

# 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 the previous year, as well as on the impact it has on pupils’ PE and sport participation and attainment.

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 2022/23	£765.03
Total amount allocated for 2023/24	£16,935
How much (if any) do you intend to carry over from this total fund into 2024/25?	£0
Total amount allocated for 2024/25	£17,660
Total amount of funding for 2024/25. To be spent and reported on by 31st July 2025.	£17,660

## 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 2021.</p> <p>Please see note above</p>	90%
<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>	90 %
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	30 %
<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>	Yes

## 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: 2023/24		Total fund allocated: £17700.03		Date Updated: July 2024	
<p><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</p>					Percentage of total allocation:
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 Coaches – brought in to offer a wide range of sports opportunities for all classes on a fair rotation. IMPACT: engagement of pupils in a wider range of sports. Additional activity time to their 2 hours of PE a week.	Engaging all pupils in activities.		£9190	All pupils within school engage in regular sports activities.	Sustainable provided funding remains in place. Provides addition to their 2hrs of PE per week
Daily Mile Challenge – undertaken on a regular basis by all pupils. BBC Supermovers programme used alongside this when it is not safe to carry out effectively. IMPACT: increased levels of fitness, and pupils strive to improve their personal bests.	Participation of all pupils in regular physical activity.		£0	Children engage well with the daily mile and Supermovers activities. Children strive to improve their own personal goals through the daily mile challenge.	To have an increased emphasis on movement within the year focussing on these
Playground maintenance. Regular inspection of the school's sports equipment to ensure it is safe for use at all times for all pupils. IMPACT: outdoor and indoor equipment available and safe to use.	To offer a range of activities for the participation of all pupils in regular activity. Also includes markings for race tracks etc for athletics.		£1438.80	Safe to use equipment.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
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:
Gymnastics sessions with the local club coach. IMPACT: increased awareness of other clubs around school and summer camp activities. Opportunities to try new sports and participate in multiskills activities.	Develop pupils core strength and stamina for physical activities. Enable pupils to try new sports and signpost to out of school clubs. Engaging all year groups. Staff CPD also carried out.	£950	Improved staff coaching. Increased awareness of other clubs around school and summer camp activities. Opportunities to try new sports and participate in multiskills activities.	To be used within lessons and as part of regular activity. Signpost to clubs within the local area.
Celebrations of achievements through whole school celebration worships. Presenting certificates and displaying team photos on sports board and website. IMPACT: pride and team spirit. Children demonstrate key values.	Maintain presentation of certificates and medals.	£0	Children have pride in their achievements. Parents hear how good the children have been as ambassadors for the school.	Sustainable as part of the CSSN membership
Sports Partnership – Medals, trophy, certificates IMPACT: access to a wide range of level 2 and 3 events with medals, trophies and certificates being presented.	Pay into the CSSN.	£350	Children thrive on the challenge of seeing their peers at regular sporting events. Children have determination to achieve and display the school sports values.	Sustainable provided funding remains in place
Swimming lessons for a targeted group of non-swimmer or beginner level swimmers. Small group focus to teach skills and increase confidence. IMPACT: significant progress in ability seen and confidence levels in water increased.	Increase number of KS2 pupils able to swim 25m and increase confidence of non-swimmers. Links created to local pools for children to continue this over the summer holidays.	£1457.93	Children have more confidence in the water. Signposts have been made to accessible swimming opportunities outside of school.	Sustainable provided funding remains in place
Rugby sessions with Kingsholm. IMPACT: increased awareness of other clubs around school and summer camp activities. Opportunities to try new sports and participate in multiskills activities.	Develop pupils core strength and stamina for physical activities. Enable pupils to try new sports and signpost to out of school clubs. Engaging all year groups. Staff CPD also carried out.	£550.	Improved staff coaching. Increased awareness of extra clubs. Opportunities to try new sports and participate in multiskills activities.	To be used within lessons and as part of regular activity. Signpost to clubs within the local area.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
Glos Rugby Sessions for KS2 pupils. IMPACT: increased understanding of wider sporting attitudes and how roles can be vast within a team environment.	Development of understanding of mental attitudes as well as the need to be physically fit to engage. Core values taught each week and implemented through physical sessions.	Allocated above	Improved staff coaching and knowledge to support those less engaged through alternative roles. Increased awareness of other clubs in the community.	Wider range of roles available to pupils within sport. Staff knowledge to support these wider roles. Signpost to clubs within the local area.
Vault Gymnastics sessions for Y5. IMPACT: increased understanding of skills, routine and wider clubs to access.	Development of understanding of mental attitudes as well as the need to be physically fit to engage. Core values taught each week and implemented through physical sessions. Development and progression of skills taught throughout		Improved staff coaching and knowledge to support those less engaged through alternative roles. Increased awareness of other clubs in the community.	Wider range of roles available to pupils within sport. Staff knowledge to support these wider roles. Signpost to clubs within the local area.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
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:
Wider range of equipment available for lessons and afterschool clubs	Engaging all pupils in physical activity throughout the day	£716.88	Wider choice of clubs available to them and equipment to support.	Sustainable provided funding remains in place
Interschool fixtures and development opportunities. Chances for pupils to engage in competitive sports and	Engaging pupils in a wide range of competitive and development opportunities. Also CPD for the staff members	£401.12	A range of competitive and developmental opportunities for pupils to engage with sports.	Sustainable provided funding remains in place, supported by the school sport network.

development activities.  IMPACT: wider access to sports and competition.  Sports crew training. Leadership opportunities for sports crew to learn new skills then return and deliver these to their peers.  IMPACT: leadership opportunities.	attending these events.  Engaging pupils in the wide roles of sport. Also CPD for the staff members attending these events	£481.50	Children equipped with leadership skills to then implement back at school	Sustainable provided funding remains in place
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**Key indicator 5: Increased participation in competitive sport** Percentage of total allocation:  
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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:
Continue to attend events organised by CSSN, festivals and tournaments. IMPACT: Children involved in competitive sport. More children can enter because not restricted by rules on maximum number of teams and new development opportunities.	Pay CSSN membership - Provide transport – hire of coaches & minibus - Extra staffing to supervise children at events - Organize and carry out	Allocated above	Children attend sports competitions – registers	Sustainable provided funding remains in place and opportunities are available.
To continue to employ sport coordination to arrange fixtures and transport. IMPACT; enables children to attend events.	Allow time to facilitate competition entries. Develop effective communication strategies with parents to support this.	£1128.77	Evidence of effective use as all pupils with KS2 took part in at least 1 event representing the school this year.	Sustainable provided funding remains in place and opportunities are available and continued parental support.
Transport – pay for transport to allow large groups of children to attend events. IMPACT; children are able to participate in events.	Fund with parental transport where possible, but not appropriate for larger groups which need funding.	£1035	Most events covered through parent support however larger events such as district sports requires larger transport arrangements.	Sustainable provided funding remains in place and opportunities are available.
Continue with Intra, Inter and district sports events. IMPACT; children develop understanding of competitions, children compete against other schools and earn places at regional and national events as a result.	Continue to develop competitive elements within lessons, supported by within school competition through to national events.	Part of CSSN	All pupils to participate in an event to represent the school before leaving year 6.	Sustainable within school and provided funding remains in place and opportunities are available.

Support pupils with out of school sports developments and celebrate their achievements. IMPACT; allows pupils to share their achievements and time to train and compete where needed.	To continue to celebrate achievements and support progress	£0	Out of school sports participations include local and county selections in running, gymnastics, cricket, football and swimming	N/A
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Head Teacher:	G Soutar
Date:	July 2024
Subject Leader:	C Howard
Date:	July 2024
Governor:	M Baker
Date:	July 2024