

# 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.

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](#).

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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2022/23	£22,515 (£33,000 play equipment)
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£18,130

## 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 2021. Please see note above	97%
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	91%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	97%
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/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:	
<b>Key indicator 1:</b> 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				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 improve the number of children who can swim 25m confidently and proficiently over at distance of at least 25m by the time they leave primary school.	- Liaise with a local school for continued private hire of their pool. - Employ an external swimming coach to lead swimming lessons and interventions. - Train more members of staff in running swimming lessons to ensure small group sizes and maximum progress by all children. - Employ a supply teacher to cover half of the class so that when children swimming they can be very small groups linked to ability. - Identify children who need extra support to reach the identified target and provide intervention in the summer term (extra sessions).	£3900 £1800 £1200 £4250	<ul style="list-style-type: none"> <li>Two academic years ago, only 75% of pupils could confidently swim 25m confidently and proficiently over at distance of at least 25m by the time they left primary school, this has increased to 97% of Year 6 leavers this academic year.</li> <li>This is due to several factors including: - children are swimming in smaller groups with longer lessons with expert coaches. - An identified target group of children in each year group were taught in a one-to- two session each week in their weekly lesson.</li> <li>-100% of children interviews enjoyed their swimming lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Use assessment data to continue to identify target groups of children in every year group.</li> <li>Ensure these identified children are taught in smaller groups in their lessons.</li> <li>Provide additional intervention groups for target groups of children each term.</li> </ul>

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<p>To ensure playtimes are active and engaging for all KS1 children.</p>	<p>-Design and install a new KS1 trim trail based on surveys carried out last year of teachers and pupils.</p> <p>-Survey children and KS1 children about new playground equipment to find out new cohorts' likes.</p> <p>-Purchase new equipment based on the needs identified by staff and children that promotes active playtime for all children.</p> <p>- Design and install a new Reception adventure playground based on surveys carried out last year of teachers and pupils</p>	<p>£33000 (part funded by the PTA)</p> <p>£400</p>	<ul style="list-style-type: none"> <li>• Interview with staff and children highlighted their satisfaction with the wider variety of equipment for playtimes.</li> <li>• In addition, the staff survey highlighted the need for separate storage area for playtime equipment that is easily accessible at every breaktime and has now been built. -</li> <li>• 100% of KS1 children liked the new play KS1 adventure play area built and 100% staff said playtimes were more active.</li> </ul>	<ul style="list-style-type: none"> <li>• - Interview KS1 children and staff at the start of each academic year to find out what new equipment to purchase to ensure playtimes remain interesting and active for all children. -</li> </ul>
<p>To encourage active travel to and from school.</p>	<p>-Organise a company to deliver age appropriate cycling courses for children in all year groups.</p> <p>- Liaise with volunteers to run a 'footsteps' programme which will educate KS1 children how to walk to school safely.</p> <p>-Year five to conduct a traffic survey and use their findings to help promote active travel for the school (e.g. organise a walk to school week).</p> <p>-Research into different methods to track how children travel to school (e.g. Modeshift Stars System).</p>	<p>£500</p> <p>-</p> <p>-</p>		
<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:</p> <p>%</p>

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>To ensure children contribute to whole school initiatives for Sport and Wellbeing.</p> <p>To provide children with as many sporting opportunities as possible throughout their school career.</p>	<p>-Elect a new child from each year group (Y1-Y6) to become a member of the Wellbeing and Sport committees.</p> <p>-Arrange half-termly meetings where children can share ideas for whole school projects.</p> <p>-Sport committee to organise an Inter-house Sports Day alongside the support of an external coach.</p> <p>-Wellbeing committee have suggested children take part in additional first aid training.</p> <p>-Work with Mini First Aid to provide additional training for classes in KS1 and KS2.</p> <p>-Use a teacher assistant to help with sport admin required.</p>	£450	<p>-100% of children involved in the committees said they enjoyed the experience and felt like they contributed to whole school projects. -All children involved in the activities planned by the committee members enjoyed the events and liked the idea of having a committee to share the pupil voice</p> <p>The sport admin, alongside the PE co-ordinator, has helped with the following throughout the academic year: -The co-ordination and organisation of the numerous whole class sport festivals every class attended; - co-ordination of external coaches who have helped run lessons and extracurricular clubs; - The timetabling of the numerous sporting competitions throughout the year; - ordering and purchasing new equipment required and - liaising with external companies e.g.</p>	<p>Maintain Wellbeing and Sports Comittess and Y5 Sports Leaders.</p> <p>Playground Leaders from Y6 should be nomitated to help on the Ks1 playground.</p> <p>A sport admin should be used to support the PE co-ordinator next year to ensure the children continue to be exposed to as many sporting opportunities as possible.</p>

To provide children in Year 5 and 6 with leadership opportunities and act as sporting role models for younger children.	<ul style="list-style-type: none"> <li>-To train the current Year Five class in the Sports Leaders Playmaker Award.</li> <li>-The Year Fives to help organise and run the KS1 Sports Day.</li> <li>-Current Year Sixes (who have completed the Sport Leaders Playmaker Award last year) to run active sessions at playtimes for all year groups.</li> </ul>		<p>hire of the private pool, organising bikeability training by outside providers.</p> <p>Year 5 Children have lead games and activities during lunchtimes.</p>	Continue providing these opportunities next year.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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 develop all teachers' confidence, knowledge and skills in teaching PE.	<ul style="list-style-type: none"> <li>-Survey all teachers what areas of PE they would like extra training on this year.</li> <li>-Employ external coaches to teach alongside teachers in the different areas they would like to develop their confidence, knowledge and skills.</li> <li>-Each teacher to work alongside an external coach for at least two half terms across the academic year in different sports they have identified in the staff survey. This should</li> </ul>	<p>£880 (Basketball)</p> <p>£1330 (Multi-Sports)</p>	<p>- All children experienced high quality PE lessons throughout the year in a broad range of sports from a number of different specialist coaches including cricket, basketball, hockey, gymnastics, tennis, football and athletics and lessons supported by the Complete PE scheme of work</p>	<p>Continue to provide a wide range of sporting opportunities next year through curriculum time and after school clubs.</p> <p>Build on the momentum of the women's world cup and the success of the girls' football team in the Chiltern league by funding places for Wycombe Wanderers Coaches to coach girls in Year 4, 5 and 6.</p>

	<p>include looking at planning, team teaching and observing.</p> <ul style="list-style-type: none"> <li>- Try new sports to challenge and inspire more confident teachers of PE and provide children with a broad experience of a range of sports.</li> <li>- When not working with an external coach, teachers will use Complete PE – a comprehensive scheme of work to support their lessons. PE co-ordinator to support all teachers in the delivery of this scheme focusing on using assessment effectively.</li> </ul>	£105		
<b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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>All children to attend whole class festivals with other local primary schools in broad range of sports.</p>	<ul style="list-style-type: none"> <li>-Renew membership of the Sports Partnership where local secondary schools organise regular events for local primary schools in a broad range of sports including frisbee, handball, gymnastics, yoga and multi-skills.</li> <li>-Ensure each class in Rec/KS1 attends at least three whole class festivals during the school day.</li> <li>-Ensure each class in Rec/KS1 attends at least four whole class festivals during the school day.</li> <li>-Co-ordinate minibuses to attend the festivals and letters to inform parents.</li> <li>-Join the new Chesham Sports Partnership where children can take part in additional whole class events (that take place within the school day) with local schools.</li> </ul>	<p>£3500</p> <p>£350 a coach</p>	<p>Children have all benefited from the festivals run by the sports partnership.</p>	<p>After the current schools partnership closes, join the new Amersham School partnership.</p>
<p>Provide children with a broad range of extra-curricular activities.</p>	<ul style="list-style-type: none"> <li>-Employ external specialist coaches to run after-school clubs in a variety of sports.</li> <li>-Clubs to be offered to lots of different year groups to provide fun and inclusive opportunities for all children in the school. These clubs include:</li> <li>Tennis – available to all year groups.</li> <li>Athletics – available to all year groups.</li> <li>Multiskills club -available to Reception and KS1.</li> <li>Basketball – available to KS2.</li> </ul>		<p>External coaches also offered new extra-curricular clubs including new sports not previously offered like Fencing and Summer Multi Sports and offered clubs to year groups which had been identified as not being offered as many sport clubs previously e.g. A new afterschool Multisport club for reception, year one and year two. New clubs were popular and children said they enjoyed the new sport clubs.</p>	<p>Continue to hire coaches to provide a wide range of after school opportunities.</p>

	<p>Football – available to LKS2.</p> <p>-Teachers to run after-school sport clubs for y5/6 which are inclusive and fun but also focus on preparing for competitive opportunities available in these year groups. These clubs includes:</p> <p>Rugby</p> <p>Netball</p> <p>Football</p> <p>Cricket</p> <p>-Purchase new equipment needed to support the extra-curricular clubs and large number of participants.</p>	£3600	<p>Children have enjoyed rugby, netball, football and cricket sessions run by staff.</p> <p>Children have competed against other schools.</p>	Continue to hire coaches to provide a wide range of after school opportunities.
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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:
Take part in a local Chesham league which offers children in Years 5 and 6 an opportunity for competitive sport in a broad range of sports.	<p>-Join the Chiltern League which mean the school is involved in a Y5/6 match every week for the entire school year.</p> <p>- Rotate squads involved in this competition each week so lots of children are given the opportunity to represent the school in matches.</p> <p>Sports involved include:</p> <p>-Football</p> <p>-Netball</p> <p>-Rugby</p> <p>-Girls' Football</p> <p>-Cricket</p>	£250	<p>Over 50% of children in Year 5 and 6 have participated in the Chiltern League.</p> <p>Children have benefited from competitive sport.</p> <p>Children who wanted to play in the Chiltern league and did not have the opportunity played in organised friendlies.</p>	Continue to enter sports teams into Chiltern League and cup competitions.
Compete in additional local Y5/6 leagues in a broad range of sports.	<p>-To also take part in the following leagues:</p> <p>Y5/6 Netball DCHS league</p> <p>Y5/6 Football league</p> <p>Y5/6 Girls' football league</p> <p>KS2 Cross Country league</p> <p>-In addition, organise friendly matches in these sports against local schools.</p>		Extra sports festivals have been entered for children.	Increase participation in cross country and swimming events.

Take part in School Games events which gives children the possibility to play at a higher level of competition.	<ul style="list-style-type: none"> <li>- These events offer an opportunity to take part competitively in additional sports such as: Swimming Athletics Tennis Badminton</li> <li>- Purchase new equipment and kit needed for all competitive fixtures.</li> </ul>			
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	