

# 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](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 2021/22	£0
Total amount allocated for 2021/22	£17,680
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,680
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£0

## 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>	In addition to working towards National Curriculum requirements, children access swimming in Key Stage Two.
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p>	73%
<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>	63%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	60%
<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

## 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: £17,680		Date Updated:18.11.22	
<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: 1%
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?:	
To provide all pupils with the opportunity to engage in competitive and non-competitive sports during break times and lunch times.	Play leaders to receive training to lead a wide variety of sports based activities at break times and lunchtimes.  To clarify the distinction between break time/lunch time equipment and PE lesson equipment.  Updated lunchtime zone timetable for the new academic year.  New break time/ lunch time equipment ordered	£0  £0  £0  £250	Evidence from: <ul style="list-style-type: none"> <li>• Learning walk by subject leader.</li> <li>• Regular meetings between subject leader, play leaders and member of staff allocated to play leaders to monitor progress.</li> <li>• Resources are organised, stored safely and correct.</li> <li>• Updated timetable.</li> </ul>		
To increase the sporting opportunities of pupil premium children and children who may face barriers to engagement	After school club focused around inclusive sports for example dancing.  Opportunities to compete in inclusive sports competitions.  Opportunities to attend events which focus around increasing sports participation		£0	Evidence from: <ul style="list-style-type: none"> <li>• After school club register</li> <li>• Pupil voice</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:
				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:
To ensure all pupils have an understanding of the benefits of leading a healthy and active lifestyle	<p>3 healthy lifestyle assemblies delivered a year.</p> <p>Daily mile to be completed once a week.</p> <p>A daily mile register to monitor success. Classes which have reached milestones to receive a reward</p> <p>Celebrate mental health awareness week by leading activities which link physical activity and mental health</p>	<p>£0</p> <p>£0</p> <p>£0</p> <p>£0</p>	<p><u>Evidence from:</u></p> <ul style="list-style-type: none"> <li>• Pupil voice</li> <li>• Daily mile register</li> </ul>	
To continue to raise the profile of PE throughout school and with parents/carers	<p>Sports achievement celebrated during achievement assemblies (sporting achievements both in school and out of school).</p> <p>Regular social media posts to celebrate sports achievements</p>	<p>£0</p> <p>£0</p>	<p><u>Evidence from:</u></p> <ul style="list-style-type: none"> <li>• Social media posts.</li> <li>• Pictures of pupils participating in sports.</li> </ul>	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				2%
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	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:

consolidate through practice: To give staff the skills and confidence to deliver PE lessons.	PE subject leader to monitor implementation of knowledge and skills progression.  Implementation of new whole school PE scheme  Subject leader to attend CPD and feedback to colleagues.  Subject leader to send out colleague questionnaire to identify an area for development.  Sports leaders to support the teaching of PE and upskill teachers  Subject leader to lead CPD to improve colleague confidence.	£0  £0  £300 course and cover  £0  £0  £0	Evidence from: <ul style="list-style-type: none"><li>• Questionnaire issued after CPD to monitor progress.</li><li>• Feedback session for colleagues to share their progress.</li><li>• Regular learning walks</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:  
96%

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?:
To run a wide, variety of sporting extra-curricular activities	To ensure all children have access to wide range of sporting clubs.  To begin to work with outside providers to provide outstanding sporting after school clubs.  Sporting clubs to correspond with	£0	Evidence from: <ul style="list-style-type: none"><li>• Pupil voice.</li><li>• Increased participation in sports clubs.</li><li>• Registers from afterschool clubs.</li><li>• Achievements in sporting competitions</li></ul>

	<p>upcoming sports competitions to give pupils to opportunity to compete in that sport.</p> <p>To provide inclusive sports clubs</p>			
Children to partake in Bikeability	Delivery of Bikeability programme to Year 6	£900	<p><u>Evidence from:</u></p> <ul style="list-style-type: none"> <li>• Bikeability certificates of achievement completed by majority of Y6 pupils</li> </ul>	
Children to leave Key Stage Two with water confidence beyond NC requirements	<p>Pupils access swimming provision taught by qualified swimming teachers and in line with Swim England guidelines.</p> <p>Pool hire of Ken Martin Leisure Centre and qualified swimming instructors</p> <p>Key Stage Two additional swimming sessions to at least sustain swimming 25 metres.</p>	£7962	<p><u>Evidence from:</u></p> <ul style="list-style-type: none"> <li>• Children leave Warren Academy feeling confident in the water and want to attend in their own time.</li> <li>• Participation in water based activities in the community and on school residential increase as a result of growing confidence and love of swimming</li> </ul>	
Children to partake in weekly yoga sessions	<p>Pupils access to yoga sessions taught by a qualified yoga instructor</p> <p>Mindfulness and physical movements used to promote physical and mental health</p>	£8190	<p><u>Evidence from:</u></p> <ul style="list-style-type: none"> <li>• Learning walks</li> <li>• Pupils understanding of mental and physical well being</li> </ul>	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
To continue to develop our schools existing inter school competition calendar	Continue to develop our partnership with other LEAD schools  Host a LEAD tournament at Warren Academy  Increase the range of sports that children compete in	£0	Evidence from: <ul style="list-style-type: none"> <li>• Pupil voice</li> <li>• Competition achievements</li> <li>• Pictures from events</li> </ul>	

Signed off by	
Head Teacher:	Kellie Salam
Date:	18.11.22
Subject Leader:	Ellie Shaw
Date:	18.11.22
Governor:	
Date:	