

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



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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 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 2022/23	£17150
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17150

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? 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 2021. Please see note above	61%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	61%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	61%
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?	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: 2022/23	Total fund allocated:	Date Updated:		
<p>Key indicator 1: 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: 36%	
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:
<p>Active, engaging, and purposeful break and lunchtimes</p> <ul style="list-style-type: none"> - Sports Ambassadors to undergo training and form School Games Organising Crew - Team of KS2 Play Leaders to support games for all children during lunchtimes and playtimes. - Promote 'Spirit of the Games' Values (SPOG) <p>Raise the heartrate of children during break time and lunchtime.</p>	<p>Purchase new playtime equipment to engage the children</p> <p>Continued employment of MTA specifically allocated to oversee these activities – stay on the playground for the whole of lunchtime.</p> <p>Questionnaires to gauge pupil interest.</p> <p>PE Subject Leader to closely monitor and support Play Leader Team as required.</p>	<p>£3000 for MTA Play Leader</p> <p>£750 for equipment to support varied playtime activities with focus on healthy lifestyles and getting children moving.</p>	<p>Pupils engage in active play every lunchtime. Children have a variety of equipment are encouraged to independently develop their own skills and games.</p> <p>Sports Ambassadors have provided a structured approach to active play during break and lunchtimes. They have supported a wide range of KS2 Play leaders who have also developed their own personal leadership and mentoring skills.</p> <p>Children have been enthusiastically active on a daily basis and this has been monitored at regular intervals by the PE Subject Leader.</p>	<p>Continue to promote the importance of active lifestyles during assemblies and PE lessons.</p> <p>Appoint new/extra Sports Ambassadors in Autumn Term 2023 in order to continue the development of young leaders and constructive, active play during break and lunch times.</p>

<p>Provision of a wide range of extra-curricular activities to support daily exercise and encourage participation in sporting activities</p>	<p>Extra-curricular clubs for dance, multi-sports, football, and netball to be immediately accessible and rolled out to all age groups as the academic year progresses. Opportunities for support from specialist outside agencies to add breadth to overall provision.</p> <p>Involvement with Primary Stars provision supported by PAFC to run throughout the year targeting various sports and age-groups. This service should also support specifically targeted pupils through the 'Change For Life' scheme. PE Leader to co-ordinate this provision with PAFC Primary Stars staff.</p>	<p>£2400 for Primary Stars provision.</p>	<p>All children have had access to extra-curricular activities, catering for a range of age groups and, abilities and experience.</p> <p>Primary Stars provision has been used throughout Key Stage 2 in order to provide expert delivery of key skills.</p> <p>Children attended 'Change 4 Life' sessions and opportunities for participation in Inclusion events have been frequently taken up throughout the academic year.</p>	<p>Continue to enter in a range of events – focus on all abilities and inclusion.</p> <p>Continue to provide extra-curricular activities across a wide range of activities that promote exercise and development of fundamental skills.</p> <p>Continue link with PAFC and PSSP.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 52%
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:
<p>Develop effective leaders of sport and physical activity.</p> <ul style="list-style-type: none"> - Sports Ambassadors - Promote 'Spirit of the Games' Values (SPOG) 	<p>Howard Turner from Plymouth School Sports Partnership (PSSP) to lead Bronze Ambassador training to Year 5/6 in the Autumn term. How to be a successful leader.</p> <p>Leaders to organise lunchtime activities. Award certificates to promote the SPOG values of:</p> <ul style="list-style-type: none"> Passion Determination Teamwork Honesty Respect Self-belief <p>Play leaders to track progress. PE leader to oversee</p>	<p>£4500 PSSP Membership</p>	<p>Bronze Ambassadors received training from PSSP staff and Silver Ambassadors.</p> <p>Young Leaders organised and supervised daily lunchtime activities with the Spirit of the Games values at the heart of their delivery.</p> <p>Player Leaders alongside the PE Subject Leader monitored this process and implemented changes as appropriate at regular intervals in order to maximise impact.</p>	<p>New Bronze Ambassadors will be trained and brought in to support the current Young Leaders.</p> <p>Training will take place in October 2023</p> <p>Continued focus on SPOG values.</p> <p>Continued monitoring of impact from Play Leaders and PE Subject Leader.</p>
All children, especially the disadvantaged in KS2, to be able to access high quality physical activity and school sport.	<p>Promote local clubs via Class Dojo.</p> <p>Monitor least active pupils and encourage them to be involved. Keep a register, review, and evaluate.</p> <p>PE leader to have release time to oversee and lead the provision across the school.</p>	<p>£500</p> <p>PE Leader release cover</p>	<p>Teachers have been in regular contact with PE Subject Leader regarding targeted pupils. Focus has been to make sure that lessons cater for all and that disadvantaged pupils can fully access all aspects of the PE curriculum.</p>	<p>All teachers to continue assessment of progress and inclusion for recognised disadvantaged pupils.</p> <p>Process to be monitored at regular intervals by PE Subject Leader.</p>

<p>Outdoor learning in EYFS – improve the gross motor skills for the 4-5 year olds.</p>	<p>Use newly acquired equipment e.g. balance bikes and integrate it into the continuous provision and the early learning goals.</p>		<p>Balance bikes have been provided for EYFS/Y1 pupils and are now in regular use. Extra equipment specifically designed to support development of gross motor skills have been provided.</p>	<p>Continue to add to resources and arrange for Balanceability sessions in Spring Term 2024.</p>
<p>Improve storage facilities for PE and lunchtime games equipment.</p>	<p>Purchase new equipment to support quality outdoor PE sessions.</p> <p>Purchase storage units for invasion games equipment</p> <p>Purchase outdoor all-weather storage unit for playground equipment.</p>	<p>£4000</p>	<p>A variety of storage facilities have been purchased and put into use in order to allow greater access to suitable resources across the PE curriculum.</p> <p>New equipment has been purchased and is used to support pupils in terms of having the required resources to make expected progress.</p> <p>Outdoor storage unit has been ordered and delivery is expected during the Summer Holidays of 2023.</p>	<p>Continue to monitor availability of key equipment to make sure that all lessons are adequately equipped for individual pupil development.</p> <p>Use outdoor storage unit for outdoor PE lesson and lunchtime activity equipment.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				29%
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 to deliver at least good lessons in all aspects PE.	<p>JD (PE leader) to carry out an audit of teaching (observations, discussions with staff and pupils).</p> <p>Howard Turner (PSSP) to work with particular staff on designated areas. Look at planning together, share ideas, observe, feedback and review.</p> <p>Staff to complete Questionnaires on current provision and procedures.</p>	<p>£4500 PSSP Membership</p> <p>£500 – Supply cover for PE Leader release time.</p>	<p>PE Subject leader has carried out regular assessments and informal discussion with all staff.</p> <p>PE Subject Leader has led INSET session with focus on differentiation and inclusion.</p> <p>Howard Turner (PSSP) has been in regular contact with PE Subject Leader and supported development of planning and assessment.</p>	<p>Regular informal assessment and monitoring opportunities to be taken by new PS Subject Leader.</p> <p>Continue to take up opportunities of support from PSSP staff.</p>

<p>Pupils to be accurately assessed and provision put in place to improve them holistically.</p>	<p>Subject leader to attend PSSP PE conference to get up to date information for this area and use link PSSP teacher to assist with this.</p> <p>Teachers to assess the four principles of PE (termly): Physical Me Social Me Thinking Me Emotional Me</p> <p>Use grid sheets saved in St. Peter's RC 'Shared Drive'</p> <p>Assessment to be updated at the end of each unit.</p> <p>All Personal Learning Plans to reflect additional provision for pupils with SEND. Review these termly.</p>	<p>As above</p>	<p>PE Subject Leader has attended various meetings as part of the RC Schools group and CAST Trust.</p> <p>PE Subject Leader attended Annual PE Conference in April and made contact with leading representatives of the PSSP.</p> <p>Assessment procedures have been modified and implemented termly in order to determine progress and development of all pupils in PE.</p>	<p>New PE Subject Leader to meet regular with Howard Turner to support with development of new action plans and initiatives.</p> <p>New PE Subject Leader to attend Annual PE Conference in September 2023.</p> <p>New PE Subject Leader to evaluate assessment and monitoring procedures at regularly planned intervals.</p>
<p>Planning to be progressive to ensure pupils' skills are built upon.</p>	<p>Cambridgeshire planning to be reviewed and supplemented with additional resources if necessary.</p> <p>Curriculum leader to be able to articulate why certain areas have been substituted.</p> <p>Release time for the PE leader to monitor, review and make improvements.</p>	<p>As above</p>	<p>Cambridgeshire planning documents have been reviews and evaluated, as well as discussed at staff INSET.</p> <p>PE Subject Leader has created a clear vision for PE at St. Peter's RC Primary School that is available to all.</p>	<p>New PE Subject Leader to continue with evaluation of planning, supported by Howard Turner from the PSSP.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 40%
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:
Pupils to have access to a wide range of clubs and sports.	<p>In conjunction with PSSP, participate in the following competitions:</p> <ul style="list-style-type: none"> - Indoor Rowing - Change for Life events – KS1 and KS2 - Indoor athletics - Quadkids - Hockey - Cross Country - Athletics – track and field events - Basketball - Multiskills - Netball - Football - Tag-rugby <p>Through Plymouth Argyle Community Trust Project (Primary Stars):</p> <ul style="list-style-type: none"> - Girls football - Boys football - Dodgeball - Cricket 	<p>£4500 PSSP Membership</p> <p>£2400 Primary Stars Programme</p>	<p>A wide range of pupils have been able to access events through PSSP organised activities.</p> <p>These have included:</p> <ul style="list-style-type: none"> - Indoor rowing - Football - New Age Curling - Cross Country - Indoor Athletics - Tag-rugby - Netball - Change 4 Life - Boccia - Orienteering and OAA - Striking/Fielding <p>Primary Stars PAFC Community Trust has provided opportunities and support for all children in KS2 across a wide range of sporting activities including football, dodgeball, cricket, tennis and multi-skills.</p>	<p>Continue to enter groups of children into a wide range of PSSP events ensuring opportunities for inclusion and development of SPOG values.</p> <p>Continue to use PAFC Primary Stars support to provide curriculum time and extra-curricular activities.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				50%
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:
Promote physical activity and competition for all (also linked to key indicators 1 and 5).	<p>Sign up to the Plymouth Schools Challenge – run the final mile on Plymouth Hoe.</p> <p>Pupils to complete 12 miles in school prior to the event.</p> <p>Take part in as many events as possible throughout the year.</p> <p>In conjunction with PSSP, participate in the following competitions:</p> <ul style="list-style-type: none"> - Indoor Rowing - Change for Life events – KS1 and KS2 - Indoor athletics - Quadkids - Hockey - Cross Country - Athletics – track and field events - Basketball - Multiskills - Netball - Football - Tag-rugby 	<p>£4500 PSSP Membership</p> <p>£2400 Primary Stars Programme</p> <p>£1700 for supply cover to support teams attending events</p>	<p>A wide range of pupils have been able to access events through PSSP organised activities.</p> <p>These have included:</p> <ul style="list-style-type: none"> - Indoor rowing - Football - New Age Curling - Cross Country - Indoor Athletics - Tag-rugby - Netball - Change 4 Life - Boccia - Orienteering and OAA - Striking/Fielding <p>Primary Stars PAFC Community Trust has provided opportunities and support for all children in KS2 across a wide range of sporting activities including football, dodgeball, cricket, tennis and multi-skills.</p>	<p>Continue to enter groups of children into a wide range of PSSP events ensuring opportunities for inclusion and development of SPOG values.</p> <p>Continue to use PAFC Primary Stars support to provide curriculum time and extra-curricular activities.</p> <p>Enter Plymouth Schools Challenge for 2024.</p>

	Through Plymouth Argyle Community Trust Project (Primary Stars): - Girls football - Boys football - Dodgeball - Cricket			
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Signed off by	
Head Teacher:	Tim Moran
Date:	17.07.23
Subject Leader:	James Dobinson
Date:	13.7.23
Governor:	Rachael Green
Date:	17.07.23