



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
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Commissioned by  
**Department for Education**

Created by



**YOUTH  
SPORT  
TRUST**

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to

- Develop or add to the PESPA 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

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
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 children may swim in another year please report on their attainment on leaving primary school.	87% (Lessons in Y4/Y5 )
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	77%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	77%
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?	We have had extra teachers and staff at sessions to enable more children to gain the confidence to swim



Academic Year: 2022/23		Total fund allocated: £19010		Date Updated: July 2023		
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school						
School focus with clarity on intended impact on pupils:		Actions to achieve:		Funding allocated:	Evidence and impact:	Next steps:
<ul style="list-style-type: none"><li>Offer after school sports club (ensuring the Fair access policy is implemented).</li><li>Cycle Proficiency training offered to all Y6(L1&amp;2) - to ensure greater cycling take up and safety of pupils</li><li>Purchase of new equipment for use in sport and redesign of PE storage</li><li>- Equipment for lunchtime use to encourage more active play</li></ul>		<ul style="list-style-type: none"><li>CSF to offer clubs 3 days a week / JB sports 1 day a week in different sports through the week</li></ul>		£4500	Take up of most clubs is high with a waiting list -Children rotated where this is the case.	Continue – speak to school council about what they would like to see as extra.
		<ul style="list-style-type: none"><li>- Some funding accessed by bike ability – school staff also made available for training</li></ul>		£1000	50% of children took up the offer of the training and gained a certificate at either L1 or L2	Continue next year
		<ul style="list-style-type: none"><li>- Audit of equipment – PE lead to involve all teachers. Decide on ‘missing’ equipment – purchase and monitor use.</li></ul>		£1500	New equipment allowing for better T&L for pupils	
		<ul style="list-style-type: none"><li>- Audit and purchase new equipment</li></ul>		£1000		

**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement**

School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Run 'Sensory Circuits' to improve attendance and focus of target pupils.</li> <li>Sports coach to engage in lunchtime sessions 2 days a week to engage lower ability pupils and encourage a healthy lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>New staff member to be trained.</li> <li>SENCo to refer target pupils</li> <li>Monitor pupil participation link to participation in after school club</li> </ul>	<p>£2140</p> <p>£1800</p>	<p>Improved punctuality and attendance of pupils attending. Some children with EBD included which has had a positive impact on the start of the day.</p> <p>Children responded positively to coach particularly those involved in after school clubs</p>	<p>Consider linking to choices group for 2023/24</p>

### Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Ensure PE lead trained to monitor PE standards across school – This will allow for strategic planning for the future to improve provision in school</li> </ul>	<ul style="list-style-type: none"> <li>PE lead to locate and attend course. Learning to be applied in school.</li> </ul>	£500	PE lead able to offer advice and guidance this has led to a new curriculum being adopted for 2023/24	Monitor use and training needs of staff using new Get Set 4 PE curriculum

### Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Continue to develop the 'gardening' zone in school. - Children to recognise the wellbeing offered by gardening; improvement in behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>Club to continue and possible expand.</li> <li>Offer EBD children gardening as an intervention/reward</li> <li>Equipment to be audited – new equipment purchased as necessary.</li> <li>Plants etc purchased for beds</li> <li>Staff to plan into curriculum</li> </ul>	£1030	Gardening offers the children an opportunity for children to connect to nature. This has been good for those with anxiety issues. It has encouraged the attendance of some pupils struggling with school attendance.	New Pastoral TA to offer sessions/times in the garden as a way to connect and support the pupils
<ul style="list-style-type: none"> <li>Offer Sports impact days for each year group.</li> </ul>	<ul style="list-style-type: none"> <li>Y4 outdoor adventure day at Hautbois for a day</li> </ul>	£2800	Very successful. Children who normally do not enjoy PE had a good day experiencing, Orienteering, den building and climbing	Consider extending to Y3 and Y5 (Y6 already have a residential)

## Key indicator 5: Increased participation in competitive sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>School to participate in SSP (school games) events or other organised sports days: increased number of pupils participating.</p> <p>Competitions to include:</p> <p>Cross country</p> <p>Athletics – indoor and outdoor</p> <p>Tag Rugby</p> <p>Tri-golf</p> <p>Football</p>	<ul style="list-style-type: none"> <li>• Staff to attend events and transport</li> <li>• Monitor closely with regards to pupils selected (AM/JH)</li> </ul>	£2750	<p>Children enjoy taking part – some events we won some we sent ‘development teams’ to take part but children performed well.</p> <p>Access to supply to cover staff was in issue at times</p>	Continue to engage where possible.