

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

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](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

Please visit [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 as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31<sup>st</sup> July 2023** at the latest.

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 2020. To see an example of how to complete the table please click [HERE](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2023:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Breakfast and afterschool clubs running daily</li> <li>• Involvement with Stockport Sports Partnership</li> <li>• Increased staff confidence in teaching PE</li> <li>• Intra class football competition</li> <li>• Celebrated sports day with parents and carers</li> <li>• Purchased two table tennis tables</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for all children to access 30 active minutes outside of PE lessons with access to small MUGA</li> <li>• Introduced new afternoon break time for KS2</li> <li>• Extra-curricular sports clubs</li> <li>• Provide increased opportunities for all pupils to take part in competitive sport</li> <li>• The engagement of all pupils in regular physical activity- kick-starting healthy active lifestyles.</li> <li>• The profile of PE and sport being raised across the school as a tool for whole school improvement.</li> <li>• Raise profile of girls sport across the board</li> <li>• Girls football tournaments</li> </ul>

Meeting national curriculum requirements for swimming and water safety.	
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.	70%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	58%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	45%

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?	Yes/No
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## 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> £ 19,020		<b>Date Updated:</b> June 2023			
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: 49%		
Intent	Implementation		Impact	Sustainability and suggested next steps:			
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?:			
<ul style="list-style-type: none"> <li>- Educate children in the value and benefits of a healthy active lifestyle.</li> <li>- Ensure our high quality PE and school sport offer develops competent and confident movers with the aim of inspiring lifelong participation in physical activity.</li> <li>- Use active lessons to increase physical activity levels and learning.</li> <li>- Develop Play Leaders to support active playtimes and support extra-curricular activities.</li> <li>- Raise awareness of the best places to take part in sport and physical activity outside of school.</li> <li>- Provide opportunities for daily physical activity.</li> <li>- To increase pupils' activity levels throughout the day.</li> <li>- 'Active Play' lunch times ensuring all pupils can take part in physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>- Through PE lessons and sport, ensure our children understand the role of movement in the development of their own physical literacy, fitness and well-being.</li> <li>- Develop the PE curriculum to ensure lessons link to the multi-skills approach found in our PE policy.</li> <li>- Purchase Resources</li> <li>- Trained teachers and TA's on fun activities using a wide range of equipment</li> <li>- Assemblies to highlight the importance of physical activity</li> <li>- Encourage use of initiatives such as the 'Daily Mile' in ALL year groups at least 2 times a week</li> <li>- New fence around field to ensure children have access to green space</li> <li>- Out door garden area being developed to provide more outdoor learning</li> </ul>		Equipment £2964 Staffing £4937 +£3268 (lunchtime club)	<ul style="list-style-type: none"> <li>- Positive attitudes to health and well-being</li> <li>- Pupil concentration, commitment, self-esteem and behaviour</li> <li>- Positive behaviour and a sense of fair play enhanced by using Play leaders</li> <li>- Pupils activity at lunch and break increased</li> <li>- Children taking part in daily additional activities such as 'The Daily Mile' regularly</li> <li>- Sports Leaders support active play across the school</li> <li>- children across the school more active on a daily basis and enjoy being active</li> </ul> Evidence - <ul style="list-style-type: none"> <li>- Curriculum map</li> <li>- PE policy</li> </ul>		<ul style="list-style-type: none"> <li>- Monitor physical activity levels to ensure we meet the government guidelines of at least 30 minutes a day for each child in school time.</li> <li>- Increase outdoor field space to provide outdoor recreation and sports</li> </ul>	

- To continue to work in partnership with Stockport Sports partnership to increase awareness of the importance of physical activity	PE Lead and Sports Lead to attend partnership meetings across year		PE Lead to feedback to staff through staff meetings	
<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:
				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:
<ul style="list-style-type: none"> <li>- Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond.</li> <li>- Use PE and sport to develop the whole person including thinking, social and personal skills?</li> <li>- Use PE teaching to aid fine and gross motor skill development?</li> <li>- Use sporting role models used to engage and raise achievement?</li> <li>- Ensure PE and school sport is visible in the school (assemblies, notice boards, school website, local press, pupil reward and recognition of pupils)</li> <li>- High quality PE lessons delivered during curriculum time.</li> <li>- To deliver the Sports Leader Programme throughout the school, engaging and facilitating pupils' ability to take responsibility</li> </ul>	<ul style="list-style-type: none"> <li>- As a school we contribute funding to sustain the Stockport School Sport Partnership which provides the following opportunities: <ul style="list-style-type: none"> <li>• Additional competitions outside of the School Games programme</li> <li>• Comprehensive CPD programme</li> </ul> </li> <li>- SMSC – Our vision for PE and school sport is developed to reflect contribution to SMSC.</li> <li>- Employment of specialist sport coach</li> <li>- Continue to develop and use whole school plans and assessment.</li> <li>- PE Class of the week reward</li> <li>- Help run and record the events for Sports Day.</li> <li>- Current Ambassadors to also develop future Sports Leaders in preparation for the following year.</li> </ul>	Staffing: £4937 PE Passport cost £300 School Sports partnership £2300	<ul style="list-style-type: none"> <li>- Personal development (physical skills, thinking skills, social skills and personal skills).</li> <li>- Attainment and achievement, behaviour and attendance.</li> <li>- PE physical activity and school sport have a high profile and are celebrated across the life of the school</li> <li>- SMSC - Children learn to respect and work with each other, exercise self-discipline and act in a safe and sensible manner.</li> <li>- Continued progression of all pupils during curriculum PE lessons.</li> <li>- Pupil voice informs us that pupils enjoy their PE lessons and that pupils enjoy the variety of activities on offer during curriculum PE.</li> <li>- Successful sports day held with</li> </ul>	<ul style="list-style-type: none"> <li>- Identify the positive impact that PE and school sport has on academic achievement, behaviour and safety, attendance, health and wellbeing and SMSC.</li> <li>Review School development plan, Whole school policies/PE policy</li> <li>- Use PE conference to review, evaluate and plan for the next academic year.</li> <li>- School staff better equipped/more confident to teach PE in school</li> <li>- Monitoring use of schemes and whole school PE coverage e.g. PE Passport</li> <li>- Sports leaders develop younger pupils into becoming leaders themselves</li> </ul>



<p>for their learning and delivering of physical activities to the rest of the school.</p> <ul style="list-style-type: none"> <li>- School staff better equipped/ more confident to teach PE in school</li> <li>- Monitoring use of schemes and whole school PE coverage</li> <li>- Sports leaders develop younger pupils into becoming leaders themselves</li> </ul>			<p>parents in attendance.</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				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:
<p>- Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment.</p> <p>- To encourage coaches employed to deliver the PE curriculum, to increasingly involve teaching staff supporting lessons - <i>to increase their confidence in delivery of the subject.</i></p>	<ul style="list-style-type: none"> <li>• Provide opportunities for staff to access CPD opportunities through the Stockport School Sport Partnership CPD programme.</li> <li>• Specialist sports coach for staff training to increase the knowledge and confidence of staff in delivering PE.</li> <li>• Purchase quality assured resources to support teachers and support staff – PE Passport</li> <li>• Subject Leader to attend network meetings to gain relevant information.</li> </ul>	<p>Schools partnership £2300</p> <p>PE passport £300</p> <p>CPD for staff £1984</p>	<ul style="list-style-type: none"> <li>- Increased staff knowledge and understanding</li> <li>- All teachers able to more confidently plan, teach and assess National Curriculum PE using PE Passport</li> <li>- More confident and competent staff</li> <li>- Enhanced quality of provision</li> <li>- Increased range of opportunities</li> <li>- A more inclusive curriculum which inspires and engages all pupils</li> <li>- Increased capacity and sustainability</li> <li>- Continued progression of all pupils during curriculum PE lessons.</li> <li>-Pupil voice informs us that pupils enjoy their PE lessons</li> <li>- Discussions inform us that pupils enjoy the variety of activities on offer during curriculum PE.</li> </ul>	<ul style="list-style-type: none"> <li>- Review staff confidence and competence in delivering high quality PE and school sport and allocate staff to upcoming CPD opportunities</li> <li>- Further 1:1 lesson observation to monitor staff effectiveness and confidence</li> <li>Update on use of PE Passport</li> </ul>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				8%
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: staffing £4937	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>- Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events.</li> <li>- Continue to offer additional extra-curricular opportunities for all pupils to take part in physical activity and sport</li> <li>- Providing additional links to <ul style="list-style-type: none"> <li>Community Sports Clubs</li> </ul> </li> <li>- Increase opportunities for KS1 children</li> <li>- Continue to develop relationships with community coaches so a broad and wide range of activities can be offered to all age groups.</li> </ul>	<ul style="list-style-type: none"> <li>- Provide opportunities for children with SEND and our most vulnerable and least confident and least active to attend exciting, varied and a new range of activities through the school sport partnership.</li> <li>- Employ high quality sports coach to provide age and stage appropriate extra-curricular sporting opportunities and to improve sports skills in children through increased opportunities in school</li> <li>- To keep the website up-to-date range of clubs currently on offer (changeable throughout the year)</li> <li>- Children to attend the extra-curricular clubs.</li> <li>- Equipment continues to provide opportunities during break and lunchtimes.</li> </ul>		<ul style="list-style-type: none"> <li>- Engaged or re-engaged disaffected pupils</li> <li>- Increased pupil participation</li> <li>- Enhanced quality of delivery of activities</li> <li>- Increased staffing capacity and sustainability</li> <li>- Enhanced, extended, inclusive extra-curricular provision</li> <li>- Improved behaviour and attendance and reduction of low level disruption</li> <li>- Developed wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair play and leadership</li> <li>- Coaches signposting children to community sessions.</li> </ul>	<ul style="list-style-type: none"> <li>- Carefully select outside providers and ensure they understand our vision for school sport and that the opportunities they offer contribute to that vision.</li> <li>- Further increase opportunities for KS1 children – in and out of school</li> </ul>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8%
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>- Provide opportunities for all children to challenge themselves through intra school sport focus is on the process rather than the outcome.</li> <li>- Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events.</li> <li>- Select children who we feel would benefit most from the opportunities available in the Purbeck Partnership events calendar.</li> <li>- Investigate further use of inter house competitions/ children leading own events</li> </ul>	<ul style="list-style-type: none"> <li>- Engage more staff/ parents/ Governors/ volunteers and young leaders to support attendance at competitions.</li> <li>- Use external coaches to run competitions to increase pupils' participation.</li> <li>- Identify a set number of competitions/events to provide transport to.</li> <li>- Ensure pupils get opportunity to take part in local competitive leagues, tournaments and festivals.</li> <li>- Regular (termly), intra-house sports competitions for pupils across different sports.</li> <li>- To develop links with external agencies in the community to ensure more pupils participate in community clubs outside of school e.g. Stockport County and Manchester City events</li> </ul>	<ul style="list-style-type: none"> <li>Admin £3268</li> <li>Schools Sports partnership £2300</li> </ul>	<ul style="list-style-type: none"> <li>- 75% of young people represent their school</li> <li>- 50% of KS2 young people part of community clubs that the school has links to.</li> <li>- Vast majority of KS2 pupils participated in the intra-house competitions.</li> <li>- Sports day set up and enjoyed by pupils.</li> <li>- Fixture results to be published in Newsletters, on website</li> <li>- After school club registers</li> </ul> <p>Evidence includes -</p> <ul style="list-style-type: none"> <li>- School Games Mark</li> <li>- Competition/ events calendar</li> <li>- Photos displayed at school and on website</li> <li>- Competition reports</li> <li>- Celebration assemblies</li> <li>- Social media feed</li> </ul>	<ul style="list-style-type: none"> <li>- Review attendance data and identify children for appropriate opportunities.</li> <li>- Continue to attend Purbeck Partnership half-termly meetings to help shape the offer to ensure it is appropriate for our pupils and of the highest quality.</li> <li>- Further widen opportunities for pupils to take part in competitive sporting events</li> <li>- Investigate further use of inter house competitions/ children leading own events</li> </ul>

Key indicator 6: Swimming				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:
<ul style="list-style-type: none"> <li>To achieve the KS2 target of pupils being able to swim 25m.</li> <li>To provide opportunities for pupils to compete in gala events.</li> </ul>	<ul style="list-style-type: none"> <li>Year 4 and leading into Year 5 children to receive a term of swimming sessions tailored to meet their needs</li> <li>Record Year 6 data on to the website of pupils who have reached the KS2 swim 25m target</li> <li>Pupils experience competitive swimming situations.</li> </ul>		<ul style="list-style-type: none"> <li>Pupils to increase the distance they can swim in a recognisable stroke.</li> <li>Pupils to reach the ability to swim 25m.</li> <li>Pupils to gain further experience and confidence in the water</li> <li>Assessment data/ Registers taken</li> <li>Notes on the pupils' ability kept.</li> <li>Statements written in the annual reports to parents /carers in the summer term.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate additional 'booster' swimming sessions to support international new arrivals</li> </ul>

Signed off by	
Head Teacher:	Mr Adam Hossen
Date:	06.10.2023
Subject Leader:	Mr C. Conway
Date:	06.10.2023
Governor:	
Date:	06.10.2023