

# 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 allocated for 2022/23	£16,720
Total amount left to allocate	£0
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023	£16,720
Last Updated	31/07/22 20/12/22 23/04/23 24/07/23

## Swimming Data

Please report on your Swimming Data below.

To be completed by 31<sup>st</sup> July 2023 Leavers June 2023

Meeting national curriculum requirements for swimming and water safety.  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. <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>	88% (15/17)
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. Please see note above	88%
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	88%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	88%
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>

### Historic Swimming Data

	2022 Leavers	2021 Leavers		
What percentage of your last Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	92%	91%		
What percentage of your last Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	92%	75%		
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	92%	66%		
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?	Y	N		

Key achievements to date until July 2022:	Influences on 2022-23 in response to baseline evidence of need:
<p>School achieved <b>Bronze School Games Mark</b>. This is the first award for the school since 2015/16 and demonstrates the commitment of senior leaders to improving opportunities for PE, School Sports and physical activity.</p> <p>Overwhelmingly positive pupil questionnaire responses demonstrate <b>school prioritises mental and physical health</b> for all pupils with PE sessions given priority.</p> <p><b>Play Zones</b> 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.</p> <p><b>Active playtimes and lunchtimes</b> have been embedded with sports coaches targeting least active pupils. Building on this across the week is now a priority as is doing so in a sustainable way.</p> <p><b>Forest School</b> is now embedded 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>A <b>range of after school sports clubs</b> provided for pupils to attend across the school. Range of competition offered and at different levels: Excel, Be Proud etc.</p> <p><b>PESSPA is more visible in school</b> through: hall display, newsletter items, regular Twitter updates, assembly celebration. This focuses on values alongside achievements.</p> <p><b>Feelgood Friday is embedded</b> which highlights to children and families the importance of and link between physical and mental health.</p> <p><b>Staff developing knowledge and understanding of the PE progression of skills</b> and have developed their knowledge further through the use of specialists.</p> <p>Subject leader has <b>engaged in school games and networks</b>.</p>	<p><b>Achieve consecutive School Games Mark Award</b> – aiming for silver for 2022-23. Embed <b>staff sports champions</b> to lead on different aspects of sport to facilitate and ensure regular competition across a wider range of sports at both inter and intra school level.</p> <p><b>Consistently log individual activity at home and school</b> rather than whole class (which it has been to date) so this can be targeted further. Utilise play leaders as fitness champions to support tracking this with PE lead securing opportunities to <b>target least active days and individuals</b>. <b>Train new play leaders</b> for 2022-23 to make this sustainable. Ensure there is an <b>additional adult (school based rather than sports coach – for sustainability across the week) on the playground to facilitate games and target support daily</b>.</p> <p>Hold a <b>Change 4 Life club</b> for least active children.</p> <p>Further develop <b>Personal Best daily activity session</b> through staff CPD.</p> <p>Continue to <b>invest in playground equipment, markings and resources</b> to encourage new experiences and physical activity.</p> <p><b>Provide additional swimming for UKS2 pupils who were not on track</b> following their block of lessons in 2020-21 (<i>just before Covid closure</i>). This was several pupils due to Covid restrictions.</p> <p>Host a <b>Summerseat swimming gala</b>.</p> <p><b>Hold a 'Health and Fitness' fortnight</b> to raise the profile of health and fitness further. <b>Changed to spring term health and fitness focus – rainbow run sponsored event, staff challenge, walk to school week.</b></p> <p>Continue to enhance Feelgood Friday with focus on physical and mental health – Introduce <b>'My Happy Mind' / Train another 'Relax Kids' coach</b> (an</p>

active programme for mental and physical health) / **train a second Forest School lead** (to ensure sustainability). This will support pupils seeing the range of activities that can be used to develop physical and mental health.

**Staff CPD with a focus in outdoor learning** (including 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 further **develop the PE lead** who will be in second year in order to support other staff in school through observation of specialist teachers. **Ongoing all year**

## 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: £	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 additional equipment and storage boxes to ensure pupils stay active in the playground. Further 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. Play leader teach sports leaders in each class how to look after and the store the equipment after each break time.	£1000	Pupil voice shows playtimes are more active with high intensity stations now on one side of the playground. Play leaders encourage participation with additional adult encouraging least active. Play leaders have undoubtedly taken on board the responsibility for looking after equipment which meant it has been maintained in good condition.	Pupils have been taught how to look after the equipment and how to store safely to increase longevity. Further equipment will need to be purchased due to general wear and tear / losses. <i>Look at skipping workshops to encourage this aspect of playground fitness next year. Include supplementary exercise challenge stations / cards.</i>
Train new 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 through Bury School Games, in providing games and activities for other pupils. Ensure new games are taught regularly through 'Craze of the Week' to keep pupils motivated and engaged.	£300 (Including cost of cover for training)	Pupil Voice shows that pupils enjoy taking part in the games station / high intensity area. They can discuss games that they like to play and activities they like to complete and know how this improves their physical and mental health.	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. <i>A new application round and training should be completed for autumn 2023. Ensure some current leaders remain in role.</i>



Create individual activity maps with the aim of tracking and improving the activity levels of individuals, ensuring 30 active minutes for all individuals.	Sports lead to create individual activity map and review every half term. Challenge children to improve individual activity levels, through daily 15 minute session and playground zones. Reward / recognise individual improvements. <i>Consider the use of pedometers</i>	£250 (Rewards)	Whole school / class heat maps show a positive aching in activity levels, with playground activity now being recognised as a key part of this. Individual heat maps demonstrate a growing number of children with 30+ active minutes per day and improvements for targeted individuals through staff voice.	Class teachers now need to maintain and embed trackers each half term in KS2 following introduction. Staff to complete these with children as part of PE lesson.
Additional staff member (school based) to be on the playground to lead games daily following training. Lead organised games at lunchtime, targeting identified pupils to raise fitness levels and participation. Children to have happy, healthy lunchtimes.	Staff lead to look at activity maps for individual pupils. ( <i>home and school data</i> ) Through discussion, try to find games and high intensity activities that will motivate the least active and encourage their participation.	£3,000	There has been an increase in the level of physical activity for the least active pupils, identified through the activity heat maps and staff voice. The adult is targeting high intensity activity stations and games at these children to ensure 30 active minutes. There has been some inconsistency in this key element due to absence but this remains a core, ongoing priority. Also, rather than wait in the hall until everyone has finished lunch, children are also invited to go out sooner, extending the opportunity for activity over lunch. This gives children a balance of choice and some direction.	Continue to utilise a member of staff to lead playground games in addition to usual hours so that this has longevity and sustainability every lunchtime and playtime.
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. ( <i>other pupils already at the expected level may also attend if spaces to further boost fitness levels</i> )	<i>Estimated £1500 (instructors, pool hire and transport for x10 sessions)</i>	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). The majority of children are now on track.	This is sustainable longer term if parents contribute to transport costs. Continue to evaluate the need for this annually.



Timetable targeted PESSPA sessions daily for ALL pupils to improve their PB in high intensity activity such as running, throwing 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)	£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.	Ongoing Next year, have Weds 1 hour, Fri 45mins – 1 hour and 3 x 10 minute bursts to go beyond expectation. Daily run was most utilised. Aim for variety in PB, high intensity tasks. Resources arranged to support this. Repeat staff training.
Host a change 4 life club to improve the fitness levels of the least active.	Sports lead to liaise with Bury School Games re: club delivery. Arrange the date and identify target pupils.	TBC	Increase in the level of physical activity for the least active pupils (identified through activity map).  Low numbers made this difficult	
<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:
				%
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.	Continue to update the PE board in order to keep it current and motivate pupils / inform 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 to increase self-esteem, this includes out of school achievements.	£200 for certificates, stickers and trophies.  £250 for medals for School Games Day and School Fun Run	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 socially and emotionally too. Behaviour in lessons is good. Stickers and medals motivated pupils and focused on attitude as well as achievement.	Displaying the Spirit of the Games qualities is part of the school's Christian ethos. Keep making this a visible part of school games.

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.	Widen the use of activities for 'Feelgood Friday' weekly wellbeing & physical activity 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, Wellbeing through Sport, Myhappymind. <i>This overlaps with developing staff expertise section.</i>	£3,500 Additional staff member training for Relax Kids: £1000 Additional staff member for Forest School: £500 Wellbeing through Sport: £2000	Pupil Voice shows that pupils understand the impact of physical activity on their social and emotional health. Pupil voice was very positive about how school promotes physical and mental health. Additional staff have received Relax Kids CPD and also Forest School. Forest school / Relax Kids staff CPD cost was higher than anticipated and came in, with cover, at £3500. <i>Wellbeing through sport was delayed until autumn 2023 to allow time to embed the other aspects of our offer.</i>	Feel Good Friday will continue and contain Forest School / Relax Kids and from september 2023, Wellbeing through sports. This offer will rotate across the year, utilising staff expertise through high quality CPD. Each element ensure high levels of physical activity but also a focus on mental wellbeing, a strength of the school as seen in pupil voice and a recent inclusion award.
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	Pupil Voice shows that pupils understand the impact of physical activity on their social and emotional health.  This was moved forwards to spring term with a longer-term focus. School staff took part in a run to Uganda for EduKid, our international charity and challenged the community to get more active with us. This culminated in a sponsored rainbow run event held at the cricket field that all children took part in. We also held a walk to school initiative in this term to raise activity levels and also balance bikes to get our younger pupils interested in different, active ways to travel. All classes improved in the short term.	Dependent on parent and pupil voice, a further sponsored event could be led with funds raised partially funding the event the following academic year and / or for charity. Look at sustainability of active travel to school messages.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated: £700</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Subject Leader to attend Bury meetings and Subject Leader training and disseminate to wider school staff</p>	<p>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.</p>	<p>£200</p>	<p>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.</p>	<p>This will be built into the professional development of all future PE leaders.</p>
<p>Subject Leader / identified teacher receives coaching from specialist PE staff on areas they deliver. Sport lead to work alongside them within sessions to improve own skills and also ensure accuracy of assessments.</p>	<p>The PE lead works alongside sports coaches in PE and sports sessions in order to build own knowledge and skills in a range of areas. This will also ensure PE is delivered in line with Steps in Learning progression framework and assessment can be completed.</p>	<p>£1600</p>	<p>The PE curriculum fully aligns with Steps in Learning and assessments are accurate. The knowledge and skills of the sports lead improves through working closely with specialist coaches.</p>	<p>Some opportunity for class teachers to observe also to gain understanding of specialist areas and also assessments for their groups.</p>
<p>Staff CPD to support delivery of PESSPA</p>	<p>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) Focus on outdoor learning and games.</p>	<p>£500</p>	<p>Staff are confident in progression and able to provide high quality sessions to support pupil fitness and skill development.</p>	<p>Coaching model with more confident staff supporting colleagues.</p>

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 (lunchtime and after school). 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.	£2000	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.	Make further links with external clubs to raise the profile of a range of sports. <i>Further develop tracking systems to monitor not just least active but with a wider inclusivity agenda: focus on DAP, SEND, gender. From that, hone offer based on findings from groups.</i>



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. (Inter school sports)	Subject Leader / sports champions to enter KS2 teams into events/competitions, to meet the requirement for school games mark. Provide overtime payments to TAs who are first-aid training to ensure participation at events can be adequately staffed in a safe way.	£500 (for overtime payments / entry costs)	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.	Maintain work with Bury School Games.
Increased opportunities for intra school events to include: world cup event (autumn), tag rugby (spring), KS2 Summerseat swimming gala (summer).	Subject lead to plan and implement 3 x intra school events aimed at opportunity for competition.	£500 (Swimming hire and transport for KS2, hire of facilities / coaches for events)	More children have the opportunity to engage in competition whether in school or beyond.	Keep building on this, as above, monitor and target groups as required to ensure equal access for all remains and is a visible priority.
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.	Continue to fund this as needed, using other transport as possible to keep costs down. (staff, parents)

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.	Maintain this and ensure variety across the year as part of curriculum design for PESSPA.
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