

# 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](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](#).

Created by:



Supported by:



## Details with regard to funding

Please complete the table below.

|   |         |
|---|---------|
| Total amount allocated for 2022/23  | £17,280 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £17,280 |

## Swimming Data

Please report on your Swimming Data below.

|   |      |
|---|------|
| Meeting national curriculum requirements for swimming and water safety.<br><br>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.<br><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?<br><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.<br>Please see note above  | 46%  |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?<br>Please see note above  | 33%  |
| <b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>  | 100% |
| 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: 2022/23   |  | Total fund allocated: £17,280 | Date Updated: 30 <sup>th</sup> June 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:<br>£1,300 – 7.5%   |
| 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 increase children's engagement in physical activity   | <ul style="list-style-type: none"> <li>Raise level of engagement of pupils taking part in sports through use of Accrington Academy Sports partnership</li> </ul> | £1,200 SLA                    | Sports coach from Sports Partnership was used in the autumn term to demonstrate high quality teaching of PE. SLA also has organised the events and tots on tyres delivery for the year. | SLA will continue with the competitions and events to encourage active movement in the children in a variety of different situations |
| To ensure that children understand the importance of daily physical activity<br>To instil bike skills in EYFS  | <ul style="list-style-type: none"> <li>Tots on tyres for EYFS to increase bike skills and</li> </ul>   | £100                          | Tots on tyres instilled confidence in different movement skills in EYFS and improved co-ordination and balance for this children who took part  | To continue with the course next year  |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement  |   |                    |  | Percentage of total allocation:  |
|---|---|--------------------|--|--|
|   |   |                    |  | £4,748 - 27%   |
| 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 daily physical activity in all pupils.  | <ul style="list-style-type: none"> <li>- Purchase of playground markings to encourage more physical activity</li> </ul>   | £2,345             | Playground markings have encouraged more movement and active minutes from the children during their playtimes and active brain breaks. The children enjoy following the trails and using the markings for the football pitch to ensure fair game play during football matches. They have also been used for active phonics and maths sessions with the sounds and numbers on the playground. Approximately 55 children every day will play football on the newly marked out pitch. | Children will be able to continue using the markings on the playground for years to come. The markings have a 4 year warranty. |
| To ensure no PE time is lost due to finding resources to ensure all children are gaining the most physical activity possible                                | <ul style="list-style-type: none"> <li>- Purchase of new storage facility for the PE equipment in the hall as the current storage is not fit for purpose and staff sometimes take PE time finding resources.</li> </ul> | £2,328             | New PE storage has enabled the equipment to be more easily accessible and the staff are not taking learning time away from the children trying to find resources as they are all now clear and easy to find.   | PE storage will continue to be used and remain fit for purpose for years to come.  |
| To improve the resources for teaching PE in EYFS  | <ul style="list-style-type: none"> <li>- After the teaching PE in EYFS course some resources were required which EYFS teacher</li> </ul>  | £75                | Resources purchased and this will encourage more FMS in EYFS to aim to have all children able to   | The children will be able to use the new resources for years to come.  |

|  | thought would enhance the EYFS teaching of FMS   |                    | complete effectively all FMS by the end of KS1.  |   |
|--|--|--------------------|--|---|
| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>   |  |                    |  | Percentage of total allocation:   |
|  |  |                    |  | £1145 - 7%  |
| 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:  |
| <ul style="list-style-type: none"> <li>- To ensure teachers new to EYFS teach PE effectively ensuring the best start to the children's PE journey</li> </ul> | <ul style="list-style-type: none"> <li>- EYFS teacher to attend "teaching PE in EYFS course"</li> </ul>  | £215               | EYFS teacher attended the course in May, this means going forward she has more confidence and skills in teaching EYFS PE.  | Teacher is to remain as EYFS teacher in forthcoming year so can continue to use the skills learnt to continue teaching high quality PE in the early years                                     |
| <ul style="list-style-type: none"> <li>- To ensure the assessment and teaching of PE is effective and best suited to our pupils</li> </ul>                   | <ul style="list-style-type: none"> <li>- Buy the PE Passport App for our staff iPads to ensure assessment is clear for all classes and there is evidence of effective teaching and learning in PE</li> </ul> | £450               | The PE passport has enabled planning to be digitalised, assessment and evidence of the assessment is now clear. It has also given the teachers more focus on the key skills being taught allowing for more productive and high quality teaching of PE. | We will pay the yearly subscription fee again next year to continue using the app and ensuring that high quality PE is taught, evidence and then there is also proof of accurate assessments. |
| <ul style="list-style-type: none"> <li>- Cross curricular orienteering yearly subscription fee</li> </ul>  | <ul style="list-style-type: none"> <li>- Pay the yearly renewal fee for cross curricular orienteering information pack to ensure range of resources are available to</li> </ul>                              | £480               | Children have been engaged more in the orienteering this year and staff have been able to use the resources from the website to  | Continue to monitor the use of the resources we are buying in to and ensure that orienteering is being taught   |

|  |                              |  |   |   |
|--|------------------------------|--|---|---|
|  | teach effective orienteering |  | increase the children's and their confidence in teaching and taking part in orienteering. | effectively. Ensure that new staff members are aware of the resources before they begin their OAA unit. |
|--|------------------------------|--|---|---|

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|--|--|--|--|---------------------------------|
| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b> |  |  |  | Percentage of total allocation: |
|  |  |  |  | £8,220 - 47.5%                  |

| 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:   |
| <ul style="list-style-type: none"> <li>- To purchase business car insurance to save money overall on coach and taxi hire.</li> <li>- To increase percentage of high achievers in sports.</li> <li>- To increase the ability to take children to allow the opportunity of experiencing sport competition.</li> <li>- To increase equality of gender within sport</li> </ul> | <ul style="list-style-type: none"> <li>- A high percentage of children participating in competitions</li> <li>- Increasing the number of pupil premium children able to attend competitions and sports events</li> <li>- Aim to even out the ratio of boys and girls attending events/competitions</li> </ul> | £200 – car insurance | Car insurance has enabled more children to attend sports competitions and events especially with the staff members who have 7 seats in their cars. Sports competitions have been attended this year, a couple were cancelled due to strike days at the school we were due to attend. Children always return with positive attitudes towards the experience. Sports partnership | Due to rising costs especially with coach companies – this will be purchased again for next year with the hope that more competitions can be utilised through staff vehicles over booking coach companies. |



|   |  |  |   |  |
|---|--|--|---|--|
| <ul style="list-style-type: none"> <li>- To develop skills, confidence and experience in a range of outdoor pursuits</li> </ul> | <ul style="list-style-type: none"> <li>- Raised confidence in children when trying something new and tackling outdoor pursuits</li> <li>- Increased perseverance which can be carried across different areas of their lives</li> </ul> | <p>£4,500 Robin Wood Y6</p> <p>£3,520 Hothersall lodge for Y1, 3-5</p> | <p>have continued to offer awards for dedication and made available events for children with SEND. This has enabled more children to enjoy the physical activity.</p> <p>Year 6 attended Robin wood for their residential trip. Year 1, 3, 4, 5 attended day visits to Hothersall lodge taking part in a variety of physical activity and new experiences in the outdoors. They showed their resilience, teamwork, determination and courage and enjoyed trying new physical activities which they have not tried before.</p> | <p>Robin Wood residential trip will continue next year to ensure all children have experiences in outdoor pursuits and a variety of different physical activities before leaving St. Pauls.</p> <p>Less classes visited Hothersall Lodge this year due to increased costs and year 1 completing the same activities which they did last year in Reception class. This meant they were not experiencing something as new which was the idea of the rolling program from Hothersall Lodge.</p> |
|---|--|--|---|--|



| Key indicator 5: Increased participation in competitive sport   |  |   |   | Percentage of total allocation:   |
|---|--|---|---|---|
|   |  |   |   | £2,207 - 13%  |
| 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:  |
| <ul style="list-style-type: none"> <li>- To increase children's knowledge skills and attitude to sports</li> <li>- To increase the percentage of high achievers in sports</li> <li>- To improve the profile of inter/intra competitions through sports partnerships and other sports agencies.</li> </ul> | <ul style="list-style-type: none"> <li>- Raise skill levels of children participating in sports events and competitions</li> <li>- Give children the opportunity to take part in a wider variety of sports</li> <li>- Target children who are less likely to attend or engage in sport</li> <li>- Involve children throughout the year by taking feedback from children and asking what sports they would like to try.</li> <li>- Establish a register of children who have attended sports competitions and clubs and ensure a variety of children attend not always the same children</li> </ul> | £1,027<br>Accrington Academy<br>£840 coach hire | Children were able to experience high quality teaching of PE for the first term with the use of the sports coaches from Accrington Academy. They were also able to take part in competitive sport through the training of the sports coach and then further to this take those skills to competitions and events which we have attended. The coach hire has enabled more children this year to attend a number of events and competitions and they have used teamwork and perseverance every time to cheer on their team mates and other teams. | Unfortunately, the sports coaches from Accrington Academy can no longer supply coaching for the year.<br><br>Coaches and buses have cost significantly more each time we have booked a coach due to the rising costs. We have managed to pay for coaches this year but would hope more staff could help take children to competitions rather than booking coaches |

|                 |          |
|-----------------|----------|
| Signed off by   |          |
| Head Teacher:   | RWells   |
| Date:           | 05/07/23 |
| Subject Leader: | RBaines  |

|           |          |
|-----------|----------|
| Date:     | 05/07/23 |
| Governor: | CHowarth |
| Date:     | 05/07/23 |