

# 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](#).

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## Details with regard to funding

Please complete the table below.

Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£19,500
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## Swimming Data

Please report on your Swimming Data below.

<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>Whilst at swimming children complete water safety techniques outside of the pool prior to putting into practice what they have learnt.</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 2023. Please see note above</p>	58%

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	62%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	0% recorded
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- Stoke Heath is one of the only Primary schools in the city to offer 2 years' worth of swimming.

## 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> 2020/21	<b>Total fund allocated:</b>	<b>Date Updated:</b>	
<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:
			10%
<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:

<p>All children take part in physical activities at break and lunch Children are encouraged to try activities they may not be interested in</p>	<p>Dedicated staff at break and lunch to lead activities: CV Life staff</p>	<p>£2000 (CV Life)</p>	<p>Consistency in member of staff which being on site to co-ordinate and lead break and lunch time activities has meant that a large proportion of children across the school are more physically active at these times are there are a variety of physical activities for children to take part in. This also means that children are able to access a different range of physical activities which they may not have explored before. Having these daily opportunities mean that there is a high chance that all children will engage in one of the activities at least once across the week.</p>	<p>Continue offering a wide range of new/ different physical activities at break and lunch times which are led by CV Life staff to encourage children to be physically active on a daily basis.</p>
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<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>			<p>Percentage of total allocation:</p>
			<p>6.5%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>	<p><b>Impact</b></p>	

<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:</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>
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<p><b>All pupils to have the opportunity to find and excel in a sport they enjoy</b></p>	<p><b>Children encouraged to take part in physical activity</b>  <b>Wide variety of sporting clubs offered</b>  <b>Wide variety of sports taught in PE Active Teams</b>  <b>Take part in competitions Capacity of PE team increased to enable this by continuing the contract of an apprentice</b></p>	<p><b>£1281 (% of apprentice)</b></p>	<p>Pupils have had access to a wider range of sports/ physical opportunities through both the curriculum and sports clubs. Children have the additional opportunity to take part in a variety of competitions aimed at children across all the age ranges from Year 1 upwards due to the links to School Games. Pupils continue to be delivered two hours of PE a week which has a positive impact on engagement levels and opportunities that the children are exposed to due to a larger PE team delivering the lessons.</p>	<p>New apprentice employed for the following academic year to enhance the team and bring in new ideas and skills.</p>
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<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>				<p>Percentage of total allocation:</p>
				<p>17%</p>
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:</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><b>PE team are skilled in teaching a wide variety of sports in PE including delivery of knowledge and ensuring all lessons are inclusive and allow children to develop.</b></p>	<p><b>PE team to receive development coaching is a variety of sports/ activities from a CV Life coach which will focus of delivery, coverage, knowledge, skills and the development of all children.</b></p>	<p><b>£3240 (CV Life upskilling)</b></p>	<p>As a result of this coaching it has been evident through monitoring that the children are receiving better taught lessons which has a helped improve children’s engagement levels and has resulted in a positive impact on the skills, knowledge and understanding the children have learnt and received.</p>	<p>Coaching specifically for the PE team next academic year will continue to take place and be delivered by a specialist coach from CV Life to continue support the PE team and work on their areas highlighted from this yearto support them in delivering higher quality lessons across the school.</p>



And Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				64%
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:
<b>Increased amount of children to be able to swim 25m by the time they leave</b>	<b>Y5 have weekly swimming lessons alongside Y6</b>	<b>£3500</b>	Our percentage has increased this year and the impact is positive.	This year the impact has been greater than last year as the children have consistently attended their weekly swimming lessons. Swimming will continue weekly for Year 5 and Year 6.
<b>Children experience wider range of activities</b>	<b>Younger children receive additional specialist sessions</b>	<b>£4810 Bounce and beat £1665 SoccerRockz</b>	This has supported children's fundamental movement development and exposure to different physical sports and activities as well as	The addition of bounce and beat and SoccerRocks delivering sessions to our EYFS children has continued to have a positive

			<p>increasing their gross motor skills. Grater progress in gross motor skills show children are likely to go on to have good fine motor skills which will support with their writing as they develop.</p> <p>Gross motor data for EYFS - NA – 97% NB - 84% Reception – 87%</p> <p>Fine motor data for EYFS - NA – 82% NB - 75% Reception – 83%</p>	<p>impact on children’s confidence and gross motor skills which is then having a good impact on their fine motor skills too, therefore these sessions will continue for our EYFS children.</p>
	<p><b>Wider range of clubs including street dance, gym, cross-country and cricket clubs)</b></p>	<p><b>£2504 (CV Life clubs)</b></p>	<p>Pupils were able to experience sports and physical activities that were not offered as part of the curriculum or were on the curriculum that they enjoyed and wanted to do more of. This gave our pupils opportunities to explore hidden talents and grow talents. A high number of pupils across the school were able to access physical activity clubs after school due to the amount offered each term and being free of charge for all pupils.</p>	<p>Continue offering a wider range of clubs, to encourage a larger number of children to take part. The exposure to different clubs may lead to children finding hidden talents, enjoy a different aspect of physical activity and support pupils with their engagement to complete their 60 minutes of daily physical activity.</p>

<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				2.5%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested



what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
<b>All children to take part in a sport's competition at some point in their school career</b>	<b>Take part in all available competitions Field as many teams as possible (need C teams for Gold award) Keep a record of children who have been picked previously to ensure fair representation Host competitions to enable us to include specific children/sports</b>	<b>£ 500 (Transport, equipment, entrance fees)</b>	A large number of pupils from across the school took part in competitions this year including SEND and PP pupils which gave them positive experiences of competitive sports and children with talent were nurtured. Where possible C teams were entered into competitions to grow the number of children participating but this was not always possible due to restricted numbers for competitions.	Enter more C teams into competitions next year and host competitions to widen the participation.

Signed off by	
Head Teacher:	L Kelman
Date:	July 23
Subject Leader:	R Lowe
Date:	July 23
Governor:	C Smith
Date:	July 23