

# 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](#).

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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	
Total amount allocated for 2021/22	
Total amount allocated for 2022/23	£20,800
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£20,800

## 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 2023.</p> <p>Please see note above</p>	98%
<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>	98%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	98%

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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.

<b>Academic Year:</b> 2022/23		<b>Total fund allocated:</b> £21, 090		<b>Date Updated:</b> 11/05/2023	
<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					Percentage of total allocation: %
<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:
Provide swimming lessons for KS2 pupils who did not get the opportunity at lower school or can still not swim.	<p>Parent questionnaires and discussions with pupils to identify who needs lessons.</p> <p>Pupils walk to the local pool and participate in 6-12 weeks of lessons. They are taught in a 1:3 ratio to overcome fear of water and learn how to swim safely.</p>		£550 (3 <sup>rd</sup> Jan-28 <sup>th</sup> march)	Swimming is a lifesaving skill and is offered to all pupils in KS2. 100% of year 6 have had access to these lessons and learnt survival skills. Parents are now comfortable to take their children swimming.	Parents offered a reduced rate if take lessons up at little aqua.
Provide footballs for KS2 pupils to use at lunch times, to keep them active in their unstructured time.	Pupils allowed to have allocated football area to play with new balls at lunch times.		£65	Keeps pupils active and enjoying game play with peers at lunch times.	Can be used to inspire pupils to take part in other areas of life due to enjoyment levels.
PE Apprentice	Employment of a PE Apprentice for the year to work with target KS2 pupils (disengaged, SEC etc) to help increase the progress they make in PE.		£6000	Target pupils get extra support needed in PE. Apprentice plans interventions needed as per the individual needs of the pupils and tracks the impact.	Pupils make more progress and have more positive experience in PE due to extra support and therefore go on to have a more meaningful perception of PE.

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				This will impact the choices they make in future. Plan to review impact of Apprentice and evaluate future options.
<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:
				%
<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:	Sustainability and suggested next steps:
Support year 5 pupils in their reading and literacy.	Bedford Blues- Rugby Reading after school club for 6 weeks in the Summer term.	£360	Pupils develop a love of reading through the power of sport. Pupils experience an after school club with inspirational rugby players.	Impact on all areas of school as reading is transferrable. Pupils gain a love of rugby and directed to rugby club at school. Club links with Bedford Blues.

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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	Percentage of total allocation:
	%

<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:
Increase our awareness and understanding of what we can do to support gender diversity in PE for pupils.	Staff member to attend: Belonging in PE-Embracing gender diversity. Share with dept. Implementations made as appropriate.	£180	Pupils feel supported. Inclusion true in pe delivery and opportunities etc.	Knowledge and understanding will impact curriculum delivery and opportunities offered for years to come. Will positively impact pupils wellbeing for years to come.

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>	Percentage of total allocation:

<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>Offer the following:</p> <p>Provide to SSG after school Friday clubs – with activities such as HOT SHOT CHALLENGE AND UF/ST/FG (all which are not part of RBA current offers).</p> <p>To do use for rewards days, drop down days, clubs and also start new actives such as UF club and try new activities out with groups in PE lessons.</p> <p>Concept curriculum means we can deliver a broader range of sports to allow pupils to have more meaningful experiences and encourage them to take part in more activities in their own time.</p> <p>Enable us to continue running a</p>	<p>£660</p> <p>Spring term- 6 week club for 20 pupils once a week.</p> <p>Summer term- £600</p> <p>£3000</p> <p>£75</p>	<p>Increased participation for pupils who don't take up other clubs- developing soft skills to link with our new concept curriculum, such as teamwork, communication, resilience etc. Alternative sports experienced.</p> <p>Pupils given a reward for their hard work in the lead up to and during SATS. Pupils feel a sense of achievement and acknowledgement for their efforts. Pupils have chance to engage in activities that are new and exciting, encouraging them to be active and work with different people. Increased motivation, confidence and self- esteem when they enjoy and achieve.</p> <p>More pupils enjoying lessons, especially 'middle learners'. Pupil voice focus groups. Alternative sports club registers.</p>	<p>Pupils able to engage in clubs that use similar skills such as dodgeball club- longer term participation due to motivation from this SSG club. Links to PE intent- PEforALL.</p> <p>Pupils told different clubs they can take part in that link to the activities they have done in this session.</p> <p>Able to use equipment to continue these lessons in future years and continue to run alternative sports clubs.</p> <p>Equipment can be used for a range of activities and enable</p>
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	<p>range of extra-curricular clubs and high quality lessons for KS2.</p> <p>Cheer coach to come into school to run a club for KS2 pupils</p> <p>New portable full sized and hard wearing tennis posts and nets x 3</p> <p>Replace broken table tennis paddles.</p>	<p>£40 £8 £24 £36 £170 £16  £325  £6360  £50</p>	<p>Clubs registers, curricular timetable.</p> <p>More pupils enjoying a different activity to the ones we cover in the curriculum. Aim for pupils to choose to take up the sport in their own time.</p> <p>More pupils can take part in net and wall activities, e.g. tennis.</p> <p>Pupils can continue to enjoy laying Table tennis at their before school club. Lessons can be taught with suitable and safe equipment.</p>	<p>us to keep motivation and enjoyment levels high in pupil participation across the school.</p> <p>Pupils enjoyment levels result in more pupils choosing to take up cheer in their own time or continue to attend the club in future.</p> <p>Posts will last for years to come, clubs can be expanded. Tennis in lessons can be taught with more capacity. Inspire kids to play tennis, club links. Space for House comps.</p> <p>Plastic paddles mean they will last longer and wont peel. More pupils can enjoy the sport and not be put off.</p>
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<b>Key indicator 5: Increased participation in competitive sport</b>				<b>Percentage of total allocation:</b>
				%
<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:

<b>Signed off by</b>	
<b>Head Teacher:</b>	Colin Marshall
<b>Date:</b>	08/12/22
<b>Subject Leader:</b>	Natasha Cooper
<b>Date:</b>	08/12/22
<b>Governor:</b>	
<b>Date:</b>	