

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised July 2023

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](#) (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

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 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 2021** 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 2020. To see an example of how to complete the table please click [HERE](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2023:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• 1<sup>st</sup> place in the Nottingham Sheriffs Running Challenge 2022-2023</li> <li>• 1<sup>st</sup> place Boys Football Nottingham City Schools South League 2022-2023</li> <li>• 1<sup>st</sup> place Girls Football Nottingham City Schools South League 2022-2023</li> <li>• 1<sup>st</sup> place Year 4 Boys Cross Country, Nottingham City Championships 2022-23</li> <li>• 3<sup>rd</sup> Place Year 6/5 Boys Cross Country, Nottingham City Championships 2022-23</li> <li>• 2<sup>nd</sup> place Year 6/5 Indoor Athletics championship Nottingham City</li> <li>• Gold Sports Games Award, accredited in summer 2023.</li> <li>• Over 37% of pupils have represented school in inter-school City Sporting events</li> <li>• 100% pupil competed in intra-school activities (Sports Day, Easter Run, Welbeck Wimbledon, World Cup)</li> <li>• 95% of pupils accessed at least 1 out of school club.</li> <li>• 100% KS2 pupils have accessed a sports club in 2022-2023</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop current success rates at inter-school competitions.</li> <li>• Increase proportion of pupils representing school at inter-school competitions</li> <li>• Continue to develop and track children's mobility and fitness through targeted interventions and support in PESSPA.</li> <li>• Continue to develop provision of Healthy Eating and Exercise teaching and learning through PE lessons, PSHE and extra-curricular club provision.</li> <li>• Strengthen established links with local schools to increase inter-school competition.</li> <li>• Continue to develop outstanding practice through team teaching.</li> <li>• Identify and track non-G&amp;T and SEN pupils for inter-school competition.</li> </ul>

Meeting national curriculum requirements for swimming and water safety.	
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 2022.	<b>78%</b>
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	80%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	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?	<b>N/A</b>

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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: 2022/23	Total fund allocated: £18,640	Date Updated: July 2023	
<b>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</b>			Percentage of total allocation: 0%
Intent	Implementation	Funding allocated: £0	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> <ul style="list-style-type: none"> <li>• High quality PE lessons consistently delivered every week.</li> <li>• Every pupil consistently taught high-level PE by highly-skilled adult (class teacher or PE lead).</li> <li>• Pre-school Kilometre Club established x4 a week, enabling pre-school participation in athletics.</li> <li>• In-school and after-school club provision targeting all pupils.</li> <li>• Termly Sports Event/Championships to support build-up and celebration of PE skills (e.g. Easter Run, Wimbledon)</li> <li>• Playtime Sports Leaders target low-participation KS1 and EYFS pupils.</li> <li>• Termly parental workshops focussing on positive benefits of healthy living and sports engagement</li> </ul>	<p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> <li>• Explicitly timetabled PE lessons weekly</li> <li>• High-level CPD delivered to whole-staff by SLE PE Lead and Dance Lead</li> <li>• Systematic timetabling for wide-ranging in/after school club provision by PE Lead and TAs in agility, football, multi-skills, athletics, biking, Dance, striking &amp; fielding.</li> <li>• Kilometre Club x4 mornings a week for KS1 and KS2 pupils with catch-up sessions provided for in pm.</li> <li>• Additional timetabling in spring/summer terms for athletics to targeting Easter Run and Sport's Day.</li> <li>• Targeted inactive pupils in-school through lunchtime sports clubs, Healthy Eating initiatives and extra-curricular sports.</li> <li>• Sports Leaders led rota targets inactive pupils through activities at lunchtimes across whole school.</li> <li>• Parent welcome meeting segment on healthy living and importance of daily exercise and spring term follow-up.</li> </ul>		<p><b>Evidence of impact: what do pupils now know and what can they now do? What has changed?</b></p> <ul style="list-style-type: none"> <li>• Total distance ran as a school is 25000 miles.</li> <li>• Improved and sustained fitness rates, ___% ran over 50k, reflected in new completion times in Easter Run (100% completed – 1<sup>st</sup> time ever)</li> <li>• Children can identify examples of 30-minute activities they can participate in (Pupil Voice)</li> <li>• All pupils participate and understand variety of athletics rules at Sports Day (Pupil Voice)</li> <li>• All pupils identify and describe PE lessons and objectives covered (Pupil Voice)</li> </ul>
			<p><b>Sustainability and suggested next steps:</b></p> <ul style="list-style-type: none"> <li>• Continue to refine and develop parental welcome meeting on healthy living and importance of daily exercise, focussing on newly identified areas for development (SSE)</li> <li>• Sports leaders to target inactive pupils in EYFS, KS1</li> </ul>

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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:	
			67 %	
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> <ul style="list-style-type: none"> <li>PE and Sports Specialist Teacher lead (SSL) work collaboratively with DH on PE across all key stages.</li> <li>Termly PE and club-participation celebration assemblies</li> <li>Development of Sport Leaders across Key Stages to raise and maintain profile of PESSPA.</li> <li>PE Lead mentor trainee teacher</li> <li>High quality staff CPD through team teaching with SST.</li> <li>SST mentoring role for pupils needing additional support in sport participation.</li> <li>SST establishing links with local schools for inter-school competitions.</li> </ul>	<p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> <li>SSL reviews long-term and individual lesson plans.</li> <li>SSL lead overseeing curriculum development and reviewing of progression skills maps.</li> <li>Timetabled skills sessions specific to multi-skills events (Sports Day, Spotted Sports)</li> <li>SST CPD for all school staff through team teaching and high-quality insets.</li> <li>Mentoring programme established, liaising with learning mentor to identify target pupils.</li> <li>G&amp;T timetabled provision for SSL</li> <li>Lunchtime clubs established and monitored by SSL.</li> <li>Extra-curricular clubs for all key stages implemented and target pupils identified.</li> <li>SSL develops Sports Leaders team to lead and manage themed sports initiatives e.g. Easter Run, Sports Day, World Cup.</li> <li>SSL develops Sports Leaders to lead sessions with younger pupils on multi-skills, cricket and basketball.</li> <li>Specialised End term Achievement Awards in PPSE.</li> <li>Presentation awards at end of every intra-school competition.</li> </ul>	<p>Funding allocated: £12,540</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p> <ul style="list-style-type: none"> <li>All children developed progressive skills across all sports.</li> <li>All EYFS, KS1 and KS2 pupils have participated in competitive games in PE lessons, Sports Days, Easter Run</li> <li>All KS2 pupils have participated in competitive games in Welbeck Euros, Sports Day, Easter Run, Welbeck Wimbledon.</li> <li>G&amp;T students able to mentor and instruct peers in key skills and rules of their sports.</li> <li>Every pupil can identify at least one extra-curricular sport they have participated in (Pupil Voice)</li> <li>KS1 and KS2 pupils able to reflect increased profile of PESSPA, pupils able to identify how (Pupil Voice)</li> </ul>	<p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> <li>Special assemblies on PESSPA, led by Sports Leaders for parents to attend.</li> <li>Identify Nottingham wide competitions/initiatives for class teachers to now attend with students in mini-bus.</li> <li>Inclusion of PESSPA in Welcome Evening presentations in autumn</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:	
			4 %	
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> <ul style="list-style-type: none"> <li>Confident and skilled staff who deliver high quality PESSPA learning and PE lessons.</li> <li>Staff who develop an appreciation and passion for the importance of PESSPA.</li> <li>Staff who continuously raise the profile of PESSPA and highlight and link the importance and benefits of PESSPA throughout their teaching and learning.</li> <li>Staff who are confident in identifying gifted and talented pupils in PESSPA</li> <li>Staff awareness and tracking of lower profile/niche sport participation.</li> </ul>	<p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> <li>High-quality CPD staff meetings and training on PESSPA termly.</li> <li>Team teaching between class teachers and SST.</li> <li>LSA and TAs CPD through observation and staff meetings.</li> <li>ECT development through targeted observations in PE</li> <li>Performance management targets linked to PESSPA.</li> <li>Delivery of termly assemblies with PESSPA themes and celebrations of successes.</li> <li>Active and visible roles by all staff in high profile sports events (Sports Day, Easter Run).</li> </ul>	<p>Funding allocated: £700</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p> <ul style="list-style-type: none"> <li>Staff questionnaire reflects developing/increased confidence in PESSPA provision.</li> <li>Pupil Voice reflect confident teaching and delivery of PESSPA from class teachers.</li> <li>Staff inset programme reflects increased provision of CPD opportunities in PESSPA.</li> <li>Subject knowledge and confidence of ECTs in addressing PESSPA is targeted and reflected in ECT reports.</li> <li>Successes and areas for development identified in end of year inset with whole school staff.</li> </ul>	<p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> <li>PE display board to celebrate successes.</li> <li>Wider range of staff to take pupils to competitions/sports events.</li> <li>Ensure continued provision of high-quality CPD.</li> <li>Identify external, high quality CPD in areas/sports which are not currently being taught or provided for in school.</li> </ul>

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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				19%
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
<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>£3500</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>Comprehensive provision of lunchtime and extra-curricular sport and clubs to all students across all key stages by SST.</li> <li>Inter-school competition participation in low-profile sports (dodgeball, netball) led by SSL.</li> <li>Participation in all Mega-fest inclusion sports tournaments.</li> <li>G&amp;T register which incorporates every child identifying sports they participate in outside of school, monitored by SST.</li> <li>Niche/lower profile sports identified externally to ensure all students provided for.</li> </ul>	<ul style="list-style-type: none"> <li>G&amp;T register monitors and tracks each pupil's participation in sports in and out of school.</li> <li>Annual participation in competitions across a wide variety of sports e.g. table tennis, football, multi-skills, agility and athletics, gymnastics, cricket, basketball, handball tournaments, dodgeball tournaments, potted Sports, and mega-fest.</li> <li>SSL rigorous tracking of sport and competition participation, identifying pupils who have not and implementing steps to ensure they are subsequently targeted.</li> <li>Thematic Sports Events with all pupils participating (Euros, Welbeck Wimbledon, World Cup, Olympics)</li> <li>Identify external providers to deliver high-quality PE sessions in lower profile sports</li> </ul>		<ul style="list-style-type: none"> <li>Sports club and competition access: <ul style="list-style-type: none"> <li>90% Year 5/6 pupils participated in inter-school competition.</li> <li>76% Year 4 pupils accessed a sport's club.</li> <li>90% Year 3 pupils accessed Tennis Club</li> </ul> </li> <li>All Pupils can identify 5 different sports they have developed key skills and understanding in.</li> <li>Pupils can name 3 sports they can access and participate in outside of school provision.</li> <li>Every pupil can identify a new sport from PESSPA curriculum needing development.</li> <li>Pupils enjoying wider range of activities (Pupil Voice)</li> <li>Whole school YMCA Gaga ball and archery day provision</li> <li>Belvoir Countryside and Cricket Day and PE sessions (KS2) delivering basketball, cricket and archery.</li> <li>Nottingham Rugby club deliver 'Try it!' sessions KS2</li> </ul>	<ul style="list-style-type: none"> <li>Identify sports festivals beyond offered calendar of School Sport Nottingham Primary calendar.</li> <li>Tracking of external provision for lower profile sports.</li> </ul>

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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				11 %
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
<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>£2000</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>All students to participate in competitive sports consistently throughout the year.</li> <li>Students to develop healthy attitudes and approaches (resilience and enjoyment) to competitive sports and sportsmanship.</li> <li>Students to have positive role models from competitive sports</li> </ul>	<ul style="list-style-type: none"> <li>Rigorous monitoring by PE leads/SST of registers of clubs/extra-curricular competitive participation by all students.</li> <li>Every teacher to identify external sports and PESSPA participation of all students in their class for the G&amp;T register</li> <li>Consistent participation in inter-school competitions in numerous sports</li> <li>SST established links with local school and Nottingham-wide co-ordinators to ensure all potential competition is known and available to school.</li> <li>PE units and progression skills conclude with competitive games in which children use developed skills in competitive games/situation/assessment.</li> <li>SST enter school into regular competitions across variety of sports.</li> <li>Character curriculum assemblies on resilience and sportsmanship delivered to raise profile of healthy competitiveness.</li> <li>Termly sports events implemented and delivered as an end-of-unit competition and celebration of given sport.</li> <li>SST identify role models to visit school and share competitive experiences.</li> </ul>		<ul style="list-style-type: none"> <li>100% of EYFS, KS1 and KS2 children participated in inter-school competitive sport (Easter Run, Sports Day)</li> <li>100% of children participated in competitive sport at end of all PE units.</li> <li>60% of UPKS2 pupils competed in inter-school competition.</li> <li>SSL-led assemblies celebrated successes and praised positive characteristics displayed by pupils in engaging in competitions (Pupil Voice, Certificates)</li> <li>SSL mentoring trainee teacher who plays competitive cricket and who has also been a very positive role-model for pupils to aspire to</li> </ul>	<ul style="list-style-type: none"> <li>Identify competitions beyond offered calendar of School Sport Nottingham Primary calendar</li> <li>Identify high-profile role models from variety of sports to visit and discuss competitiveness and PESSPA participation</li> </ul>

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Signed off by	
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Subject Leader:	Ronan Cobbe
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