

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2022

Commissioned by



Department  
for Education

Created by



YOUTH  
SPORT



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 2019/20	£0
Total amount allocated for 2020/21	£0
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£21,090
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£20,846.08
Unspent (ATM)	£619.45

## 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>Covid has had an exceptionally detrimental effect on the year 6 cohort.</p> <p>Top up funding has not been available and double funding would make a significant difference over the next two years, allowing lessons to start in Year 4 or 5.</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 2020. Please see note above</p>	0%
<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>	0%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	6%
<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

Created by:



Supported by:



## 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: 2020/21	Total fund allocated:	Date Updated:		
<b>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</b>			Percentage of total allocation:	
			79%	
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:
<b>Curriculum – Physical Education</b> <ul style="list-style-type: none"> <li>We endeavour to develop competence to excel in a broad range of physical activities</li> <li>Enable students to develop an understanding of how to improve in different physical activities and sports, as well as how to evaluate and recognise their own success</li> <li>Ensure children are physically active for sustained periods of time, developing lifelong learning patterns for healthy living. Facilitate enjoyable communication and collaboration as well as safe and supportive competitive environments</li> <li>Daily Mile seamlessly integrated into the curriculum</li> </ul> <b>Physical Activity</b> <ul style="list-style-type: none"> <li>To develop pupil's knowledge of health and fitness through in-school mechanisms as well as outside partners and initiatives</li> </ul>	<b>Curriculum – Physical Education</b> <ul style="list-style-type: none"> <li>Implementation of new <a href="#">PE Primary Curriculum Intent</a></li> <li>New Long-Term plans designed and created to allow vertical alignment from Reception to KS2, in line with Readiness for transition to KS3. <a href="#">LTP PE</a></li> </ul>	£16,829.85 (79%)	<ul style="list-style-type: none"> <li>Increase in curriculum PE dedicated time:</li> <li>UKS2                             <ul style="list-style-type: none"> <li>3 hours 30 minutes</li> <li>2 x 1 hour lessons</li> <li>DM x 3 (Minimum)</li> <li>Access to: 4 After school clubs PW (50min)</li> </ul> </li> <li>LKS2                             <ul style="list-style-type: none"> <li>3 hours 30 minutes</li> <li>2 x 1 hour lessons</li> <li>DM x 3 (Minimum)</li> <li>Access to: 4 After school clubs PW (50min)</li> </ul> </li> <li>KS1                             <ul style="list-style-type: none"> <li>1 hours 30 minutes</li> <li>2 x 45 minute lessons</li> <li>Access to: 1 After school club PW (50min)</li> </ul> </li> <li>Clubs for KS2 included:</li> </ul>	<ul style="list-style-type: none"> <li>Maintain dedicated time and incorporation of Daily Mile, which is now self-sustaining.</li> <li>All classes at KS2 complete daily every day, except PE days.</li> <li>All of Year 3 had ran around the world within their classes by February.</li> <li>Year 5 had adapted their Daily mile to time the children to compete against themselves.</li> <li>All classes have completed the daily mile challenge by the start of June.</li> <li>Increase number of KS1 clubs, especially in Spring term with Year 6 SATS drop-off.</li> </ul>

<ul style="list-style-type: none"> <li>To encourage safe and meaningful physical activity through playground activities and leadership</li> <li>To increase outside links to allow future social mobility through a range of leisure activities for interest promotion</li> </ul>			<p>Dance, Football, Invasion Games, Netball, Cricket, striking and fielding, team games, gymnastics, athletics, golf, rounders, girls football.</p> <ul style="list-style-type: none"> <li>Clubs for KS1 included transitioning to KS2 sports zone team games.</li> <li>Daily Mile was completed by all children throughout KS2. This means that daily mile has been completed atleast116 times by each class, with many classes completed the chart and pushing further on.</li> <li>Braking that down it means each child has done 928 laps of the 4G and as KS2 combined have done 315,520 to complete the chart and then many more after.</li> </ul>	
<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>				<p>Percentage of total allocation: 1.7%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	
<p>Your school focus should be clear what you want the staff and pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<ul style="list-style-type: none"> <li>• Increase in primary PE team to 6 from 4; including new FT coach and PT Kickstart apprentice</li> <li>• Maintain external links with partners to create TDET and GPA as a hub for sports, including NGBs.</li> <li>• Increase provision from external partners for minimum to no financial outlay.</li> <li>• Daily Mile sustainability and promotion</li> <li>• PE now represented within Leadership Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Increased capacity and specialists – Development of staff with TDET PE team quality through weekly training. Increased visibility for whole school team within PE provision.</li> <li>• Maximum 2 weeks gap between contact with link companies. Soft touch reminders and request for support/funding/initiatives/prizes where applicable</li> <li>• Fully embed the Daily Mile within the curriculum and train staff and pupil's to ensure sustainability through: <ul style="list-style-type: none"> <li>○ assemblies (1 per term)</li> <li>○ Initiatives – Around the World</li> <li>○ Prizes and awards</li> <li>○ Signage and noticeboard</li> <li>○ Daily mile reward for year 3 when fully completed.</li> </ul> </li> <li>• Present and develop leadership within PE through</li> </ul>	<p>£375.53 (Sport coach logoed tops)</p>	<ul style="list-style-type: none"> <li>• Multiple specialists over 3 schools. Increased number of extra-curricular clubs and links for fixtures. Fixtures included interschool netball, football, dodgeball between GPA and TDAJ. Other competitions included Football at Netherton between 16 schools as a joint team with GPA and TDAJ football academy children.</li> <li>• Further embedded links – development of 2 additional hours coaching with Wicketz – TDAJ and TDA senior school. Competition entry for GPA at Dance showcases.</li> <li>• Daily Mile now considered sustainable without regular PE team intervention: <ul style="list-style-type: none"> <li>○ Pupil enjoyment at 4.07 / 5</li> <li>○ Understanding importance of health benefits at 90%</li> </ul> </li> <li>• New professional signage in front of school and to mark DM track. (Signage and promotion)</li> <li>• Staff motivation and regulation of DM has improved: <ul style="list-style-type: none"> <li>• Year 3 at 100%</li> <li>• Year 4 at 100%</li> <li>• Year 5 at 100%</li> <li>• Year 6 at 100% by the end of the year after sats.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Maintain team for consistency of quality delivery.</li> <li>• Potential to develop Wicketz at Welbourne and TDAJ.</li> </ul>
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<ul style="list-style-type: none"> <li>PE awards embedded as part of achievement assemblies to maintain status as a subject</li> </ul>	<p>Leadership meetings and training.</p> <ul style="list-style-type: none"> <li>Awards for pupils in each year group 3-6</li> </ul>		<ul style="list-style-type: none"> <li>PE / PSP Lead now invited to all Leadership meetings and related training for curriculum and enrichment. This includes leadership training for two temporary PE/PSP Leads.</li> <li>Leading on enrichment week activities, including Dance and Yoga.</li> <li>PE awards handed out weekly, including end of term assemblies for swimming and leadership focus</li> </ul>	<ul style="list-style-type: none"> <li>PE awards weekly for Reception and KS1 in 2022-23</li> </ul>
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<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>	<p>Percentage of total allocation:</p>
<p>5%</p>	

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> <li>Weekly training for Primary PE Team to continue, ensuring consistency of approach.</li> <li>Development of new PE Curriculum Intent</li> <li>Development of LTP and MTP for PE, specific to local context and</li> </ul>	<ul style="list-style-type: none"> <li>Friday CPD Curriculum Development and Intent for PE team in morning PPA.</li> <li>Core Power training to be</li> </ul>	<p>£885.75</p>	<ul style="list-style-type: none"> <li>Curriculum knowledge and understanding has improved through CPD sessions on Friday mornings, shadowing during lesson time to observe others team, self-evaluation of teaching discussed with lead.</li> <li>Daily mile started strong with</li> </ul>	<ul style="list-style-type: none"> <li>Suggestion for PE team to take lead over various activities including after school academies including competitions and lunch clubs.</li> <li>PE Lead to conduct</li> </ul>



<p>knowledge based curriculum</p> <ul style="list-style-type: none"> <li>• Succession planning documentation and training to ensure robust continuation of high-quality PE</li> <li>• PE Team to lead training CPD for all staff starting 2022-23.</li> </ul>	<p>aligned with full school staff.</p> <ul style="list-style-type: none"> <li>• MTP developed with PE team to ensure progression and succession of learning throughout units.</li> </ul>		<p>all years wanting to complete the daily mile. However, over commitments hindered how often daily mile could be completed, for example SATS and Multiplication check. Daily mile was introduced into PE lessons for LKS2 to improve enjoyment within children. Year 5 introduced a timing schedule to improve enjoyment and participation.</p> <ul style="list-style-type: none"> <li>• Mr Gore left in Easter which gave the opportunity to Mr McGookin and Mr Cope to enter a temporary role until September. This was successful with CPD sessions, planning curriculum, inter school competitions starting and Sports Days completed.</li> <li>• Following the temporary role, Mr Cope will be permanent in September.</li> </ul>	<p>training for all school staff in training sessions to improve knowledge of PE curriculum.</p> <ul style="list-style-type: none"> <li>• PE team to learn from teachers at TDA senior school for different activities and help improve transition to KS3.</li> </ul>
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<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>	<p>Percentage of total allocation:</p>
	<p>13%</p>

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

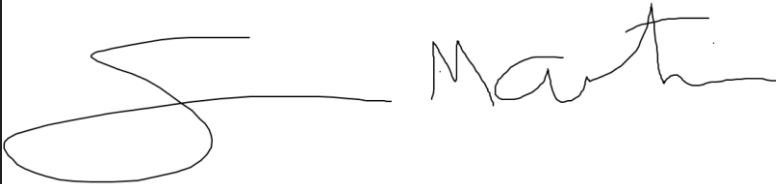
<p>Additional achievements:</p> <ul style="list-style-type: none"> <li>• New PE curriculum which incorporates a wider range of sports and activities to broaden pupils experience and increase cultural capital. KS1 curriculum development and specialists</li> <li>• Sports Leadership Ambassadors.</li> <li>• Sports leadership programme and promotion with whole school responsibilities.</li> <li>• Sustrans</li> </ul>	<ul style="list-style-type: none"> <li>• Vertical alignment of new core knowledge areas. Development of alignment within yearly overview. <a href="#">Curriculum Overview</a></li> <li>• Application from UKS2 pupil's for leadership responsibilities with GPA. <ul style="list-style-type: none"> <li>○ Assembly promotion and delivery of initiative</li> <li>○ Formal application for pupil's</li> <li>○ Leadership</li> </ul> </li> </ul>	<table border="1"> <tr> <td>Gym mats</td> <td>£1,245.00</td> </tr> <tr> <td>Replacement of equipment</td> <td>£890.95</td> </tr> <tr> <td>Golf</td> <td>£475.00</td> </tr> <tr> <td>Sport Leaders tops (children)</td> <td>£144.00</td> </tr> <tr> <td></td> <td>£2,754.95</td> </tr> </table>	Gym mats	£1,245.00	Replacement of equipment	£890.95	Golf	£475.00	Sport Leaders tops (children)	£144.00		£2,754.95	<ul style="list-style-type: none"> <li>• The number of different activities and sports offered within curriculum time developed from from 10 to 15 within the academic year, including: <ul style="list-style-type: none"> <li>○ Gaelic Football</li> <li>○ Handball</li> <li>○ Tag Rugby</li> <li>○ Increased OAA</li> <li>○ Golf</li> </ul> </li> <li>• The number of different activities and sports offered within after-school activities developed from 6 to 10 within the academic year, including: <ul style="list-style-type: none"> <li>○ Girls Football</li> <li>○ Active Golf</li> <li>○ Dodgeball</li> <li>○ KS1 Sports Zone</li> </ul> </li> <li>• Average pupil rating for range of sports and activities in PE was 4.20/5, which shows pupils were very happy with their choices. <ul style="list-style-type: none"> <li>○ Dr Bike</li> <li>○ Big Pedal and Walk</li> <li>○ Travel to Lapland</li> <li>○ <a href="#">Be Bright Be Seen</a> assembly to</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Golf to continue with a further role out to more children and potentially within the curriculum.</li> <li>• Continuation of curriculum knowledge to build on this year's first engagement.</li> <li>• Girls football to continue with further competitions to progress games knowledge.</li> <li>• Active golf to continue with progression to reach more children.</li> <li>• KS1 Clubs to expand numbers and opportunities with KS2 leaders to co-lead clubs.</li> <li>• Dr Bike to come back towards the end of September for Bikes are ready for the school year to promote biking/scooting to School.</li> <li>• Be Bright Be Seen assembly to continue start of Autumn 2 when nights become dark.</li> <li>•</li> </ul>
Gym mats	£1,245.00													
Replacement of equipment	£890.95													
Golf	£475.00													
Sport Leaders tops (children)	£144.00													
	£2,754.95													

<ul style="list-style-type: none"> <li>• Golf</li>   <li>• Festivals</li>   <li>• Links to holiday camps and sports opportunities</li>   <li>• Peterborough United links with school visits</li> </ul>	<p>programme development</p> <ul style="list-style-type: none"> <li>○ Lead on playground, festivals and events throughout the academic year</li>   <li>• Sustrans initiatives and regular visits <ul style="list-style-type: none"> <li>○ Dr Bike</li> <li>○ Big Pedal and Walk</li> <li>○ Travel to Lapland</li> <li>○ Be Bright Be Seen</li> </ul> </li> </ul>		<p>Years 3-6 by PE Team. Lights given to over 30 pupils.</p> <ul style="list-style-type: none"> <li>• 18 children joined Just Do Sport for Healthy Holiday Club (HAF). This included fitness, diet, food preparation and cost.</li> </ul>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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><b>School Sport</b></p> <ul style="list-style-type: none"> <li>Increased number of competitions within Trust schools to compensate for no external competitions or festivals in 2020-21</li> <li>To offer a range of extra-curricular activities such as competitions, clubs and education trips to develop and support physical education in the school</li> </ul>	<ul style="list-style-type: none"> <li>Larger competitive fixtures/festivals in a wider range of sports once Covid restrictions are lifted.</li> <li>Development of Trust schools calendar and promotion to Heads/Principals for friendly but competitive formats</li> <li>Link newly developed Trust school academies in Cricket and Football to enable a level playing field.</li> <li>Extra-curricular clubs to increase allowing FREE access to all pupil ages from Year 1-6.</li> <li>Club numbers to increase and form feedback for future club, coach deployment and potential competitive fixture links.</li> <li>Clubs to hold average of over 75% to be deemed sustainable and successful</li> </ul>	£0	<ul style="list-style-type: none"> <li><b>GPA fixtures</b> pupil's within local area. <ul style="list-style-type: none"> <li>Football x 2</li> <li>Girls Football x 2</li> <li>Cricket x 1</li> <li>Dodgeball x 1</li> <li>Netball x 1</li> </ul> </li> <li><b>GPA festivals</b> pupil's within local area. <ul style="list-style-type: none"> <li>Football x 1</li> </ul> </li> <li><b>GPA Sports Day</b> <ul style="list-style-type: none"> <li>Year Rec, 1, 2</li> <li>Year 3, 4</li> <li>Year 5, 6</li> </ul> </li> </ul> <p>Clubs increased this year to the following levels at <a href="#">GPA</a>:</p> <ul style="list-style-type: none"> <li><b>Autumn Term</b> <ul style="list-style-type: none"> <li>7 clubs</li> <li>136 average weekly attendance</li> <li>79% of maximum capacity achieved</li> </ul> </li> <li><b>Spring Term</b> <ul style="list-style-type: none"> <li>9 clubs</li> </ul> </li> </ul>	<p>Sustainable with staffing. 2022-23 an expected increase of between 100-150% using indoor festivals and outdoor competitive fixtures within the Autumn and first half of Spring term.</p> <ul style="list-style-type: none"> <li>Links with TDA and QKA to run competitions in 2022-23</li> </ul> <p>New festivals to include:</p> <ul style="list-style-type: none"> <li>Golf</li> <li>Orienteering</li> <li>Ultimate Frisbee</li> <li>Gaelic Football / Handball</li> </ul> <ul style="list-style-type: none"> <li>Autumn clubs attendance</li> </ul>

			<ul style="list-style-type: none"> <li>○ 125 average weekly attendance</li> <li>○ 65% of maximum capacity achieved</li> <li>○ New KS1 club started</li> </ul> <ul style="list-style-type: none"> <li>● <b>Summer Term</b></li> <li>○ 9 clubs</li> <li>○ SEN specific club</li> <li>○ 0 average weekly attendance</li> <li>○ % of maximum capacity achieved</li> </ul>	<p>was excellent. Team were one coach down due to recruitment timescale.</p> <ul style="list-style-type: none"> <li>● 2022-23 Increase of clubs to 9 or 10 per week.</li> <li>● Spring term clubs were well attended. More clubs, some with smaller numbers.</li> <li>● Lowest numbers within year 5/6 clubs due to interventions in Maths and Mosque.</li> <li>● 2022-23 Focus in spring term on Rec-Yr 4 clubs to maximise numbers.</li> <li>● Maths club started for year 4 which lowered club attendance in summer.</li> <li>● Children retention limited clubs with some children leaving school.</li> </ul>
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Signed off by

Head Teacher:	
Date:	07/07/22
Subject Leader:	
Date:	
Governor:	
Date:	