

# 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](https://www.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 2021/2022, 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 2023** 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 2021. To see an example of how to complete the table please click [HERE](#).



#### Areas for further improvement and baseline evidence of need:

- (1) Introduce New Sports to Curriculum (Following the PUPIL VOICE, new sports (Gaelic Football) introduced).
- (2) Excellent PE Apprentice employed to teach some curriculum, train staff, run clubs etc.
- (3) Run Whole School competition to celebrate the World Cup to be administered by pupils- (School devised and ran the St Adrian's World Cup Bonanza<sup>TM</sup>) involving over 150 people from: Teachers; ancillary staff; pupils (nursery-Y6);past pupils; parents and extended family).
- (4) Aim for School GamesMark Bronze Award
- (5) Provide an Orienteering Course for pupils to use.
- (6) Introduce a daily mile or similar in response to pupil voice  
( pupils from Key Stage 1 & 2 currently in ongoing daily mile competition)
- (7) Review existing provision (ongoing)
- (8) Maintain and develop a robust method for tracking pupil participation and involvement including vulnerable groups.
- (9) Review provision for PE storage and Key Stage 1 equipment and balance bikes for EYFS.

Achievements to date (September 2022 Baseline):

- Comprehensive PE pupil voice questionnaire undertaken open to all KS2 pupils- key findings disseminated.
- Despite not having a designated PE teacher and being a single form entry school, we still participated in many inter-school competitions as well as ensuring that ALL pupils in Years 6 and 5 were given the opportunity to represent the school competitively.
- Pupil engagement and achievement is high
- New curriculum embedded and fully resourced
- External speaker ( Kate Grey (paralympian) ) gave inspirational talk to children.

Did you carry forward an underspend from 2021-2022 academic year into the current academic year? NO

**+ Total amount for this academic year 2022/2022 £17760**

**= Total to be spent by 31st July 2023. £17760**

<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 2023.</p>	<p>AS OF 15TH FEBRUARY 2023 (To be updated by 31st July 2023)</p> <p>66% 25m +</p> <p>6% &lt;25m &gt; 15m</p> <p>22% &lt;15m &gt; 5m</p> <p>3% &lt;5m</p> <p>Non attendance/disapplied 3%</p>
<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>	<p>58%</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>56%</p> <p>Those not at this standard achieved the following:</p> <p>School Swimming and Water Safety Award</p> <p>28% Level 3</p> <p>13% Level 2</p>

<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>	<p>NOT YET but see note <sup>1</sup> below</p> <p>The school has significantly addressed the allocation of PE time to Swimming and been in contact with Swim England regarding the content of the PE Swimming Curriculum (Sep 21 onwards to date)</p> <p>The figures shown are based on information obtained from the instructors at Westminster on the children in year 5 July 2022-</p> <p>Note 1</p> <p>It is intended that The current Year 6 Cohort will attend the swimming pool for additional swimming lessons in the summer term 2023 to increase these numbers</p>
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## 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: 2022/2023	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:	
			53 %	
Intent	Implementation		Impact	£9451.48 / £17760
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>All pupils to be engaged in regular physical activity throughout the day and across the curriculum by:</p> <ul style="list-style-type: none"> <li>Receiving 2 hours taught PE a week</li> <li>continuing to take part in a range of enhanced activities at lunch and break times</li> <li>running the weekly mile with goals for personal and school improvement</li> <li>participating in whole school Intra Competition at least once per year</li> <li>increasing the variety of clubs that are available for children to taking part in external clubs and the number of children taking part</li> </ul>	<p>Sports apprentice to run lunchtime activities for year groups</p> <p>Daily mile intra school competition and trophy bought</p> <p>Foundation/Infant children to have access to more apparatus encouraging them to physically explore and interact with their environment</p> <p>Balance bikes to be purchased for EYFS</p> <p>KS1 Playground equipment to be purchased</p>	<p>£8436</p> <p>£30</p> <p>£485.48</p> <p>£200</p> <p>playground equipment</p>	<p>Feedback from Foundation stage staff based on observations and discussions with children say that children are thrilled with the new play equipment and are desperate to be out in all weathers.</p> <p>Pupils stamina improved since the start of the year the start of the year.</p> <p>Pupils' gross motor skills and fine motor skills improved as a direct impact of the play equipment.</p> <p>Children's core body strength and arm and wrist strength</p>	<p>Apparatus can be used for subsequent years and, following evaluation, can be augmented appropriately.</p> <p>Children become increasingly willing to run and continue to voluntarily do walk during break time.</p> <p>Children spontaneously initiate new play ideas and extend these beyond the school day</p>

		<p>improved as a direct result.</p> <p>Opportunities for outdoor play has further increased/ acted upon.</p> <p>Many children appeared to be more unfit and less toned at the start of the academic year as a consequence of sedentary lifestyles during the first lockdown but fitness levels etc have largely been restored.</p> <p>Children's well being positively impacted.</p> <p>Many children playing with the new equipment who would not normally do so – eg some boys in ks 2 playing with footballs for the first time.</p> <p>Pupils' basic skills in catching improved</p>	
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement			Percentage of total allocation:
			10 %
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	£1806.40 / £17760



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>(i) Sports apprentice employed and building profile to go for Bronze or Silver Sports Mark.</p> <p>(ii) Sports /physical activity embedded across the school curriculum. (see also PE HUB in section 3 which also covers staff training)</p> <p>(ii) Sports activities celebrated in celebration assembly. Linking sports competitions to the House System so each child feels involved.</p>	<p>Sports apprentice to attend PE network meetings, attend sporting competitions and present assemblies , update website with blogs of activities take part in. Organise lunchtime games and intra school competitions, work with sports ambassadors to organise activities.</p> <p>(i) Enrol for the immoves 'Active School programme'.</p> <p>Total review of the PE curriculum to look for links with curriculum subjects.</p>	<p>(i) As above</p> <p>(ii) £990 (Spent)</p> <p>(iii) No cost</p>	<p>(i) There is a higher profile of sports in the school. The sports apprentice is taking after school activities and taking children out to competitions</p> <p>(ii) Activity review prior to and after implementation to indicate greater physical activity across school. Pupils love some of the activities which can be done in class .</p> <p>Pupils were able to engage in PE lessons set via the imoves platform during lockdown. Teachers and TA's feel more positive about including physical activity/ movement/ dance components to some lessons</p> <p>New curriculum includes links with imoves across other foundation subjects.</p> <p>(iii) Pupil voice to record pupils' attitude to sport ( expected to</p>	<p>(i) Assuming positive review of the scheme at the end of the year, school to sign up for future years at reduced rates.</p> <p>New PE curriculum will lead to consistent, focused and improved PE teaching across the school.</p> <p>(ii) This is to be continued indefinitely. More pupils involved in leading assemblies.</p> <p>(iii) Noticeboard to be regularly updated in subsequent years</p>

<p>(iii) Parents encouraged to become involved in sporting events and so set positive role model for students.</p> <p>(iv) Sports ambassadors and Health Leaders to have higher profile</p> <p>(v) School to hold PE curriculum Day</p> <p>Vi) School to promote Health, Healthy eating, well being, and participation</p> <p>Vii) Equipment audit /safety check to take place to ensure safety</p>	<p>ii) Pupils to lead some assemblies.</p> <p>(iii) implement several activities such as a family golden mile</p> <p>(iv) Pupils lead assemblies and contribute their own web page on the school website and noticeboard. Match reports posted to parents via newsletter.</p> <p>(v) Subject leader to organize and lead whole school Golden Mile Activity as part of the Well being Fortnight.</p> <p>Vi) Curriculum Visions Online library and resources purchased.</p> <p>Design and Technology curriculum adapted to promote healthy eating</p> <p>vii) Initial audit to be carried out by</p>	<p>(iv) No Cost</p> <p>(iv) No cost</p> <p>(iv) £200 for sports ( Spent)</p> <p>ambassador and Health Leader training.</p> <p>(v) No cost</p> <p>(vi) see. Point (i) £266:40 ( pent)</p> <p>vii) safety check and repairs £350 ( Spent)</p>	<p>be positive)</p> <p>(iv) and (v) pupils will organise alternative sports day</p> <p>vi) The curriculum Visions allows pupils ( including those with reading difficulties) as well as Sports Ambassadors to use full range of books, videos, audible books etc on Healthy eating, well being, nutrition etc –See also section 3(v) .</p> <p>vii) School compliant with safety regulations.</p>	<p>(iv) Sports ambassadors/ Health leaders appointed every September.</p> <p>(v)) Future whole school events can be arranged at minimal costs – staff confidence and increasing expertise to be drawn upon.</p> <p>vi) can be accessed at home so provides greater school – home links.</p>
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	staff to remove arcane equipment and subsequent safety check and repair by external agencies			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				11 %
Intent	Implementation		Impact	£2035/ £17760
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>To improve progress and achievement of all pupils the following foci apply:</p> <p>(i) to move the sports teaching from good to outstanding in the present/immediate future</p> <p>(ii-iv ) to invest in training and upskilling other school staff to maintain this</p> <p>iv) Staff and pupils make greater use of new technologies for training and delivering lessons which allow for more focused assessment and coaching.</p>	<p>(i) Review and rewrite the PE curriculum to make it consistent and ensure that the topics/ subjects followed build skills in a spiral curriculum.</p> <p>(ii) Teacher to run and instigate after school clubs and lunchtime clubs and empower older pupils to do the same.</p> <p>(ii) Subject leader deliver INSET training to rest of the staff.</p>	<p>(i) £ No cost</p> <p>ii) No Cost</p> <p>PE Hub Resource <b>£575</b></p> <p>)£ <b>1300</b> annual membership</p>	<p>Pupils receiving high quality teaching in PE.</p> <p>Greater participation in inter school events- this was reduced although the school did still manage to conduct some intra-school events and virtual interschool events via the School Games Programme</p> <p>PE <i>will</i> have a much higher profile and roles of ambassadors and Health Leaders more defined and active.</p> <p>(ii) INSET planned with staff confidence and expertise increased as a result.</p>	<p>(ii- iv ) Training of staff by external bodies to be continued for the duration of the additional funding. Skills and training to be passed on in house in subsequent years</p> <p>iv) Teachers able to take after school sports clubs allowing</p>

	<p>(iii) Staff to receive external training and notifications for upskilling</p> <p>(iv) To affiliate with Herts Sports Partnership (School Games) for ongoing advice and training.</p>	plus £160 for conference.	iv) SGO is main conduit between school and others for support and developing new sporting experiences for the pupils.	<p>sports coach to attend fixtures.</p> <p>(iv) Herts Sports Partnership affiliation set to continue. Other bodies to support the school to be identified.</p>
<b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				25 %
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	£4490/£17760
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>(i) Continue to offer a wider range of activities both within and outside the curriculum to get more pupils involved.</p> <p>(ii) To focus particularly on those pupils who, in the past, have not taken up additional PE and Sports activities and/ or those for whom sporting endeavour presents a challenge.</p> <p>(iii) To introduce new sports - Orienteering and Paralympic Workshop</p> <p>(iv) Street Dance Workshop</p> <p>(v) Brazilian Dance Workshop</p> <p>(vi) KS2 Playground Equipment to encourage greater activity</p>	<p>(i) Addition of extra curricular clubs to continue with new clubs made available – list of clubs circulated to parents termly. Run before and after school.</p> <p>ii) Playground leaders to assist in organising / assisting Teacher at break and lunch time activities/ PPG free clubs</p> <p>(iv) Children Y1-6 take part in Brazilian Dance Workshop</p>	<p>(ii) £1500 Spent allocated to fund PPG pupils for Year 6 PGL trip</p> <p>(iii) - £1900 (spent) for orienteering and £600 (spent) for Wheelchair basketball and boccia workshop</p> <p>(iv) £490(spent) Dance through the decades Dance Workshop</p> <p>(iv)See reference in Key indicator 1</p>	<p>Additional achievements: More children involved in games in KS1 and foundation stage.</p> <p>Pupils who had never played football previously very keen to continue now that they have 'caught the bug'</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2 %
Intent	Implementation		Impact	£300/ £17760
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>(i) Increased numbers of children participating in competitive sports including pupils from focus groups.</p> <p>(ii) Increased sporting activity during break times and lunch times.</p> <p>(iii) All children in Years 4, 5 and 6 who want to play for a school football team to be given that opportunity to play against another school.</p>	<p>(i) Competitions to be entered include: Athletics; speed stacking; kwik cricket; football (several competitions); netball; swimming galas.</p> <p>Football friendly matches to be arranged with a particular focus on children who do not normally get to play in the formal competitions.</p> <p>Inclusion games et al</p> <p>School to field A team, Cup Team in competitions and Girls friendly B team .</p> <p>Girls' team to be entered into cup competition.</p> <p>iii) Pitch re-lined</p>	<p>(i) £50 sundry costs such as competition fees.</p> <p>£100 for engraving of trophies-</p> <p>iii) Relining pitch £150</p>	<p>(i) Sports teams exceeded or met expectations in competitions.</p> <p>Many children canvassing for friendly competitions against other schools, particularly focus on girls and those who are unable to break into the first team.</p> <p>Friendly football matches for boys and girls in Y5-6 already taken place and others scheduled. ( School was on target to meet its goal regarding football participation for all)</p> <p>Audit of focus pupils to be taken and evaluated over time to show positive impact after</p>	There has been an increase in teachers taking after school clubs and competitions.

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Signed off by	
Head Teacher:	A Porter
Date:	July 2023
Subject Leader:	Kevin Creaton
Date:	July 2023
Governor:	Eleanor Christie
Date:	July 2023