

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool



Commissioned by



Department  
for Education

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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 2021/2022	0
Total amount allocated for 2022/2023	£17,130

## 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.

**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**

What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?

76%

**N.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]?

76%

Please see note above

**What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?**

100%

Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity **over and above** the national curriculum requirements. Have you used it in this way?

Yes. Identified pupils in Year 6 will continue to swim in the Spring and Summer Term 2023 (having had a term of swimming in Autumn 2022 and a year previously last year in 2021/ 2022). Whilst these identified pupils are not at ARE, this provision will act as a key intervention for those most at need.

## 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> 2022/2023		<b>Total fund allocated:</b>	<b>Date Updated:</b> 13.09.23
<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: 50% (£8,865)
Intent	Implementation	Impact	Sustainability & Next Steps
<p><b>Greater focus on healthy lifestyles through physical activity.</b></p> <p>All pupils to participate in increased physical activity throughout the day in order to boost fitness levels, tackle rising pockets of obesity, ensure that concentration levels are increased and ensure that pupils are ready for learning.</p>	<p>Sports Specialist to work with all classes weekly to raise the profile of fitness and expose pupils to a range of fitness sports activities and games that can be played at break time and dinner. This is an additional PE session (on top of the 2 hour curriculum allocation) focused on increased physicality.</p> <p>Lunchtime Leaders to incorporate fitness based games on a rolling programme to increase physicality, exposing pupils to a broader range of sports and activities.</p> <p>Class teachers to incorporate transition fitness and movement tasks as part of the daily routine. E.G. Go Noodle, Brain Breaks, Settling tasks, Transition Dances, The One Mile Happy Walk and The Daily Mile.</p>	<p>100% pupils are participating in physical activity in addition to the 2 hours curriculum allocation.</p>	<p>Profile raised for healthy lifestyles through physical activity.</p> <p>Continue to create a culture of active lifestyles throughout school.</p>
<p>Personalised intervention for pupils requiring additional support to bridge gaps and improve agility, balance and coordination (which in turn will impact on wider curriculum outcomes).</p>	<p>Staff member deliver targeted support interventions.</p> <p>Healthy Lifestyles club to support those least engaged.</p> <p>PE oracy group established to promote communication and oracy.</p>	<p>Provision Maps and timetables identify which pupils need personalised interventions and support. These are regularly updated (half termly) following impact monitoring.</p>	<p>Continue to deliver bespoke interventions based on need.</p>

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	Dough disco to be used as an intervention to improve fine and motor skills.		
	Additional swimming sessions for pupils in Year 6 who require additional coordination support to increase confidence and ability in this important life skill.		
After school clubs and deliberately varied provision for pupils to opt into as additional fitness based sessions at the end of the school day (Multi Sports Club/ Activities and Wheelie - bike, scooter, go kart, roller skate club).	Rota of staff internally and externally (Chesterfield Football Club) for pupils to build positive relationships with and have as sporting role models.  Deliberate exposure to different physical activities (solo as opposed to team) as part of the Wheelie Club offer).	Pupil voice and pupil registers monitoring engagement levels. This will be used to inform future after school sporting enrichment offer.	
<b>Key indicator 2: The profile of PESSPA (Physical Education, School Sport and Physical Activity) being raised across the school as a tool for whole school improvement – In addition to the efforts above:</b>			Percentage of total allocation: 20% (£3,426)
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	
Increase PE Curriculum time to 2 hours per week (inclusive of an indoor and outdoor slot).	Development of a new mixed year group PE Progression Grid which breaks down the NC component skill strands.	A robust Long Term Plan will be in place by the end of the year which closely aligns with the PE Progression Grid and provides clear sequencing.	Clear knowledge and skills progression plan in place to ensure children are building what they already know and can do.
Prioritising a long term strategic plan to improve swimming attainment across Key Stage Two.	Increasing the amount of pupils across Years 4,5 and 6 who are accessing swimming as part of the curriculum in order to increase the percentage of pupils reaching ARE as a result of earlier teaching and identification of needs.	The overall attainment percentage for swimming has increased.	Continue to provide 'top up' sessions for disadvantaged pupils.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>			Percentage of total allocation: 20% (£3,426)
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	

<p>Carefully placed, high quality staff CPLD alongside the TEAM PE Champion and Chesterfield Town Football Club</p>	<p>Block sessions of CPLD expert/ teacher coaching and paired teaching sessions. Clear remit in terms of CPLD gaps- planning sequentially (taking the Progression Grid skills statements into a sequence) and assessment. Multi Sports CPLD sessions (Chesterfield Town) Gymnastics and Apparatus CPLD sessions (TEAM PE Champion)</p>	<p>Strong external links have been created with external sporting agencies.  100% of teachers (via staff voice) identify a confidence increase in terms of the planning, teaching and assessment of PE.</p>	<p>Continue to link with pro sports to offer a range of extra curricular clubs.  Continue to identify and offer CPLD where appropriate to raise standards.</p>
<p>Prioritise the training of staff in order to deliver specialist activities and interventions to support pupils with SEND whereby physical development (including fine and gross motor skills) are a barrier to wider curriculum learning.</p>	<p>Deliver intervention sessions as part of wider SEND Provision Mapping. All Teaching Assistants to access bespoke Lego Therapy to support fine motor and communication skills.  Zone of regulation training to mirror sensory and physical therapies provision that key identified pupils with SEND receive out of school.</p>	<p>During the course of this year, the school's therapies room will be completed and will cater for the sessions. Specialist equipment such as sensory, hammocks, mini trampoline etc will be available. This space will be aligned with the zone of regulations research.  Active Lifestyles Club, Oracy support group and Lego therapies will support key identified pupils with gross and fine motor needs as well as improve communication skills.</p>	<p>Continue to provide targeted support for identified pupils.</p>
<p><b>Key indicator 4: Increasing the opportunities for inter school and intra school competitions across TEAM Education Trust</b></p>			<p>Percentage of total allocation: 5% (£856.50)</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>	<p><b>Impact</b></p>	

<p>Raise the profile of competitive sports and activities for pupils both individually, as part of a team within school and as part of a team outside of school and within the Trust.</p>	<p>Use of the Sports Specialist Teacher and TEAM PE Champion to create opportunities for activities that promote self-improvement as well as opportunities to represent school as part of a team.</p> <p>Whole school personal challenges (e.g. skipping)</p> <p>Sports Day opportunities (that cater for both those who excel in sport- competitive, as well as those who enjoy sport – inclusive).</p> <p>Opportunities for more able pupils to compete at a higher level across the Trust.</p>	<p>Increased confidence and participation (via pupil voice). Logs kept of events inside and outside of school and engagement percentages. Parent/ Carer feedback.</p>	<p>Continue to promote competitive sport through inter and intra school competitions. Identify talent and sign post where appropriate to local clubs.</p>
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Key indicator 5: Raise the profile of sport through the World of Work aspirations curriculum			Percentage of total allocation:
			5% (£856.50)
Intent	Implementation	Impact	
Raise the profile of careers in sport.	Diverse range of sporting figures and associated careers to be represented and to speak to children in assembly and via the World of Work curriculum.	Pupils have a greater understanding and knowledge of potential careers in the sporting industry as well the associate educational route into this particular career or sector.	Continue to raise the profile of careers in sport.

Signed off by	
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Date:	13.09.23
Subject Leader:	Joanna Crook
Date:	13.09.23
Governor:	Tracy Robinson
Date:	13.09.23