

# 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](#).



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£19,268
How much (if any) do you intend to carry over from this total fund into 2022/23?	£3,700
Total amount allocated for 2022/23	£20,800
Total amount of funding for 2022/23. To be spent and reported on by 31 <sup>st</sup> July 2023.	£20,800

## 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>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 2020.</p> <p>Please see note above</p>	57%
<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>	57%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	57%
<p>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?</p>	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.

<b>Academic Year:</b> 2020/21		<b>Total fund allocated:</b> £19,268		<b>Date Updated:</b> 16/12/2022	
<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: 22.6%
<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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<ul style="list-style-type: none"> <li>To offer cycling for all pupils to develop their cycling skills across the school.</li> <li>To enable more staff to lead cycling so more pupils have access to cycling in addition to PE Enrichment.</li> <li>To ensure all staff leading cycling are qualified.</li> <li>To promote cycling across the school as an activity that can be undertaken outside of school.</li> <li>To engage all pupils in physical activity and build their upper body strength as proposed by the Early Years National Curriculum.</li> </ul>		<ul style="list-style-type: none"> <li>Implement the Bikeability and Ride4Life Programme for all pupils.</li> <li>Offer the Bikeability course to staff.</li> <li>Purchase an outdoor climbing frame for the primary playground to be accessed during play and PE lessons.</li> </ul>		£1,700  £1,500  £1500	
				12 pupils were developing skills to be able to learn to ride on the road. 9 pupils who were unable to ride are now able to ride pedal bikes. All other pupils are developing balance skills and basic cycling skills on glide bikes or trikes.  There are now 4 trained staff able to deliver cycle training which means more pupils will develop the skills of learning to ride.  The climbing frame has enabled pupils to develop upper body strength in line with curriculum developments.	
					Sustainability and suggested next steps:  More Born2Ride training and staff training to develop cycling across all year groups.  The playground equipment can be used in play but also in PE lessons.
					Percentage of total allocation:

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				4.3%
Intent	Implementation		Impact	£900
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:
<ul style="list-style-type: none"> <li>To train more staff in Sherborne Development Movement.</li> <li>To promote and support resilience and wellbeing for the pupils at Ifield.</li> <li>To create more movement experiences that are fundamental to the development of all pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Offer Sherborne training to staff interested in promoting movement development across the school.</li> </ul>	£900	Sherborne training allows teacher and teaching assistants to develop physical literacy in the classroom and during PE lessons. The movement develops pupils' understanding of how the body works and closes the gaps in physical development by allowing the pupils time to process and develop their body movement and movement awareness.	Training new staff and refresher training for trained staff will be required. Train an Ifield staff member to become a trainer.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10.4%
Intent	Implementation		Impact	£2,179
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:

<ul style="list-style-type: none"> <li>To lead after school Sports Clubs.</li> <li>To increase staff confidence in order to lead Rebound Therapy.</li> <li>To provide opportunities for movement, therapeutic exercise and recreation for people across the whole spectrum of special needs.</li> <li>To provide access to equipment and apparatus for rebound to take place more regularly for individuals.</li> <li>To enhance cross curricular activities with drumming and PE activity.</li> </ul>	<ul style="list-style-type: none"> <li>Therapy training to provide the exercise and movement opportunities for pupils.</li> <li>Use of specialist rooms, such as Rainbow Room.</li> <li>Utilise VI training to support specific pupils during PE lessons.</li> <li>Incorporate Drumfit into PE lessons.</li> </ul>	<p>£280</p> <p>£1899</p>	<p>Pupils can access Rebound Therapy within their classroom as the sports hall is often in use. Another member of staff gained qualification bringing the total of 4 staff trained. Rebound Therapy allows pupils who are not able to access trampolining due to physical or cognitive barriers. It has allowed physical and communication development.</p>	<p>Additional staff to be trained in 2023.</p> <p>Annual renewal for Drumfit if deemed appropriate.</p>
--	--	--------------------------	---	---

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation:  
53.8%

Intent	Implementation		Impact	£11, 192
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>Additional achievements:</p> <ul style="list-style-type: none"> <li>To use outside agencies to deliver high quality PE.</li> <li>To provide a whole school impact to develop inter and intra competition.</li> <li>To create further</li> </ul>	<ul style="list-style-type: none"> <li>Employ an outside coach from Charlton Athletic to enhance football across the school as well as health and wellbeing opportunities.</li> <li>Use MEAPA Gymnastics centre to provide high</li> </ul>	<p>£5,000</p> <p>£6,192</p>	<p>The coach from Charlton Athletic has provided football development throughout the school. He has also been able to deliver other curriculum activities, including handball, which develops the cross over in adapting one activity or sport to another.</p>	<p>Once restrictions lift them more classes will be able to access the sport.</p> <p>Once clubs resume, football club will recommence creating a good football team to take to competition.</p>

<p>opportunities for health and wellbeing.</p> <ul style="list-style-type: none"> <li>To provide sports links to the community.</li> </ul>	<p>quality gymnastics to the pupils in an appropriate and specialist gymnastic setting.</p>		<p>Pupils attending MEAPA have developed balance, coordination, control and accuracy in movement as well as developing a good physical literacy which can be adapted to other physical activities.</p>	<p>This is an ongoing programme that primary classes will continue to access in the future.</p>
--	---	--	--	---

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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:
<ul style="list-style-type: none"> <li>To develop accessible sports for pupils with all needs to access and compete in both inter and intra competitions. The sport is a great leveller for pupils finding other sports more challenging and can therefore compete with confidence.</li> <li>To further develop Boccia across the school and increase accessibility utilising the spaces within the school building.</li> </ul>	<ul style="list-style-type: none"> <li>Provide staff with Boccia training in order to develop the sport across the school.</li> <li>Host a Boccia competition at Ifield.</li> <li>Take part in Boccia competitions across the county.</li> <li>Take Part in the Kent Schools Disability Games.</li> </ul>		Pupils have been able to attend several boccia competitions throughout the year. The training delivered on the day was funded and staff were taught the rules and how to referee the game.	New equipment and further staff training.

Signed off by	
Head Teacher:	Maddie Arnold-Jones
Date:	22/12/2022
Subject Leader:	David Rose
Date:	16/12/2022
Governor:	Stephen Humphries
Date:	23/12/2022