

# 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](#).



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£8477
Total amount allocated for 2020/21	£16790
How much (if any) do you intend to carry over from this total fund into 2021/22?	£13177
Total amount allocated for 2021/22	£16770
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£20164 (includes 21/22 carry forward)
Total amount allocated for 2022/23	16804

## Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	Nov 22 – 9/16 July 23 – 11/16
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	Nov 22 – 9/16 July 23 – 12/16
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	Nov 22 – 9/16 July 23 – 10/16
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	Nov 22 – 9/16 July 23 – 10/16
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

## 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> £16804		<b>Date Updated:</b> July 23	
<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: £495.80 = 2.95%
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:
Children to be engaged in regular, physical activity and understand the importance of a healthy lifestyle. Children will have access to weekly PE lessons and daily physical activity.	Purchase of subscription to Jump Start Jonny to allow for physical movement breaks within the classroom for all classes. Review equipment and place on rota over the school year to maintain interest and enthusiasm. Investigate a wider range of playtime games which could be played using the equipment we have available. Use links with Inspire+ to increase understanding of the importance of healthy lifestyles.		£226.80  £0	Previously, children had participated in 'the daily mile' but this had lost impetus and children lacked enthusiasm. By offering a range of daily activity, including daily mile or exercise and Jump Start Jonny activities, children are accessing daily exercise with increased enthusiasm. Inspire + led a circuits club during T1 which used the gym equipment – good take up. Gym equipment is regularly used during breaktimes, particularly by Y1 upwards – increased physical exertion at breaktimes and lunch times (particularly during autumn/winter when field not in use).	Every class participates in regular physical activity on a daily basis, outside of the normal PE lesson. Jump Start Jonny is used by all classes, particularly on colder days – a worthwhile purchase again for next year (or alternative but similar provision needed) to maintain access to daily physical activity. Playground leaders and Bronze Young Ambassadors to work alongside new sports apprentice to develop a range of playtime games to increase activity and participation levels.
Children in Year 6 who have not met the National Curriculum requirements for swimming and water safety to be given further opportunity to swim, outside of	Children to access swimming lessons over Spring Terms 3 and 4. Additional swimming teacher utilised to facilitate additional swimming lessons for Y6		£269 (6 children)	2 of the six children who attended the additional swimming lessons then achieved swimming a distance of 25m with two more increasing	This may be better offered to Year 5 children, so there are 3 consecutive years of swimming, rather than having a two year gap

the normal curriculum offer in Year 3/4.	children.		the distance they can swim (to 10m).	to have the most impact. Continue to use sports premium funding for swimming lessons for those in UKS2 who have not met NC requirements during core swimming offer in LKS2.
<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: £12330 = 73%
<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:
Children will understand the importance of PE, Sport and Physical Exercise and will be exposed to a range of sports and experiences which will spark interest and encourage participation in a wide range of sports	<p>Make links and invite visitors from local sports teams into school.</p> <p>Inspire + buy in – training for pupils to become playground leaders and Young Ambassadors.</p> <p>Current Y5 Young Ambassadors trained to support those now in Y6.</p> <p>Paralympic visitors to school through Inspire + membership.</p> <p>Activities and opportunities communicated to parents through e.g. parent mail and weekly newsletter.</p> <p>Representing teams celebrated in assemblies so whole school community is aware of sporting opportunities.</p> <p>PE and Sports board to share information about local activities and share successes.</p> <p>Sports Apprentice employed to lead</p>	<p>£0</p> <p>(from last year's funding - buy in £8000)</p> <p>£0</p> <p>£0</p> <p>£0</p> <p>£12330</p>	<p>Peterborough City Football Club has visited assembly for the children and provided free tickets for children to watch live matches – well attended by pupils</p> <p>There have been a range of Paralympic and Olympic athletes visits over the year – discussing journey to success and medals in sport but also leading workshops on nutrition, self-confidence and body language. The children have been inspired by these sessions and parents have also had the opportunity to join – although we did not have any take up (nutrition workshop).</p> <p>Year 5/6 children have engaged in local sports events such as the football league and rugby</p>	<p>These should continue next year, as they are low cost (with parental support for travel) and provide the opportunity to mix with a range of children from other schools in the local area. Having a sports apprentice has been hugely beneficial in providing additional opportunities to play games and sports and lunchtimes and break times. It has also provided additional support in PE lessons and also in supporting with and leading after school clubs. It has been so successful that we are seeking to employ a further apprentice for the next academic year, so that the level of provision can be maintained.</p>

	playground games and activities and support play leaders and Young Ambassadors in promoting sport within the school.		tournaments which have been well supported by parents.	
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**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport** Percentage of total allocation:  
£2995 = 17.82%

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 ensure staff feel confident to lead and support children in their play at break time and lunch time. Staff feel confident to deliver PE lessons in all areas. Staff feel confident to deliver Forest School sessions.	Staff 'real time' CPD through PE sessions held at Witham Hall. Support available through Inspire + buy in. Coaches in school, teachers could team teach or observe sessions to build confidence. Forest School training for all teachers and TAs	£0 £2995 to end of T5	Children in EYFS have accessed the Forest school sessions throughout the year, in which the teacher felt confident enough to teach fire lighting and cooking to the children. The Sports Coaches have provided advice and guidance, modelling good and best practice between terms 1 to 4. In Term 5, staff were supported by coaches and then led sessions independently in Term 6.	Accessing CPD has been beneficial for staff, and with upcoming staff changes for Sept, access should continue to ensure best practice. New Forest school leader will be needed and training for new teaching staff. Review Inspire+ membership buy in and try to ensure more staff can be released to access the CPD sessions included in the membership offer.



Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £15605 = 93% - already accounted for in other KPI costings
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>Children to have an understanding that sport can be accessed by all – with a clear understanding of the protected characteristics, as detailed in the equality act 2010.</p> <p>Children should develop an awareness of the range of sports available to all, including sporting opportunities for people with a disability, such as wheelchair basketball, or boccia.</p> <p>Children will participate in competitive sports, adhering to rules and demonstrating sportsmanship</p> <p>Sports apprentice to lead clubs and interhouse sports activities within school 22/23</p>	<p>Workshops and assemblies led by Olympian and Paralympian athletes to raise awareness, inspire and motivate. Participate in mini Olympics event through Inspire +</p> <p>Participating in activities through Terry Plumb – School Games and through Stamford School Sports Cluster</p> <p>Through clubs, PE lessons and sporting activities. Inspire+ coaches and sports apprentice to lead</p> <p>Access to sports coaches for PE sessions – including netball, athletics, cricket</p>	<p>Last year’s funding – buy in £8000</p> <p>Coaches £280</p> <p>£2995 to end of T5 for coaches in PE lessons including £780 for specialist coaches leading clubs</p> <p>£12330 sports apprentice</p>	<p>Children have welcomed a range of Olympic and Paralympic athletes to the school and been inspired by their achievements. Children in year 3 and 4, along with young ambassadors in Year 5 and 6 were able to access a wheelchair basketball session during the mini-Olympics event – pupil voice shows that this was powerful and children enjoyed the opportunity.</p> <p>Children have participated in a range of activities at school including football interhouse matches and cross country races as well as against other schools – football league and rugby tournament. Children showed sportsmanship and coped well in the face of defeat. Children show resilience when attempting new sports, taking coaching tips to improve performance.</p>	<p>Next year, ensure that the sports apprentice /opportunities through Inspire + allow children to try a wider range of sports such as boccia.</p> <p>Continue to access sports stars through Inspire+</p> <p>Ensure children have the opportunity to participate in the SEND specific sports event as part of the Stamford and District Sports Association.</p> <p>House events should continue as these have been popular – increase to one each term (6 in total) with a range of sports covered over the course of the year.</p> <p>Use Inspire+ sports coaches to increase opportunities to access a range of after school sports clubs. Continue to make links/explore/promote local sports clubs through links with Inspire+ and the Grantham and District School Games Organiser Terry Plumb.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				As KPI 4
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>Due to the pandemic, children had limited opportunities to participate in competitive sport, within school and against other local teams. During academic year 2022/23, we would like children to experience more competitive sporting opportunities, through Stamford Schools Sports Association group, School Games network and through Inspire + membership.</p> <p>Sports apprentice to lead Interhouse sporting tournaments to run 3 times over the course of the year e.g. a cross country event in Autumn, Football or Netball in the Spring Term and cricket/rounders in the Summer term.</p> <p>PE lead/Sports apprentice to work alongside SGO Terry Plumb to ensure high participation levels working towards a school games award – sports premium can be used to subsidise transport</p>	<p>Stamford School Sports Association events attended: Football league Year 5/6 mixed rugby tournament</p> <p>Year 3 and 4 children to participate in a mini-Olympics event.</p> <p>Interhouse games twice over the year – cross country and football.</p> <p>Wimbledon inspired tennis event for EYFS/KS1 and KS2.</p>	As KPI 4	<p>Children have increased confidence to try new sports in new environments – many of the Year 5/6 squad had not played tag rugby in a competitive environment before.</p> <p>Interhouse competitions were well supported with many children participating in the events, including a number of children who do not normally access extra-curricular activities. Holding these events at lunch times made them accessible to all.</p>	<p>Continue to access school sports activities. Use Stamford school sports association as schools closer to make access easier.</p> <p>Sports apprentice and 1 TA could take responsibility for small group sports activities, making it more manageable for release.</p> <p>Consider increasing parents with DBS checks completed to aid transport and supervision of children participating in events.</p> <p>Sports apprentice to liaise with other local schools e.g. South Witham, Colsterworth, Corby Glen to encourage ‘friendly’ games and further increase participation levels.</p>



Signed off by	
Head Teacher:	L. Martin
Date:	4.7.23
Subject Leader:	L. Martin
Date:	4.7.23
Governor:	A. Reed (Chair of Governors)
Date:	10.7.23