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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2022/23	£0
Total amount allocated for 2023/24	£18450
How much (if any) do you intend to carry over from this total fund into 2024/25?	£0
Total amount allocated for 2024/25	£18580
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£18450

## 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>	78%
<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>	78%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	78%
<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</p>	Yes/No

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used it in this way?

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Multi-people  
Multi-club  
Multi-ethnic

## 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: 2023/24		Total fund allocated: £6,600		Date Updated:	
<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>					<p>Percentage of total allocation:</p> <p>36%</p>
Intent	Implementation		Impact		
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>	
	<p>Specialist sports coach to train and deliver specialist sports intervention programmes focussing on developing gross and fine motor control skills. KS1- Focus on multi skills KS2-</p>	<p>£6,000</p>	<p>Observations and internal data indicate that pupils in EYFS are making expected progress towards the ELGs in Physical Development. (Evidence can be located on Tapestry and tracking grids)</p> <p>Internal data- KS1 KS2- Conversations with staff have been positive and they feel confident in the delivery of additional intervention sessions.</p>	<p>Enable staff to be able to offer and teach a wide range of sport within PE sessions with improved confidence. To build on year on year.</p> <p>PE lead to monitor impact of GetSet4PE sessions and PE/Games lessons across the school – complete staff and pupil voice for GetSet</p>	

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Pupils in KS1 have access to an exciting and varied physical environment. A rota is in place to ensure that all pupils are able to access the adventure playground and slide area.

Pupils in KS2 have the opportunity to develop their physical skills and ability during supervised free time. Pupils have access to a wide range of resources to promote physical activity.

Sessions are supervised by experienced and specialist staff.

Observations from staff indicate high levels of engagement and enthusiasm.

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<p>Develop and resource a play environment that will increase pupil activity levels during break-time and lunchtime.</p>	<p>Purchase durable equipment for use during PE sessions, structured lunchtime play, Sports Day and intervention programmes.</p>	<p>£600</p>	<p>Staff feedback forms were positive and they could see the benefits of the approach.</p> <p>New sports equipment purchased, with impact of increased participation in lessons and improvement of skills, as more children have equipment that is fit for purpose.</p> <p>Increased confidence for children of all year groups.</p> <p>Positive playtimes is a fun and active dance session at breaktime for all children (20 mins)</p> <p>Sports day for all EYFS/KS1 and KS2. Impact – development of social skills positive relationship building for life and demonstration of leadership, teamwork and communication skills. 100 % of pupil participation.</p>	
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To improve pupil's physical health by creating a varied menu of physical activities during free play.

Create a varied and interesting physical environment that includes: things at different levels, spaces of different sizes, places to hide and places to inspire mystery and imagination.

Increase in the number of pupils attending extra curricular clubs - Positive attitudes to health and well-being - Pupil concentration, commitment, self-esteem and behaviour enhanced for sports ambassadors - Positive behaviour and a sense of air play enhanced by using Ambassadors as role models - Pupils activity at lunch and break increased - ALL children taking part in daily additional activities such regularly - Sports Leaders support active play across the school - Children across the school more active on a daily basis and enjoy being active. Evidence - - Curriculum map - PE policy - Registers of participation - Extra-curricular data, Children University graduates in 74% of yr 2 and yr 6 combined graduating from Children's University- +16% on year 22-23.

To develop pupil's skills and

Create opportunities for

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<p>abilities by facilitating supervised physical challenges during free time.</p>	<p>movement such as running, jumping, rolling, climbing and balancing.</p> <p>Pupils to have access to appropriate equipment such as: scooters, balls, space hoppers, ladders etc.</p> <p>Create a timetable to ensure structured play sessions are well supervised by trained staff and play leaders</p>			
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<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 16%
<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:

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<p>Introduce new activities in order to encourage more pupils to take up sport.</p> <p>Extra curricular clubs provide the opportunity for all pupils to experience and enjoy a number of sports throughout the school year.</p>	<p>All pupils to have high quality sessions led by specialist sports coaches on a timetabled weekly basis.</p> <p>Pupils to have at least 4 hours of physical activity each week.</p> <p>Staff offer after school clubs as a continuation of the school day.</p> <p>After school clubs will be available to all pupils.</p> <p>There will be a variety of clubs on offer such as: football, gymnastics, multiskills, cross country, netball, good grub club</p>	<p>£3000</p>	<p>Pupils across the school have benefitted from high quality sessions led by specialist coaches. As a result, pupils are making good progress and developing a range of skills. Evidence can be found on the school website and on earwig.</p> <p>During academic year the following after school clubs were available for pupils to attend:</p> <ul style="list-style-type: none"> <li>• KS1 Gymnastics</li> <li>• EYFS and KS1 Multiskills led by specialist coaches</li> </ul>	<p>School staff better equipped/ more confident to teach PE in school</p> <p>Monitoring use of schemes and whole school PE coverage –</p> <p>Sports leaders develop younger pupils into becoming leaders themselves</p>
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			<p>by Ultimate Kids</p> <ul style="list-style-type: none"> <li>• KS1 football club led by an experienced coach</li> <li>• KS2 cross country led by Mr Crilly</li> <li>• KS2 girls and boys football club led by Mr Keating and an experienced coach</li> <li>• KS2 netball led by experienced coach</li> <li>• Good Grub Club led by expert nutritionalist focusing on healthy lifestyle food choices</li> </ul> <p>All of the clubs have been well attended and feedback from pupils has been positive.</p> <p>Y6 children attended Go Outside outdoor adventure and orienteering day July 2024 All pupils described it as a fantastic experience.</p> <p>The introduction of the Good Grub club has been hugely successful this year, Pupils and parents gave positive feedback and suggested ways in implement this in their lives.</p> <p>Pupils engaged in competitions, extra-curricular and community clubs following sessions.</p>	
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			<p>Increase in 67% of pupils accessing extra curricular clubs  Personal development (physical skills, thinking skills, social skills and personal skills). - Attainment and achievement, behaviour and attendance.</p> <p>School provided a heavily subsidised places at an activity camp led by specialist sports coaches during August, October half term and in between Christmas and New Year. The camps were well attended (60) and feedback from parents and pupils was overwhelmingly positive.</p> <p>.</p>	
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<p>Give pupils the necessary knowledge and understanding of they can improve their physical and emotional wellbeing through physical exercise in a group.</p>	<p>Pupils in both KS1 and KS2 to participate in mindfulness afternoons and yoga classes led by specialist teachers</p>		<p>Pupil voice conferences indicate that pupils understand the benefits of regular exercise on their physical and mental wellbeing. Sports ambassadors all agreed that they were feeling more active and this helped them feel better and learn better.</p> <p>High quality lessons delivered in engaging activities. Happy engaged pupils. Teachers delivering high quality lessons..</p>	
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PE physical activity and school sport have a high profile and are celebrated across the life of the school

Children learn to respect and work with each other, exercise self-discipline and act in a safe and sensible manner.

Continued progression of all pupils during curriculum PE lessons.

Pupil interviews inform us that pupils enjoy their PE lessons and that pupils enjoy the variety of activities on offer during curriculum PE.

Sports leaders impact importance of sport/activity by being positive role models in the school

Successful sports day held – ALL 100% pupils able to participate fully with parents in attendance again.

<b>Key indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				40%
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	Make sure your actions to achieve are linked to your intentions:	Funding allocated: £7, 500	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

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consolidate through practice:				
<p>Specialist teachers to continue to provide high quality CPD for every teacher and TA.</p>	<p>Specialist dance and gymnastic teachers will co-plan and team teach sequential units of work with every teacher during the course of the year.</p> <p>Sessions will be observed and constructive feedback given.</p> <p>Staff will complete evaluations at the end of each unit to identify any future training needs.</p> <p>Dance units of work will culminate in a celebration event where pupils can exhibit their skills and interpretation of a piece of music. Peer on peer feedback will be provided after the performance.</p> <p>Class teachers will enhance their own subject knowledge and become more confident in the teaching and assessing of dance and gymnastics.</p> <p>The school have strong links with local sporting clubs and will identify pupils who may benefit from attending these external clubs.</p> <p>Pupil standards in dance and gymnastics will be raised. Data</p>		<p>Pupils in KS1 and KS2 have benefitted from sessions supported by specialist, advanced skills teachers. EYFS weekly throughout the year. Those identified as not meeting targets, interventions put in place by early years practitioners during continuous provision.</p> <p>Observations and internal assessment data shows that pupils are making good progress and developing age appropriate skills. All Pupils KS1 80% exs KS2- yr 3- 93%, yr 4-87%, yr 5 97% and yr 6 76% Pupil Premium Pupils- KS1 83% exs, KS2- 91%</p> <p>Units of work are creative, appropriately pitched and ensure that there is a progression in knowledge and skills.</p> <p>Staff questionnaires are positive. 100% Staff say that they are more confident when it comes to planning and teaching a sequenced unit of work. Staff subject knowledge has improved and this has had a positive impact on pupil</p>	<p>Monitor use and impact of teach active GetSET across the school</p> <p>Review staff confidence and competence in delivering high quality PE and school sport and allocate staff to upcoming CPD opportunities</p> <p>Further 1:1 lesson observations to monitor staff effectiveness and confidence</p>

	will		<p>progress. This has been heavily supported by the Introduction of GetSet4PE scheme enables teachers to feel confident in teaching PE- inspiring those who inspire the children is key to successful PE. Increasing CPD opportunities focussing on a variety of areas to continue to develop quality PE lessons. Children taking part in lessons that are confidently delivered by staff</p> <p>Teachers confidently delivering lessons with increased confidence and skills</p> <p>PE leads to be secure in whole school curriculum overview</p> <p>Sports coaches and TAs confidently delivering teach active break sessions alongside curriculum subjects - Chatafit</p> <p>A more inclusive curriculum which inspires and engages all pupils</p> <p>Increased capacity and sustainability - Continued progression of all pupils during curriculum PE lessons. Robust objectives and key vocabulary build on yearly, allows clear progression across the year groups</p>	
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			<p>Discussions inform us that pupils enjoy the variety of activities on offer during curriculum PE. Sport ambassadors pupil voice questionnaires show 87% enjoy PE and active play times more this year than previous years. Despite the remaining 13% suggesting ways to improve it further, they did not dislike sport and PE provision in school.</p>	
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	be moderated and monitored by the subject leader.			
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</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: £900	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p>Pupils will understand that physical activity comes in many forms and that we are all different in what kind of physical activity we enjoy.</p> <p>Pupils will understand that mental and physical wellbeing are both sides of the same coin.</p> <p>Raise the profile of PE across the school.</p> <p>Increase pupil interest and participation in sport and living a healthy lifestyle.</p> <p>Increase pupil motivation and enhance our inclusive provision.</p> <p>Families understand the importance of a healthy lifestyle and the impact it has on personal well-being.</p>	<p>Healthy Schools Week held workshop days based around alternative physical activities that will encourage pupils that are not always engaging in mainstream sports.</p> <p>Encourage pupils to take up a productive, physical hobby and in turn reduce screen time at home.</p> <p>Provide the opportunity for parents and staff to get a free health check through Active Sefton.</p> <p>Engage target group to sign up to Good Grub Club focusing on healthy lifestyle choices, raise profile of breakfast club for ensuring all pupils start the day with healthy options</p>		<p>Pupils in KS1 were taught how to make a smoothie and the benefits of eating a healthy balanced diet. Pupils demonstrated a good understanding of the need for a balanced diet.</p> <p>Pupils in KS2 engaged positively in a workshop led by Active Sefton. As a result of the session, the pupils had a better understanding of what constitutes a healthy lifestyle and diet. Feedback from the session was very positive with all pupils stating that they enjoyed the workshop and found it beneficial.</p> <p>Good Grub Club focused on healthy lifestyle choices and was aimed and well attended by KS1 and KS2 pupils</p> <p>Heavily subsidised Breakfast club well attended by pupils who are starting the day with appropriate healthy food options.</p> <p>Pupils in KS2 enjoyed yoga sessions that focused on strength and core stability. 94% of pupils</p>	
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	<p>Raise PE ambassador group profile and survey pupils to establish what pupils like/dislike about PE.</p>		<p>surveyed said that they enjoyed the sessions and found they promoted positive well-being. The further 6% either had missed sessions so felt couldn't comment or didn't know.</p> <p>Registers from additional clubs have shown an increase in participation particularly of PP children.</p> <p>Increase in attendance of extra curricular clubs 53% increase</p> <p>Reduction of pupils not meeting 30 minutes physical activity per day</p> <p>Increase in 32% of pupils attending community clubs</p> <p>Engaged or re-engaged disaffected pupils following Children's University Graduation</p> <p>Increased pupil participation in after school clubs 67% of children attend an after school club</p> <p>Enhanced quality of delivery of activities</p> <p>Enhanced, extended,</p>	
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			<p>inclusive extra-curricular provision - Improved behaviour and attendance and reduction of low level disruption, noted by teachers and in pupil voice questionnaires</p> <p>Increased pupil awareness of opportunities available in the community - improved physical, technical, tactical and mental understanding of a range of sports</p> <p>Developed wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair play and leadership?</p> <p>Coaches signposting children to community sessions- gymnastics, football, karate, running</p> <p>Evidence includes Curriculum map, Inclusive health check, Registers of participation, Extra-curricular data, pupil/staff surveys</p>	
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<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation: 2.5%
<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:

<p>Increase pupil motivation and develop a positive attitude towards competitive sports.</p> <p>Improve participation levels of girls in competitive sports.</p>	<p>Arrange competitive fixtures for all pupils in a variety of sports.</p> <p>Liaise with Chesterfield High school with a view to inter school sports and multi skills competitions.</p> <p>.</p> <p>Budget for competitions and the cost of transport to get to fixtures/competitions- identify those who could compete in Sunday League teams both for Football and netball.</p> <p>Continue to build on the success of winning links with Bottle and District FA.</p> <p>Celebrate pupils' achievements in and out of school in a celebration assembly.</p> <p>Create a register of community clubs that pupils belong to using children's university data.</p>	<p>£450</p>	<p>Pupils from the school football teams have played against other schools in the Local Authority.</p> <p>School continued to be part Children's University and are collating a list of clubs that pupils attend outside of school and date collect Dec, April, July</p> <p>Successful girls and boys football teams across KS2</p> <p>Vast majority of KS2 pupils over 85% participated in the intra-house competitions.</p> <p>Sports day set up, participated in and enjoyed by ALL pupils.</p>	<p>Continue to monitor % of pupils representing school in competitive sport and allow us to identify those that have not</p> <p>Further widen opportunities for pupils to take part in competitive sporting events - Investigate further use of inter house competitions/ children leading own events</p>
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	Post links to local clubs on the school website.			
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Signed off by	
Head Teacher:	Lawrence Crilly
Date:	15.2.25
Subject Leader:	Kelly Robinson
Date:	15.2.25
Governor:	P Cummins
Date:	

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