

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the  
Department for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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.

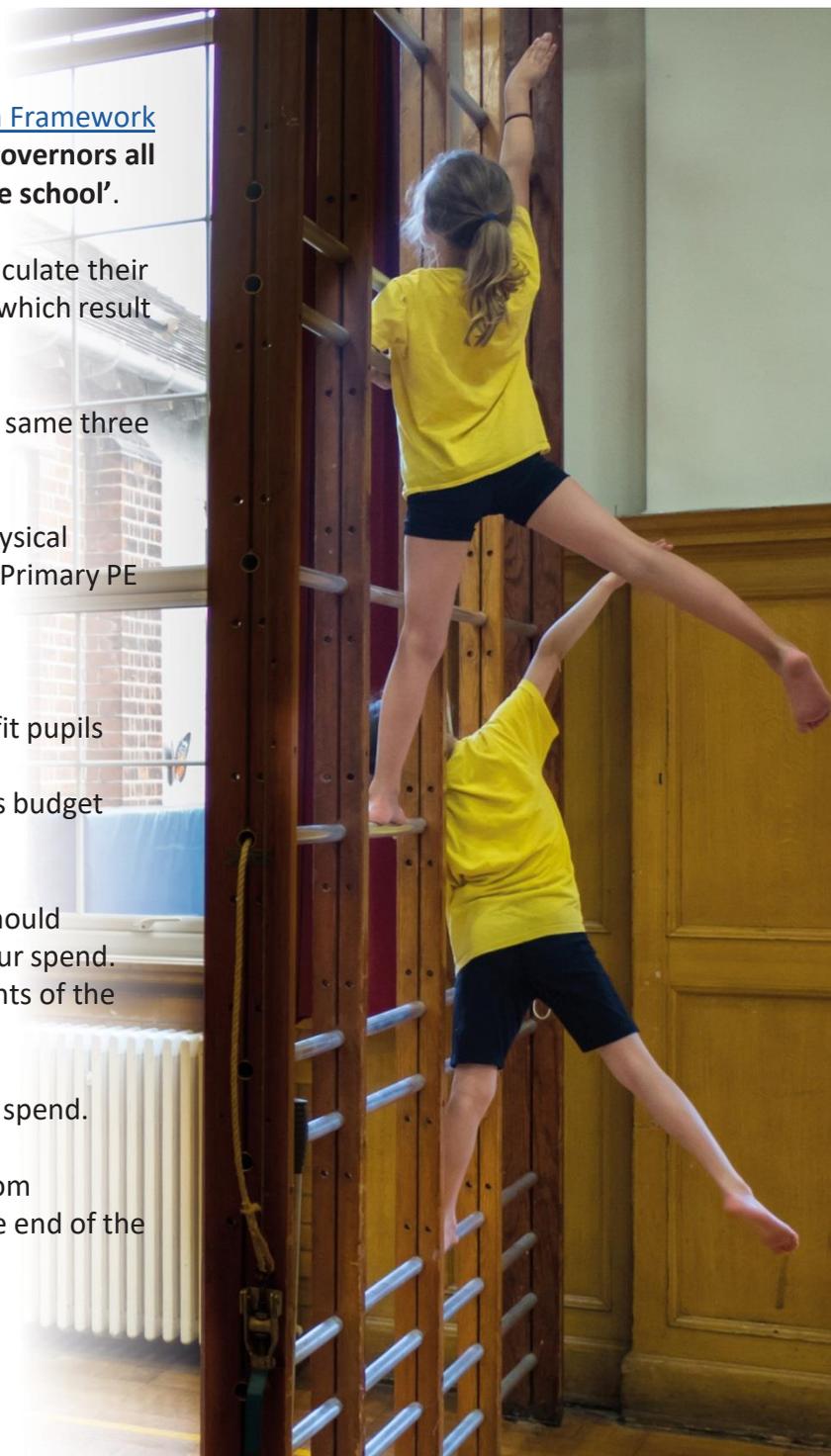
Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- 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 2020/2021, as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31<sup>st</sup> July 2022** at the latest.



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 2022. To see an example of how to complete the table please click [HERE](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• PE planning scheme bought into to support effective teaching of the PE curriculum.</li> <li>• New resources were bought to enhance PE provision.</li> <li>• A streamlined curriculum to provide a good physical education progress across the school.</li> <li>• Offer a variety of extra-curricular activities, which have been well attended overall this academic year.</li> <li>• Engaged a higher percentage of the least active children- SEN lunch club and inclusive PE lessons.</li> <li>• Sports leaders implemented to support lunchtime clubs.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in a wider variety of sporting competitions- No local SGO, therefor limited competition interaction. New SGO in place for 22/23.</li> <li>• To ensure all children are accessing structured physical education and sport opportunities.</li> <li>• Work closely with lunchtime supervisors to ensure they are confident and provided with resources to promote physically active lunchtimes- Currently on a programme trial for an active school's programme, will continue to use with further development to enhance the knowledge of the supervisors.</li> </ul>

Did you carry forward an underspend from 2020-21 academic year into the current academic year?

NO

**Total amount carried forward from 2020/2021**     £.....  
**+ Total amount for this academic year 2021/2022**     £..18,720...  
**= Total to be spent by 31st July 2022**                     £.18,720....

<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 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 2022.</p> <p>Please see note above.</p>	85%
<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>	63%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	63%
<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.

Academic Year: 2021/22		Total fund allocated:		Date Updated: July 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:
					53%
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?:	
<p>It is our intent at Wycliffe CE Primary School to teach children life skills that will positively impact on their future.</p> <p>We aim to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical activities.</p> <p>We want to teach children how to cooperate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values.</p>	<ul style="list-style-type: none"> <li>• Employ PE specialist to provide CPD for PE with class teacher and lead new initiatives to continually assess and improve PE throughout school.</li> <li>• Continue to offer after school activities for exercise/engagement in physical activity.</li> <li>• PE Lead to arrange games and activities over lunch to engage those who do not normally participate in sports- Inclusive Calm club.</li> <li>• PE planning scheme bought into.</li> <li>• To offer a varied PE curriculum to ensure all pupil interests are catered for.</li> </ul>			<ul style="list-style-type: none"> <li>• Pupils have further opportunities to develop skills and improve fitness.</li> <li>• Pupil's confidence improved when participating in physical activity.</li> <li>• Pupils engaging in more physical activity during playtimes.</li> <li>• Active schools programme allowing children to be less sedentary within lesson and school day.</li> <li>• Bikeability – council initiative but provided children with physical activity.</li> <li>• Varied After School Clubs to engage a range of students.</li> </ul>	
				Sustainability and suggested next steps:	
				<ul style="list-style-type: none"> <li>• Structured physically active lunchtimes.</li> <li>• Continuation of full allocation of curricular PE within school.</li> </ul>	

	<ul style="list-style-type: none"> <li>To embed a 'do your best' culture into sporting activities to ensure pupils are confident to try new activities and are not judged on ability.</li> <li>To purchase and maintain sporting resources (non-capital) and ensure pupils have frequent opportunities to use it.</li> </ul>			
--	--	--	--	--

<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:
				9%

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:
All staff will be aware of PESSPA training opportunities and website.  Quality resources will improve teaching and raise the profile of PE in school and enhance positive participation/enjoyment in PE.	<ul style="list-style-type: none"> <li>External PE specialist will signpost relevant training for all staff.</li> <li>Staff to be frequently updated on PE units of work and encouraged to incorporate Physical education into their lessons.</li> <li>PE planning scheme to support all staff to raise the profile of PE across the whole school.</li> </ul>		<ul style="list-style-type: none"> <li>Pupil general understanding of Physical education increased.</li> <li>Display boards to represent learning across the whole school during the academic year.</li> </ul>	<ul style="list-style-type: none"> <li>To ensure staff have unit and lesson plans for all units of work.</li> <li>Keep display boards up to date and refer to them when teaching.</li> </ul>

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				35%

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
<p>Our curriculum aims to improve the wellbeing and fitness of all children at Wycliffe CE Primary School, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes.</p> <p>Within our lessons, children are taught about self-discipline and that to be successful you need to take ownership and responsibility of your own health and fitness.</p> <p>Our impact is therefore to motivate children to utilise these underpinning skills in an independent and effective way in order to live happy and healthy lives.</p>	<ul style="list-style-type: none"> <li>• PE specialist will tailor and deliver CPD to staff to ensure consistent, confidently led PE is on offer for all children.</li> <li>• To offer a varied PE curriculum to ensure staff have the opportunity to lead PE lessons that complement their skills and knowledge.</li> <li>• PE specialist to provide teachers and sport leaders with resources.</li> </ul>		<ul style="list-style-type: none"> <li>• Teacher's strengths will be utilised so they will have confidence to deliver the curriculum to all pupils.</li> <li>• Staff have an improved understanding of PE units of work but need to continue this within the next academic year.</li> <li>• Teachers will have the opportunity to share ideas and resources with staff.</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure staff have unit and lesson plans for all units of work.</li> <li>• Increase confidence across all staff to deliver high quality PE.</li> </ul>
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				%
<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>Additional achievements: To provide opportunities for children to engage in extra-curricular activities during and after school, in addition to competitive sporting events.</p> <p>This is an inclusive approach which endeavours to encourage not only physical development but also well-being.</p>	<ul style="list-style-type: none"> <li>• Consult with pupils on what they would like to see on offer.</li> <li>• Develop the lunchtime activity clubs to be inclusive, consistent, and regarded as fun by all pupils.</li> <li>• To offer the opportunity for pupils to attend a summer holiday sporting camp.</li> </ul>		<p>The level of physical activity will increase over school and in particular for those who do not normally seek out 'sports.</p> <p>Trial of the active school programme to increase PA within the school day.</p>	<ul style="list-style-type: none"> <li>• Continuation of a varied PE curriculum.</li> <li>• Consultation of student voice of what they would like to attend in after school clubs.</li> </ul>
---	---	--	---	---

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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:
To increase the school's participation in local events and competitions.	<ul style="list-style-type: none"> <li>Due to lack of local school games organise and transport, very limited participation in competitions. New SGO to be in place for sept 22.</li> </ul>		<ul style="list-style-type: none"> <li>Attended two external sporting events.</li> </ul>	<ul style="list-style-type: none"> <li>To engage in games and inter school competitions.</li> </ul>

Signed off by	
Head Teacher:	Denise Baxter
Date:	July 2022
Subject Leader:	Emily Parkinson
Date:	July 2022
Governor:	
Date:	