

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 2024/25	£0
Total amount of funding 2025/26. To be spent and reported on by 31 st July 2026	£17720
How much (if any) do you intend to carry over from this total fund into 2026	£0

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. 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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.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	78%
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	65%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	50%

Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	No
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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: 2025/26		Total fund allocated:	Date Updated:	
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				Percentage of total allocation:
				%
Intent	Implementation		Impact	
School focus with clarity on intended impact on pupils :	Actions to achieve	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Increase physical activity through additional opportunities for fitness throughout the day.	Provide new facilities for additional sports and fitness at lunch time / break time, including fitness equipment, multi skills	£250	- Pupils understand the importance of keeping fit. They know how to exercise safely. - Pupils can regulate themselves better at lunch times through participating in a range of sporting and fitness sessions.	
KS1 5 a day fitness	Provide regular fitness and movement breaks in class	£304	All KS1 classes engaging with this which has a positive impact in children being awake and ready to learn.	
Key indicator 2: The profile of PESSPA (physical Education, Sport and Physical Activity) being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation		Impact	

School focus with clarity on intended impact on pupils :	Actions to achieve	Funding allocated:	Evidence and impact	Sustainability and suggested next steps:
New outdoor equipment for EYFS to encourage team work, developing skills in balance (Get Set Go and Play Builder) with all weather surface	• More equipment for children to access at break times and lunch time • Children to develop balance and building skills	£4,540	The children have really enjoyed being able to use this equipment and it is accessed every day in all weathers.	
Use our curriculum to learn about healthy eating, how to prepare food and to try new things.	• PSHE and some curriculum areas (Topic and DT) to include modules on cooking and food.	£0	All classes have undertaken topics on preparing food and children understand about having a balanced diet and healthy eating.	
Continue with PE scheme across the school (Get Set 4 PE)	• Purchase new PE scheme to ensure high quality lessons and progression across the school. • Purchase new equipment in order to be able to follow the Get Fit 4 PE scheme.	£0 £2000	This has been in place for three years now and is working well and we are seeing good progression.	

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

Intent	Implementation		Impact	
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence of impact:	Sustainability and suggested next steps:
Upskilling teachers in their teaching of PE and Forest School so that lessons are well taught and pupils make good progress.	• Provide sports training for staff through in-house training and courses for PE lead and teachers. • Use sports coach / FS Leader to upskill teachers in the delivery of curricular and extra-curricular sporting activities.	£2,500	All staff now following Get Set for PE	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		Impact	
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence of impact:	Sustainability and suggested next steps:
Introduce pupils to a range of new sporting clubs to identify which are successful and should be run on a weekly basis. Purchase new PE equipment	Football / basketball and multi skills clubs	£1,976	Children have had access to a number of sporting activities and clubs and have been able to play in matches and games against other schools.	

Introduce new outdoor activity opportunities through running Forest School for all year groups, as this covers OAA	Forest School sessions to be run for all year groups as part of the curriculum. EYFS: 1 afternoon per week Y1 – Y6: 1 afternoon every 3 weeks.	£6,000	All year groups engaging in Forest School sessions.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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Intent	Implementation		Impact	
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence of impact:	Sustainability and suggested next steps:
Provide children with sporting workshops in-school and wider opportunities to experience competitive sport outside of school.	- Engage with local clubs who may be able to offer workshops in school. - Y3 Teacher to lead local football league matches with other schools	£0	Children have been able to play in different matches against other schools for cricket and football. Football club is very popular with a mixture of girls and boys.	
Providing staff to run clubs and attend sporting competitions	- All staff to be running an after school club in terms 1-5 - Payment for fuel if staff are transporting pupils.	£0	All staff ran a club this year, providing more sporting opportunities for pupils.	
Ensure the school is signed up to participate in cross-school competitive competitions.	- Cross school sporting competitions with local schools. - Purchase of medals / trophies, where appropriate.	£150	We have played in matches against other schools. We bought a new football kit for our team (cost listed above)	