

# 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](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.

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 2023. 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	
Total amount allocated for 2022/23	£19.600
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2023.	

## 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. <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>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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. Please see note above	95%
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	85%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	75%
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?	Yes

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.

Created by:  association for Physical Education  Active Partnerships  YOUTH SPORT TRUST

Supported by:  UK COACHING  UK ACTIVE

	enabling the opportunity to target those children that need extra session to increase their confidence.			
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: 8%
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:
<ul style="list-style-type: none"> <li>• Ensure PE and school sport is visible in the school (pupil reward and recognition of pupils)</li> <li>• Look to develop the early morning club into a breakfast sporting club – pupils to have a healthy breakfast in addition to engaging in early morning exercise. This will emphasise the importance of how a healthy breakfast kick starts the day and how it can lead to increased concentration and attainment in lessons. (depending on funding)</li> <li>• Encourage this target group into wider extracurricular activities through HBSSPAN events.</li> <li>• Raising the profile of PE and sport through the running of an inclusive extra-curricular physical activity programme to positively impact on behaviour (both on the playground and in lessons), to increase physical activity and to boost academic achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Organise school sports days</li> <li>• Train Sports Ambassadors and Sports Leaders through in house training using Real PE</li> <li>• Promote PE and Sports and celebrate achievements through Newsletters, assemblies, notice boards, website &amp; social media</li> <li>• Early morning sports club (or a suitable time in the day) for those that are least active.</li> </ul>	£1,500	<ul style="list-style-type: none"> <li>• More events were entered targeting SEND children with great success. This gave them more confidence in school, not just in PE, but also the wider curriculum.</li> <li>• All external sport competitions mentioned and celebrated in assembly which has increased the enthusiasm and participation in events.</li> <li>• Continued positive feedback of the Real PE scheme. Teachers have become more confident in the teaching of PE and consequently the children are learning how to reflect, coach and officiate as part of the scheme.</li> <li>• All children participated in sports day which demonstrated a competitive attitude of the children and equally as important good sportsmanship.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to encourage specific target groups into wider extracurricular activities through entering more HBSSPAN events.</li> <li>• Look at ways of promoting sport and activities through the use of social media so parents and the wider community are aware of what goes on in and out of school.</li> <li>• Develop a PE board that is regularly updated.</li> </ul>

<p>(sports coaches and staff working alongside each other).</p> <ul style="list-style-type: none"> <li>• To promote and celebrate PE and sport at Burbage Junior School in order to increase physical activity uptake and to build links to the School's character statements, teaching the children the importance of resilience, achievement and teamwork etc.</li> </ul>				
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:	
				33%	
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:	
<ul style="list-style-type: none"> <li>• Increase staff knowledge, understanding and confidence to plan, teach and assess PE and sport</li> <li>• PE subject leader to continue going forwards with staff confidence surveys, observations, pupil interviews and analysis of data in order to identify further staff who need support and to provide appropriate professional learning.</li> <li>• Team teaching to increase confidence for those staff that require this.</li> <li>• CPD around assessment so that there is a consistent approach across the school.</li> </ul>	<ul style="list-style-type: none"> <li>• School have signed up to Creative Development Real Legacy PE package. Interactive and online lessons and assessment for all staff and 4 CPD days to support the school. This is the second year funding for this programme.</li> <li>• Provide opportunities for staff to access CPD opportunities through the HBSSPAN area Partnership</li> <li>• Use specialist coaches and providers for staff training to increase the knowledge and confidence of staff in delivering PE.</li> <li>• Purchase quality assured resources to support teachers and support staff</li> <li>• Subject Leader to attend relevant</li> </ul>	<p>£2,160</p> <p>£500</p> <p>£750</p> <p>£3,000</p>	<ul style="list-style-type: none"> <li>• Staff are more confident in teaching PE, dance and gymnastics which is all covered in the Real Legacy package. This has shown real benefits to the children's learning.</li> <li>• CPD took place in the year looking at assessment through Real PE which will give a clear indication of attainment and progress across the year groups.</li> <li>• Teachers are more confident as there is a clear progression from year 3 to year 6 and the children have demonstrated developed skills such as coaching and officiating games.</li> <li>• Improved attitudes towards PE as well as an increase in the attainment and skill sets of pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• PE subject leader to continue going forwards with staff confidence surveys, observations, pupil interviews and analysis of data in order to identify further staff who need support and to provide appropriate professional learning. Six sessions already booked into the academic term.</li> <li>• Team teaching to increase confidence for those staff that require this.</li> <li>• Continued CPD around assessment so that there is a consistent approach across the school.</li> </ul>	



	<p>sport conferences and local network meetings</p> <ul style="list-style-type: none"> <li>• PE subject leader to plan and undertake supportive lesson observations to look at teaching, learning and assessment in physical education. Supply cover needed for this.</li> <li>• PE subject leader to meet with a broad range of pupils to talk about their PE lessons and to ascertain their knowledge and understanding of the subject. Supply cover needed for this.</li> </ul>		<ul style="list-style-type: none"> <li>• Continued success of children attending taster events at various venues around the area led by specialist coaches.</li> </ul>	<ul style="list-style-type: none"> <li>• Continued work around resources and links with the infant school.</li> </ul>
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				12%
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:
<ul style="list-style-type: none"> <li>• Enter all possible activities and sporting competitions as a school to broaden the experience and allow as many children as possible to represent the school.</li> <li>• Deep dive booklet to monitor and record views and confidence across the school</li> <li>• Intervention blocks provide pathways for our least active children to transition into wider extracurricular sporting clubs.</li> <li>• A strengthening of links between the school and local community clubs.</li> <li>• New sporting competitions to be entered on the local sporting calendar as a result of the widening of our extra-</li> </ul>	<ul style="list-style-type: none"> <li>• R.D and staff members to run a broad and varied extra-curricular physical activity programme. Sports leader questionnaires to inform the sports which are delivered.</li> <li>• Sports leaders to plan and deliver sessions using their training from the conference, information from sporting questionnaires and through discussion with R.D.</li> <li>• Equipment will be purchased to support the running of existing and new extra-curricular clubs (in discussion with teachers and sports coaches).</li> </ul>	£2,500	<ul style="list-style-type: none"> <li>• Competition records evidence an increase in the number of children - including our least active groups - involved in competitive sport both at an intra and an inter school level (linked to K.I.5). This was part of the case study to achieve Platinum standard as a school.</li> <li>• Our least active target children are more confident and active in PE lessons (evidenced by pupil interviews, lesson observations and TA data).</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention blocks to provide pathways for our least active children to transition into wider extracurricular sporting clubs.</li> <li>• A continued strengthening of links between the school and local community clubs hopefully to include new venues.</li> <li>• New sporting competitions to be entered on the local sporting calendar as a result of the widening of our extra-curricular provision (these will become annual events). See K.I.5.</li> </ul>

curricular provision (these will become annual events)				
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6%
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>• Provide opportunities for children with SEND, the least active and the least confident to attend competitions and events.</li> <li>• Through the HBSSPAN all competitive competitions entered to provide the opportunity for as many children as possible to represent the school.</li> <li>• Competitions to become annual events.</li> <li>• All children will be involved in competitive intra-school sport.</li> <li>• Links forged with local schools to carry on into the future.</li> <li>• A strengthening of links between the school and local community clubs.</li> <li>• A Years 3&amp;4 Girls' football club to be run in addition to the Years' 5/6 club to get more of our girls engaged in competitive sport.</li> </ul>	<ul style="list-style-type: none"> <li>• Enter external events to give pupils the opportunity to compete against other schools</li> <li>• Ensure pupils get opportunity to take part in local competitive leagues, tournaments and festivals.</li> <li>• Engage staff/ parents/ volunteers and to support attendance at competitions.</li> <li>• Develop links with external agencies in the community to ensure more pupils participate in community clubs outside of school</li> <li>• Enter all-inclusive events offered by HBSSPAN</li> </ul>	<p>£1,200</p>	<ul style="list-style-type: none"> <li>• Significant increase in the numbers of our children involved in Level 2 and Level 3 competitions. A total of 7 county finals and 1 regional event reached this year.</li> <li>• A greater percentage of our least active cohort are now engaged in inter-school competitive sport (evidence: competition records, sports participation surveys and photos).</li> <li>• An increase in the number of girls who are playing competitive sport at inter/intra level due to events entered. Ten events for girls across Y3-6 over the year</li> <li>• There has been an increase in the number of our pupils – who have SEND – representing the school in competitive sport. (HSBBPAN data)</li> </ul>	<ul style="list-style-type: none"> <li>• All children will be involved in competitive intra-school sport with an increase of more events identified.</li> <li>• A strengthening of links between the school and local community clubs looking at other sports in the area.</li> <li>• A Years 3&amp;4 Girls' football club to be run in addition to the Years' 5/6 club to get more of our girls engaged in competitive sport.</li> <li>• To implement teams across the school so all children link with one through their school life. This will develop through intra sports and sports day.</li> </ul>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	<i>D Little</i>
Date:	13/07/2023
Governor:	
Date:	