

# 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.	£18,749.69
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## Swimming Data

Please report on your Swimming Data below.

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>	
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 2020. Please see note above	%
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	%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	%
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.

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:	
			69%	
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:
Sports coach to work alongside, and train, Year 6 Sports Leaders to provide sports activities for children across school to take part in at lunch times	<ul style="list-style-type: none"> <li>EY to meet weekly with Sports Leaders</li> <li>EY to work alongside Sports Leaders 5 lunch times per week</li> </ul>	£6,206.50	26 Year 6 children (60% of cohort) completed the Sports Leader programme during academic year 2022/23. They developed skills of independence, teamwork and leadership, with a number expressing their desire to want to go on to teach as a direct result of their work as a Sports Leader. 100% of children in school were given the opportunity to take part in regular physical activity at lunch times, through directed activities led by the Sports Leaders.	Introduce directed activities, led by Sports Leaders, at break times in addition to the provision offered at lunch times

Provide mentoring opportunities for children who find it hard to engage with the academic demands of the classroom to see that sporting skills and values can help them in this way too	<ul style="list-style-type: none"> <li>JC (Brighter Futures Through Sport) to work 1:1 with specified children throughout the year</li> <li>EY to run weekly group sessions of 'Watch Me Rise' programme</li> </ul>	<p>£4,485 to cover costs of JC sessions</p> <p>£1,241.50 to covers costs of EY sessions</p>	Resilience, confidence and self-esteem levels increased in children who participated in both of these programmes, alongside attitudes to academic work in classrooms.	<p>Introduce Watch Me Rise programme with KS1 aged children to hopefully make an earlier intervention when signs of lacking in resilience and self-esteem are noticed</p> <p>Track in a more structured way the impact that these interventions are having on children</p>
Provide opportunities for children across school to take part in extra-curricular sports clubs, that cover a wide range of sporting activities and skills, alongside offering a variety of sports at lunch times through the work of the Sports Leaders	<ul style="list-style-type: none"> <li>Staff to run weekly extra-curricular school sports clubs for both KS1 and KS2</li> <li>Sports Leaders to lead lunchtime activities</li> </ul>	£957 to cover costs for EY to lead football training	30 opportunities for children to take part in extra-curricular sports clubs/activities were offered across 2022/23. 7 specific sports clubs were offered (some were repeated in multiple terms due to popularity) with others being multi-sport clubs, offering a wide range of sports across the course of each term, for both KS1 and KS2.	<p>Extend offer of structured activities to include breaktimes as well as lunch times</p> <p>Continue to offer a wide range of sporting opportunities through extra-curricular programme</p>
<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:
				13.5%
<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>Ensure that implementation of Sports Premium spending is impacting on wider school life</p>	<ul style="list-style-type: none"> <li>• HL to undertake regular monitoring – staff, pupil, parent voice etc.</li> <li>• Feedback to SLT and governors</li> </ul>	<p>Part of whole school monitoring time</p>	<p>The opportunity for direct monitoring on the impact of the PE and Sport Premium wasn't possible during 2022/23, however it is a priority for the Autumn 1 half term of 2023/24.</p>	
<p>Sports Leaders scheme used to teach children values of responsibility, team work, supporting others etc., which will in turn lead to using these skills in other areas of school life</p>	<ul style="list-style-type: none"> <li>• Sports Leaders to earn 'Farnsfield Pounds' for their work</li> <li>• Hoodies purchased for Sports Leaders</li> </ul>	<p>£2,000 to purchase items for Sports Leaders shop  £525 to purchase Sports Leaders hoodies</p>	<p>Sports Leaders are proud of their work and their role in school, including the wearing of their Sports Leader hoodie! They recognised the impact of their work on other children and the realisation that their hard work led to the rewards of the Sports Leader shop at the end of the year. Skills developed through the Sports Leader programme were seen throughout other areas of school life.</p>	<p>Introduce pupil impact survey for Sports Leaders to complete at the completion of the programme, highlighting impact taking part in the programme has had on them. Look to facilitate something similar for parents/carers of these children too.</p>
<p>Sporting achievements recognised in whole school Collective Worship</p>	<ul style="list-style-type: none"> <li>• EY to award a 'Rainbow Award' as part of weekly whole school celebration Collective Worship to someone who has displayed school values through PE/lunch time activities each week</li> <li>• Medals/certificates received due to participation in sporting events and competitions to be presented during Collective Worship</li> </ul>	<p>No cost</p>	<p>Children strive to achieve 'Mr Yates' award' in Rainbow Worship and recognise the sense of achievement that they have been chosen by him out of all the children in the school. With parents in attendance at Rainbow Worship, this awarding of this award highlights the importance of PE and sport to our parents/carers.</p>	<p>Continue to keep social media and website up to date with sporting achievements – both in school and out of school</p>

Keep PE board in the hall up to date with everything that is going on in relation to PE and Sport	<ul style="list-style-type: none"> <li>HL to use some of subject leader release time to update</li> </ul>	Part of HL release time	Anyone who visits our school sees the display in the hall and the prominence of PE and sport. Shows the priority we place on the subject and also the additional sporting opportunities offered.	Keep the board as up to date as possible
Regular items in school newsletter and on Twitter alongside PE and Sport page on new website	<ul style="list-style-type: none"> <li>Sporting successes of children outside of school to be shared</li> <li>PE and Sport activities taking place at school to be shared</li> <li>New page on school website added to highlight our PE and sport offer</li> <li>PE curriculum page on website to be updated</li> </ul>	No cost	Social media and the website give a clear view to people outside of school the importance we place on PE and sport.	Keep as up to date as possible

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				1.3%
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:
Increase staff confidence in the teaching of PE	<ul style="list-style-type: none"> <li>'Subject in the Spotlight' PD meeting led by HL and EY <ul style="list-style-type: none"> <li>Share priorities for development in curriculum teaching with staff</li> <li>Opportunity for EY to share specialist knowledge with staff</li> </ul> </li> </ul>	£250	Staff survey outlined the enjoyment of Sports Week and the opportunity it gave for trying out teaching new things. Through pupil survey, majority of children shared their love of their PE lessons.	Monitoring to take place during Autumn term of 2023/24 regarding the quality of teaching and learning in PE to lead staff CPD focus during Spring and Summer terms. Pupil survey regarding content knowledge – 'What

	<p>and for them to ask questions</p> <ul style="list-style-type: none"> <li>• Whole school Sports Week giving CPD opportunities for staff to try out teaching new sports, without the 'pressure' of teaching it as a curriculum topic</li> </ul>			do they know?
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				14.1%
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:
Whole school Sports Week to provide all children with the opportunity to try out a range of different sports	<ul style="list-style-type: none"> <li>• Wide range of sports activities to be provided throughout the week by both internal and external providers</li> </ul>	£2,000 to cover costs of Sports Week, including purchase of equipment and staff additional hours	<p>Through pupil survey, children shared enjoyment of Sports Week and also through conversation. Emails and other communication with parents sharing the positive impact Sports Week had had on their children.</p> <p>28 different sports offered to FS children during Sports Week. 44 different sports offered to KS1 children during Sports Week. 45 different sports offered to KS1 children during Sports Week.</p>	Continue to develop Sports Week and increase variety where possible.



<p>Provide children with the opportunity to learn the life-long skill of safely riding a bike</p>	<ul style="list-style-type: none"> <li>• Bikeability sessions provided for children throughout KS2</li> <li>• Balance bike sessions for all Foundation children</li> </ul>	<p>£639 to cover costs of Foundation sessions</p>	<p>100% of Foundation children learnt basic skills in the riding of a bike.</p>	<p>Build upon this through Bikeability scheme in KS2.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
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:
Provide school football teams to take part in competitive matches	<ul style="list-style-type: none"> <li>EY to provide weekly training sessions for school football teams for UKS2</li> <li>JC to provide football training sessions for LKS2</li> </ul>	£957	Over 40 KS2 children regularly taking part in weekly football training. Development squad introduced to give opportunity for children who otherwise wouldn't have the opportunity to play football competitively, either inside or outside of school. All squad teams were involved in competitive matches over the course of the year. Increased competition for places in the first team, led to increase in development of these players. Girls team came runners up in local cup competition.	Continue to develop the 'Farnsfield St Michael's Football Academy' and continue to offer opportunities for more children to take part in competitive sport.
Provide opportunities for children to take part in a wide variety of competitive sporting events	<ul style="list-style-type: none"> <li>Membership of Newark &amp; Sherwood School Sports Partnership</li> <li>HL to attend regular family of schools PE subject lead meetings with Simon Mitchell to keep up to date with latest events</li> </ul>	No cost	Due to not having an official SGO in place, for our district, opportunities were limited to take part in a wide variety of events, due to lack of opportunities available. However, we were able to take part in Sports Hall Athletics, Handball and Cricket competitions.	If lack of offer of events continues with SGO, seek out further opportunities to participate in a wider range of competitive events.

Whole school Sports Week to provide opportunity for inter-house competitions	See Key Indicator 4		
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Signed off by	
Head Teacher:	<i>Louise Carpenter</i>
Date:	30.09.21
Subject Leader:	<i>Helen Lewis</i>
Date:	30.09.21
Governor:	<i>Louise Watson</i>
Date:	04.10.21