

# 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](#).

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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£0
Total amount allocated for 2021/22	£16,850
Total amount allocated for 2021/22	£16,450
Total amount left to allocate	£320
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£16,770
Last Updated	27/07/21 21/12/21 25/04/22 27/07/22

## Swimming Data

Please report on your Swimming Data below.

To be completed by 31<sup>st</sup> July 2022.

<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>Mixed Year 5 / Year 6 team came 5<sup>th</sup> overall in Bury gala in July 2022. Next year, run Summerseat gala ahead of Bury competition.</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.</p> <p>Please see note above</p>	92%
<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>	92%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	92%

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
<b>Year 6 Leavers Summer 2021</b>	
What percentage of your last Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	92%
What percentage of your last Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	92%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	83%
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/ <del>No</del>

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<p><b>Forest School</b> is now in place and on offer to all classes across the year: staff member trained, Forest School area developed, resources in place, annual cycle for all classes designed, after school club provision in place.</p> <p><b>EYFS outdoor</b> provision in place to enable physical activity. Increase in resources that are available that support the 10 fundamental movement skills.</p> <p>Increase in the number of children meeting the national curriculum requirements for <b>swimming and water safety</b>. Additional swimming sessions to target individuals led to improvements.</p> <p><b>Additional focus / time given to physical</b> activity as pupils returned to classrooms in summer term: bikeability, tots on tyres, scootfit, Freddie Fit, Cricket Shine sessions, Intra-school competition, additional PM outdoor games</p> <p>A range of <b>sports equipment purchased</b> for pupils to use – additional equipment for individual bubbles was put in place to ensure access to</p>	<p><b>Due to the national lockdowns, a significant number of children's physical health and fitness seems to have declined. We need to rebuild children's fitness and ability to sustain moderate exercise.</b> PE is given high priority in the curriculum with 2 x hours for all classes, plus Forest School or Relax Kids and targeted lunchtimes.</p> <p><b>Achieve a school games mark award when they recommence.</b> School was awarded Bronze School Games Mark in June 2022. Next year, we will aspire to gain silver.</p> <p><b>To increase the opportunity to take part in inter school competitions (when Covid allows)</b> Several planned events have had to be cancelled due to Covid outbreaks. School have taken part in many events in the summer term: Tag rugby, swimming gala, boys &amp; girl's football, Tri-golf, cricket. Children have spoken positively about the increase in inter-school competition. Next year, establish staff team champions.</p>

resources and activities for all pupils.

**Intra school competitions** have been held although this has had to be in bubbles but competing for houses.

A **range of after school sports clubs** provided for pupils to attend across the school. (Summer term in bubbles)

**After school clubs** delivered by coaches and teachers as soon as Covid restrictions allowed. Staff training via P.E. coaches.

Videos provided by Sports Coaches to engage children in sports activities at home during lockdowns. These were set as part of remote learning offer to maximize engagement.

**Organise further intra school competitions to develop competitive opportunities.** House competitions (intra school) included: sports day, world cup.

**Develop staff sports champions to lead on different aspects of sport to facilitate competition across a wider range of sports.** This has begun during the summer term. Due to ongoing disruption linked to staff absence caused by Covid, staff who have been available have attended rather than champions.

**Use tracking systems of data for clubs, competitive attendance and class heat maps to target the least active pupils from the previous year. Begin a Change 4 Life club for least active children – include playground leaders in developing this.** Tracking was completed by staff termly and children targeted at lunchtime.

**Embed playground zones and Summerseat Stars playground leaders.** Staff training held and children have been identified. Zones are starting to emerge. Play zones embedded as evident in inclusion visit.

**The whole staff attitude to PE is linked into mental well-being and being physically active. Staff skill and confidence continually improves and role of PE subject lead is visible.** Staff CPD to highlight the importance of mental well-being and being physical active has been delivered. This is included through: Forest School, Relax Kids, Calm-a-class. Links to RSHE framework have been made. New sports lead has developed in knowledge and confidence and will continue to ensure School Games priorities are well-known and prioritised by staff.

**Hold a 'Health and Fitness' fortnight to raise the profile of health and fitness further – link to RSHE framework** This included: Freddie Fit, Bikeability, outdoor adventurous sessions

## 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: 2020/21		Total fund allocated: £16,770	Date Updated:	
<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: %
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: £5400	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Purchase equipment and storage boxes to ensure pupils stay active in the playground. Embed activity zones / stations in the playground. Renew damaged equipment in playground storage sheds.	Summerseat Stars (Sports Crew) to take pupil voice on what equipment would encourage physical activity and subject leader to purchase. Subject Leader teach sports leaders in each class how to look after and the store the equipment after each break time.	£1000	An increase in fitness will be seen in PB data through short bursts of daily physical activity.  Equipment purchased and in good order. Children picked a wide range of equipment. Supported by TA who has taken on role of play leader.  In pupil voice survey (June 2022), 54/58 respondents think that school prioritises physical health, including at playtimes.	Pupils are taught how to look after the equipment and how to store safely to increase longevity.  The children did look after the equipment and it lasted throughout the year but it will need replenishing in 2022-23.  PB work to be developed further with staff CPD in 2022-23 to demonstrate this.
Reintroduce KS2 Play Leaders (Summerseat Stars) to focus on the group games area and other activity zones on the playground to maximise participation in physical activity at lunchtimes for pupils.	Subject leader to ask KS2 pupils to express interest in being Play Leaders (Summerseat Stars). Subject leader to create a rota for the Summerseat Stars and train them in providing games and activities for other pupils. Ensure new games are taught regularly through 'Craze of the Week' to keep pupils	£200 (Cost of cover for training)	Pupil Voice in Spring shows that pupils enjoy taking part in the games station. They can discuss games that they like to play and know how this improves their physical and mental health.  Children have a range of activities at	A rota ensures the responsibility is shared amongst KS2 pupils and the role does not become a burden. Changes in games and activities offered ensures pupils are motivated to participate.  Mostly Y6 special friends took on

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	motivated and engaged.		playtimes and lunchtimes to keep them active. This is targeted by the TA who is leading the group. Game guiders were running out of ideas so Mosley playground games books purchased to support further and extend ideas. This includes parachute games & parachute which was a request.	this role – identify further leaders for 2022-23.
Sports Coaches to lead organised games at lunchtime, targeting identified pupils to raise fitness levels and participation. Children to have happy, healthy lunchtimes.	Sports coach to look at activity maps for individual pupils. (home and school data) Through discussion, try to find games that will motivate the least active and encourage their participation.	£2,700	Increase in the level of physical activity for the least active pupils (identified through activity map).  Staff identified least active pupils in class discussion and these children were targeted for intervention at lunchtimes. Maintain but use available heat maps. Staff and pupil vice demonstrated this was effective. Next step - staff meeting each term to update class heat maps.	In the summer term, identify KS2 pupils who can be trained to lead and referee some of the popular games that has been led by the coach. (Next step is training referees)
Provide additional swimming provision targeted to pupils not yet meeting the swimming and safe self-rescue requirements of the National Curriculum	Identified pupils benefit from at least 10 hours' worth of extra instruction, helping them become confident, competent and proficient swimmers. (other pupils already at the expected level may also attend if spaces to further boost fitness levels)	Estimated £1500 (instructors, pool hire and transport for x10 sessions)	Increased percentage of pupils achieving at least the National Curriculum Award by the end of Y6 (Swim 25m using a range of strokes and perform safe self-rescue). Following assessment using Microsoft Forms, Class 3 attended swimming for a second time due to a lower than average baseline. (Typically once per class and then anyone who requires it)	This is sustainable longer term if parents contribute to transport costs.
Timetable targeted PESSPA sessions daily for ALL pupils to improve their PB in high intensity activity such as running and skipping.	Ensure that high intensity PESSPA lessons take place every day with two longer sessions per week. Weekly time allocation of 2 hours, 15 mins. (3 x 15mins, 2x 45mins) Increase due to decline in fitness for	£0 (cost included above for equipment)	An increase in fitness will be seen in PB data through short bursts of daily high intensity physical activity. Fully inclusive – all pupils regardless of age and ability can succeed. This needs to be carried over to	Ongoing practice

	some pupils post lockdowns		2022-23. Work has started on this but inconsistency in recording.	
Evaluation	Strengths		Next Steps	
Summer	<ul style="list-style-type: none"><li>*Pupil questionnaire demonstrates school prioritises mental and physical health.</li><li>*Time for PE &amp; sports has been prioritised (e.g. 2 x PE lessons and swimming)</li><li>*Active playtimes and lunchtimes have been embedded with sports coaches targeting least active pupils</li><li>*Play zones encourage a diverse range of activities which playground leaders, with the support of an identified staff member, have developed well. Children enjoy playtimes and behaviour incidents have been reduced.</li></ul>		<ul style="list-style-type: none"><li>*Consistently log individual activity at home and school rather than whole class so this can be targeted further.</li><li>*Develop Personal Best daily activity session through staff CPD</li><li>*Train new play leaders for 2022-23. Additional adult on playground to facilitate games.</li><li>*Continue to invest in playground equipment to encourage new experiences and physical activity.</li><li>*2022-23 will be used to provide additional swimming for UKS2 pupils who were not on track following their block of lessons in 2020-21 (<i>just before Covid closure</i>). This was several pupils due to Covid restrictions.</li></ul>	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
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: £4,050	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Promote the School Games inclusive of physical activity to parents through newsletters and the local community using social media platforms.	Revamp of PE board excites pupils and informs them of ongoing/upcoming clubs and events. Wall of fame for children who have received Spirit of the Games awards displayed. Pupils receive their certificate in awards assembly and their achievements on the newsletter	£200 for certificates, stickers and trophies. £250 for medals for School Games	The Spirit of the Games awards link with our school ethos and Christian Values. Pupils’ sportsmanship and attitudes towards defeat improve in lessons and at competition level. Pupils are motivated to perform well in lessons, not just physically but	Displaying the Spirit of the Games qualities is part of the school’s Christian ethos.

	to increase self-esteem, this includes out of school achievements.	Day and School Fun Run	<p>socially and emotionally too. Behaviour in lessons is good.</p> <p>PE board makes School Games values highly visible. Achievements focus on values as much as outcome and medals / certificates focused on values demonstrate value placed.</p> <p>Twitter feed highlights how school has promoted the Spirit of the Games. Staff feedback on this has been a real strength.</p>	
Maintain positive attitudes towards PESSPA and link to healthy lifestyles and positive mental health. Encourage the power of 'yet' when learning new skills and promote self-belief and 'have a go' attitudes.	Introduction of 'Feelgood Friday' weekly wellbeing sessions to provide additional opportunities for pupils to develop and understand their emotional, social and physical health and well-being. This will include: Relax Kids, Forest School, nutrition and sports as a catalyst for these activities.	£2,600 (Staff resources to facilitate smaller groups for these sessions across the year)	<p>Pupil Voice shows that pupils understand the impact of physical activity on their social and emotional health.</p> <p>Forest School, Relax Kids and Friday sports provide a clear message about the link between happy body, happy mind.</p>	Regular wellbeing sessions take place that promote healthy lifestyles.
Hold a 'Health & Fitness Fortnight' during the summer term – focus on mental and physical health and wellbeing, include families and raise profile within the community.	Host a launch assembly and across the two weeks, invite a variety of visitors to introduce children to a diverse range of sports and also visitors and school led workshops on food, nutrition and wellbeing. Include parents in some of the sessions where appropriate to promote family fitness.	£1000	<p>Pupil Voice shows that pupils understand the impact of physical activity on their social and emotional health.</p> <p>Sponsored event linked to visiting athlete was a huge success. Children were inspired and parental feedback was strong.</p> <p>Feedback on Freddie Fit sessions was positive and reinforced linked between mental and physical health.</p>	Dependent on parent and pupil voice, a sponsored event could be led with funds raised partially funding the event the following academic year.

Evaluation	Strengths	Next Steps
Summer	<p>*PESSPA is more visible in school through: hall display, newsletter items, regular Twitter updates, assembly celebration. This focuses on values alongside achievements.</p> <p>*Feelgood Friday highlights to children and families the importance and link between physical and mental health.</p>	<p>*Include parents in Health &amp; Fitness events and workshops – make these more visible.</p> <p>*Continue to enhance Feelgood Friday with focus on physical and mental health – Introduce ‘My Happy Mind’ / Train another ‘Relax Kids’ coach / train a second Forest School lead. This will support pupils seeing the range of activities that can be used to develop physical and mental health.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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: £700	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
School has an effective tracking system in place that identifies inactive or unfit pupils that can be given timely interventions and support	Subject leader to create PB tracking sheets that align with Steps in Learning used to assess attainment in PESSPA. Tracking is simple and teachers use the results to effectively target inactive or unfit pupils in future PESSPA lessons.	£0	<p>Teaching staff understand the progression of skills within their own year group. Staff to feel more confident assessing levels of fitness and attainment in PESSPA. Inactive pupils given the required support to improve their fitness and participation in PESSPA.</p> <p>Staff CPD by subject lead supported staff understanding Steps in learning within PE curriculum.</p> <p>Tracking systems introduced – paper based system.</p> <p>Next step – embed tracking system, including PB sheets.</p>	Continuous cycle of assessment and targeted pupil tasks in daily PESSPA lessons.

Subject Leader to attend Bury meetings and Subject Leader training and disseminate to wider school staff	Subject Leader attends Bury meetings and ensures competition dates are in the school calendar in a timely manner. Subject Leader liaises with after school club providers to ensure pupils attending competitions have learned the rules and well prepared. Subject Leader attends termly meetings and disseminates to staff to keep everyone updated.	£200	Subject Leader’s knowledge about the expected standards is accurate and reliable and she can drive standards in PESSPA throughout the whole school. All teaching staff are aware of Safe Practice in PESSPA and are updated about any changes. Subject Leader is able to identify whole school strengths and areas of development.	This will be built into the professional development of all future PE leaders.  JW will support with any succession planning.
Staff CPD to support delivery of PESSPA	Audit staff training needs and confidence in this area. Source CPD across the year as required linked to PE Steps in Learning progression framework. (Could include direct support from coaches)	£500	Staff are confident in progression and able to provide high quality sessions to support pupil fitness and skill development.  Coach led	Coaching model with more confident staff supporting colleagues.
Evaluation	Strengths		Next Steps	
Summer	*Staff understand the PE progression of skills and have developed their knowledge further through the use of specialists  *Subject leader has engaged in school games and networks.		*Allocate increased funding in this area next year – want to further develop staff knowledge in 2 x areas: outdoor adventurous and games to become more self-sufficient in these areas. Look at resources to support this. Build on staff expertise in this area. *Continue to develop the PE lead who will be in second year in order to support other staff in school. *Embed personal best tracking system	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
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: £5500	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

Provide regular after school sports clubs - School staff (sports champions) and private providers	Use pupil voice to gauge interest in clubs to tailor clubs to children's interests. External coaches employed to provide a club every week. Subject Leader ensures pupils are given equal opportunities to attend by having a cycle of year groups each half term – these clubs are inclusive to all, regardless of ability level.	£4000	A new sport for everyone motivates and raises ambition. Signposting individuals to external clubs ensure passion is rewarded. Club attendance and registers show participation is high.  After school sports clubs have been provided consistently across the year to a mixture of year groups and has included: dance, rugby, football, multi-sports	Make further links with external clubs to raise the profile of a range of sports.
Enhance school playgrounds to promote active playtimes, increasing engagement and improving behaviour of children during playtimes and increasing sense of wellbeing.	Equipment and markings in place and being	£1500	Reduction in behavioural incidents Children develop a positive attitude to towards fitness and appreciate a positive impact this has on their wider health and well-being.	
Evaluation	Strengths		Next Steps	
Summer	*Sports clubs have been on offer throughout the year across all year groups.  *Range of competition offered and at different levels: Excel, Be Proud etc.		*Diversification of sports on offer out of hours *Staff and parent champions to facilitate more consistent team offer	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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: £800	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Increase participation within the Bury competition calendar leading to achievement of a school games mark.	<p>Subject Leader / sports champions to enter KS2 teams into events/competitions, to meet the requirement for school games mark.</p> <p>Provide overtime payments to TAs who are first-aid training to ensure participation at events can be adequately staffed in a safe way.</p>	£200 (for overtime payments)	<p>More pupils taking up sport and being signposted to local clubs. Pupils have been able to access inter school sporting activities at different venues and feel comfortable returning to the club outside of school.</p> <p>Achieved Bronze Mark – first games mark in several years for the school. Highlights our commitment to developing competitive opportunities.</p> <p>This exceeded the amount budgeted. Consider how this can be managed through parent champions next year. Allocate a pupil captain, staff champion and a parent champion.</p> <p>Parent feedback re: a child who then felt more able to go back to swimming after competitive event.</p>	

To cover transport to competitive events.	Participate in Cluster events leading to further competitive opportunities. Engage in small school competitions.	£500	Participation in a range of events with other schools.  Transport costs have exceeded this significantly. Next year, consider alternative forms of transport. This led to markings not being pursued this academic year.	
Children compete in personal best competitions regularly.	Pupils practise skills and techniques daily during PESSPA lessons to constantly improve their PB performance in a range of fundamental core skills – locomotive, balancing, throwing	£100 (equipment such as measuring tapes, stopwatches to record results)	Pupils become competitive and have it instilled to become the best that they can be. Pupils are more active as they want to improve. Less pressure when competing against self can raise self-esteem.  Personal best launched in PE	As part of the new curriculum design for PESSPA.
Evaluation	Strengths		Next Steps	
Summer	<ul style="list-style-type: none"> <li>*Achieved School Games Bronze</li> <li>*Participation in summer term was high with KS2 pupils attending a range of events – now need to maintain this over a year (Covid still caused disruption)</li> </ul>		<ul style="list-style-type: none"> <li>*Increase number of intra-school competitions / Trust competitions.</li> <li>*Maintain engagement with School Games throughout the year. Really want to develop team spirit for different sports.</li> <li>*Host a Summerseat swimming gala</li> </ul>	