

# 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 2023.**

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](#).



## Details with regard to funding

Total amount carried over from 2021/22	£ 0
Total amount allocated for 2021/22	£ 0
How much (if any) do you intend to carry over from this total fund into 2022/23?	£ 0
Total amount allocated for 2022/23	£19,600
Total amount of funding spent for 2022/23. To be spent and reported on by 31st July 2023.	£19,510.51

## Swimming Data

Meeting national curriculum requirements for swimming and water safety. <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>	15% for all areas 43% self-rescue
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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. Please see note above	15%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	15%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	43%
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?	None

## Action Plan and Budget Tracking

Academic Year: 2022/23		Total fund allocated: £19,600	Date Updated: 09/09/22	
<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 mins of physical activity a day in school				Percentage of total allocation: 45%
Intent	Implementation		Impact	Sustainable next steps
1. Provide 2 hours of PESSPA per week to pupils 2. Pupils can access a further 3.5 hours per week of Active Play 3. Increase participation of non-engaged pupils in P.E lessons and clubs 4. Develop understanding of what constitutes a healthy lifestyle with pupils beginning to make positive choices that contribute to a healthy lifestyle	1. Develop “Wet PE” lessons, in class activities that can be easily set up for sessions prevented/reduced by rain. (E.g. Dance - gross motor skills and Speed stacking - hand eye co-ordination skills). 2. Midday staff CPD to continue established team to raise Active play outside of school clubs. 2. Train new sports leaders to lead active play for years 3/4 children. 2. Develop the house captain role to include basic coaching elements and organisation roles with younger children as part of the lunchtime clubs. 3. Widen the offer of clubs throughout the year, including tennis. 4. Widen the programme of transferable health, wellbeing and personal development skills.	Funding allocated: <b>£8,803.39</b>	<b>Develop “Wet PE” lessons that can be easily set up for sessions prevented/ reduced by rain.</b> • Children access to regular PE related activities when rain prevents outdoor lessons. Understanding and development of personal health, including diet are explored. <b>Train new sports leaders to lead active play for Y3/Y4 children.</b> <b>Develop the house captain role to include basic coaching elements and organisation roles with younger children as part of the lunchtime clubs.</b> • Children take more ownership of their, and peer, sport development and can explain how PE affects different areas of society. • Children’s active play on the playgrounds have increased with the year 6 leaders running sessions for younger year groups. New sports sessions run by the leaders have become popular including 4-square with large proportions of the year group participating. • Reduction in PE drop of interest in year 6 evidenced by the higher engagement and attendance rate of children who would otherwise become disengaged, through the leadership programme. <b>Widen the programme of transferable health, wellbeing and personal development skills.</b> • Children’s healthy eating and fitness workshop has had a positive engagement from the children, with younger children recognising healthy food choices and the effects of exercise following the day.	Maintenance of the sports leader and sports captain role with earlier setup of clubs and activities across the LKS2 phase. Review the impact of “wet PE” lessons during autumn winter months compared to spring and summer data. Review the effectiveness of active play activities on the playground run by midday staff on participation of children not attending 22-23 established lunchtime clubs. Continued Midday CPD for active play at lunchtimes across KS2 and CPD for new KS1 staff.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: <b>13%</b>
Intent	Implementation		Impact	Sustainable next steps
<div>1. Increase parental engagement within PESSPA</div> <div>2. Increase the participation rates of disadvantaged and SEN children</div> <div>3. Increase club participation of all</div> <div>4. Develop House Captain / Sports Leader roles</div> <div>5. Ensure kit provided is suitable for all</div>	<div>1. Improve/ increase communication with pupils via text/ website/ newsletter</div> <div>2. Widen sport availability within after-school clubs to increase children’s access and attendance to extra-curricular sports activities, with a focus on SEN attendance.</div> <div>3. Develop termly inter-house competitions within the lunchtime clubs.</div> <div>4. 3. Set up reward certificates to allow all children competition equity to the same level as children who attend wider TPAT competitions.</div> <div>5. Continue play leaders’ active play sessions with new year 6 group to develop inter year communication and social skills.</div> <div>6. Maintain and review access to every item of school kit required to develop breadth of experience and representation of the school based on academic year competitions.</div>	<div>Funding allocated:</div> <div>£2565.98</div>	<div>There has been an increase in parental engagement within PESSPA, with increase competition participation and club numbers maintaining a higher attendance than the respective 21-22 data.</div> <div>Increase club participation of all</div> <div>• There has been an increase the participation rates of disadvantaged and SEN children in the 22-23 data.</div> <div>• All club participation has increased from the 21-22 data.</div> <div>• Children have had a positive experience with the clubs, resulting in regular communication with leading adult. This positive association has resulted in large numbers of children attending new clubs and attendance being maintained in lunchtime clubs throughout the year.</div> <div>House Captain / Sports Leader have played a role in leading lunchtime activities.</div> <div>• Impact of the sports leader training has been demonstrated within the increased participation of active games on the playground at lunchtimes and four-square management and participation at breaktimes.</div> <div>Ensure kit provided is suitable for all</div> <div>• New competition kit has had impact on the children who have shown an increased commandry spirit when representing the school compared to earlier competitions when wearing their normal PE kit.</div> <div>• New Kit provided is suitable for all – new sports kit for Y3 Y4 donated by Adidas.</div>	<div>Increase the range of team sports available within and after school following the children’s interest with the aim of getting 70% of year 3 and 4 attending a club throughout the year.</div> <div>Develop the sports leader and house captain roles to raise range activities available on the playground at lunchtimes.</div> <div>Raise the profile of sport through attendance of disadvantaged groups in the lunchtime clubs from the 22-23 data, through the development of team sports across a range of areas.</div> <div>Increase the spring term attendance from the 22-23 data for all groups at after school sports clubs through new club coverage during this time period.</div>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation: <b>12%</b>
Intent	Implementation	Impact	Sustainable next steps
<ol style="list-style-type: none"> <li>1. Increase teachers' confidence in, and enjoyment of, teaching PE.</li> <li>2. Increase staff understanding of quality T&amp;L in PE and its impact on the personal development of a child and the impact on whole school development.</li> <li>3. Increase staff knowledge and understanding of PE skills and progression.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use observations / learning walks to monitor and identify those staff in need of support as well as those to utilise when sharing good practice.</li> <li>2. PE Leads undertake PPA drop-ins. Shares good practice through regular communication.</li> <li>3. CPD for all class teachers – focussed on progression of skill development within different age groups up to each teacher's current Year taught - including across different key stages</li> </ol>	<p>Funding Allocated: <b>£2291</b></p> <p><b>Increase teachers' confidence in (and enjoyment of) teaching PE.</b></p> <ul style="list-style-type: none"> <li>• Staff questionnaire suggests.... teachers' confidence in - and enjoyment of - teaching PE has increased.</li> </ul> <p><b>Increase staff understanding of quality T&amp;L in PE and its impact on the personal development of a child and the impact on whole school development.</b></p> <ul style="list-style-type: none"> <li>• Staff understanding of quality T&amp;L in PE and its impact on the personal development of a child and the impact on whole school development has increased with more staff feeling confident to seek PE CPD opportunities.</li> </ul> <p><b>Increase staff knowledge and understanding of PE skills and progression.</b></p> <ul style="list-style-type: none"> <li>• This has been observed through lesson teaching and discussions alongside staff regarding key teaching areas.</li> <li>• Staff knowledge and understanding of PE skills and progression has developed observed though the application of CPD from summer 2022.</li> <li>• Following skill progression CPD, some staff feel confident to lead lunchtime clubs within their field of training.</li> <li>• Online orienteering and football CPD have been provided to all teaching staff to develop the sporting opportunities available to children and develop confidence of staff in this area.</li> </ul>	<p>Identify long-term impact of online CPD through lesson development (observations) and increase opportunities given for staff to implement these skills.</p> <p>Provide CPD for staff regarding dance teaching following feedback.</p> <p>Provide coheres MMS CPD opportunities to support lunchtime activities.</p>



Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			Percentage of total allocation: 22%
Intent	Implementation	Impact	Sustainable next steps
1. Increase the breadth of clubs on offer 2. Increase links with local sports clubs 3. Ensure breadth of PE curriculum.	1. Provide sports clubs, in addition to football, basketball and hockey that run in 6-week blocks, linked to the children's survey results. 2. Increase number of children attending clubs who have not consistently attended this year. 3. Run taster sessions from local clubs to increase the breadth of sport access and experience across the school. 4. Regularly replenish resources to access and continue a wider breadth of extra-curricular activities.	Funding allocated: <b>£4269</b> <b>Increase the breadth of clubs on offer.</b> <ul style="list-style-type: none"> <li>Club development has resulted in two new sporting areas being covered this year.</li> </ul> <b>Increase number of children attending clubs who have not consistently attended this year.</b> <ul style="list-style-type: none"> <li>Attendance of children to the lunchtime clubs has provided opportunities for student who would otherwise not attend clubs.</li> <li>This has had positive impact on lunchtime behaviours and social development of children regarding communication with peers and developing emotional control in regards to success and failure.</li> </ul> <b>Increase links with local sports clubs.</b> <ul style="list-style-type: none"> <li>Taster sessions run by local organisations have been well received by children. Positive impacts of the sessions have seen increased active play on the playground linked to skipping (following the Skip to be fit workshop), and increased verbal interest in martial arts and surfing.</li> </ul> <b>Regularly replenish resources to access and continue a wider breadth of extra-curricular activities.</b> <ul style="list-style-type: none"> <li>Sports equipment for new clubs and replenishment of club specific items has allowed all children to experience the clubs to the best possible standard regardless of whether they attend a lunchtime or afterschool sports club.</li> <li>The effect of this replenishment for clubs has had a positive impact on the whole school sports profile.</li> </ul>	Develop the breadth of clubs at lunchtime by increasing the target sporting opportunities to include 2 new areas by the end of next year in addition to the new clubs developed in term 5 and 6 22/23. Increase the number of children attending across all focus groups through the increasing breadth of sporting opportunities available. Develop a "phonebook" of local clubs for all children to be provided and put on offer in the office to increase healthy lifestyles and enjoyment of sport.

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation: <b>8%</b>
Intent	Implementation		Impact
<ol style="list-style-type: none"> <li>1. Increase participation in inter-school competitions</li> <li>2. Increase opportunities for more pupils to participate in competition</li> <li>3. Increase participation of SEN and disadvantaged pupils within intra-school competitions</li> <li>4. Raise the profile of competitive sport.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use attendance and participation linked to 22/23 TPAT Olympics and identify adaptations required within the academy.</li> <li>2. Termly inter school competitions linked to the lunchtime clubs to be put in place for next year.</li> <li>3. Ensure all focus pupils have competed in at least 2 intra-school competitions.</li> <li>4. Take 2 teams (or more where applicable) to competitions within the TPAT academy.</li> <li>5. Take pupils to competitive fixtures in a range of sports.</li> </ol>	<p>Funding allocated: <b>£1581.14</b></p> <p><b>Increase opportunities for more pupils to participate in competition</b></p> <ul style="list-style-type: none"> <li>• SGO competitions run by Gravesham and Kent sports have been free for academic year 22-23.</li> </ul> <p><b>Increase participation in inter-school competitions.</b></p> <ul style="list-style-type: none"> <li>• Termly inter school competitions linked to the lunchtime clubs has increased internal competitive participation opportunities for all children. This has seen an increase from 50 participants in 21/22 to 422 participants in 22/23.</li> <li>• External competition opportunities across the trust and district have increased the attendance of students across the school.</li> <li>• Competitive participation rose from 50 participants in 21/22 to 79 participants in 22/23</li> </ul> <p><b>Increase participation of SEN and disadvantaged pupils within intra-school competitions.</b></p> <ul style="list-style-type: none"> <li>• Attendance of disadvantaged and SEN pupils within competition has risen linearly from 21/22 academic year.</li> <li>• Children from both groups have had increased through external and internal competition opportunities.</li> <li>• Disadvantaged pupil attendance rose to 189 participants, and SEN rose to 42 participants.</li> </ul> <p><b>Raise the profile of competitive sport.</b></p> <ul style="list-style-type: none"> <li>• Children have been eager to attend competition days at the lunchtime clubs and external competitions.</li> <li>• The children discuss their opportunities openly and identify areas of competitive development (sporting areas).</li> </ul>	<p>Increase the variety of competition sports being attended by children.</p> <p>Increase the attendance rate of disadvantaged students attending competition to 50% across competitions attended following the 22/23 trends.</p> <p>Increase the attendance rate of SEN students attending competition opportunities to 20% following the 22/23 trends.</p> <p>Increase the inter trust league scores in competition held during the year.</p>



Signed off by	
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