

# 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](#).

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**Details with regard to funding**  
Please complete the table below.

This is a review of Sports Premium spending and impact to July 2022.

Total amount allocated for 2020/21	£18,200
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£18,540
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18,540

**Swimming Data**  
Please report on your Swimming Data below.

We have identified and highlighted our priorities for 2022/2023.

The amount allocated this year will be £18,700

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 2020. Please see note above	40%
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%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	100%
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?	No, but planned into next year's plan

## 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.

<b>Academic Year: 2021/22</b>		<b>Total fund allocated: £18,540</b>		<b>Date Updated: 20/07/2021</b>	
<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: 30%
<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: £5610	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:  Key priorities for sports premium spend 2022/2023
<p>Pupils undertake a minimum of 2- hour PE lessons each week.</p> <p>Pupils engage in physical-activity at lunchtimes with Play-Leaders facilitating Active-Play.</p> <p>Provide a wide and varied range of extra-curricular sports clubs for KS1 and KS2.</p> <p>To increase the number of pupils travelling actively to school through biking, scooting, walking or park and striding.</p>	<p>Audit sporting equipment that can be used at lunchtimes to encourage physical activity – replacing and improving where necessary.</p> <p>Pupils have access to a range of sporting opportunities within PE lessons that ensures they are kept physically-active for sustained periods of time.</p> <p>Recruitment of Year 5/6 Play-Leaders encourages physical activity at lunchtimes on KS1 and KS2 playground.</p> <p>Designated PE Teacher to deliver engaging and active high-quality PE lessons, whilst also supporting Play-Leaders at lunchtimes and playtimes.</p> <p>Designated PE Teacher to deliver a range of extra-curricular sports clubs</p>		<p>Contribution towards Teacher salary</p>	<p>Children have developed more positive attitudes to health and well-being and can explain why exercise and a balanced diet is good for the body.</p> <p>Pupil concentration, attitude, self-esteem and behaviour has improved within PE lessons.</p> <p>Pupils stamina has improved meaning they can now maintain higher-levels of physical-activity without getting tired so quickly.</p> <p>Pupils physical activity at lunch and break has increased as a result of initiatives and investment in re-designed playgrounds in both KS1 and KS2.</p> <p>Pupils now have knowledge and</p>	<p>Continue to invest in new equipment to offer pupils more access to new sports which ensure they are becoming more physically-active.</p> <p>Targeted plans for specific pupils to ensure they exceed the recommended 30 minutes of physical-activity daily.</p> <p>Physical activity levels monitored to ensure we meet the government guidelines of at least 30 minutes a day for each child in school time.</p> <p>Track individual child's fitness levels through pre and post fitness-tests.</p> <p>Use local council funding to invest</p>

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	for both key-stages.  Introduced WOW Living Streets Active Travel Scheme and monitor throughout the year.		access to a wider range of sporting activities through the delivery of new sports in PE lessons and extra-curricular clubs. E.g. Tri-Golf, Badminton, Boxing, Tchoukball.  All pupils, including SEND pupils have access to 2-hours of high-quality PE every week.	in the school's own pool of bikes and scooters for active travel and improved confidence in cycling/scooting.
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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:  
20%

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: £3740	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:  Key priorities for sports premium spend 2022/2023
All pupils within KS1 and KS2 participate in more intra-school sporting opportunities.  More pupils within UKS2 took on leadership opportunities.  PSHE/PE curriculum supports and encourages the benefits of physical activity upon our mental-health.  Ensure that all sporting achievements are recognised and celebrated.  Delivery of sporting career-based lessons to KS2 to give a wider understanding of varied careers in sport.  Pupils' attend a number of live sporting	Facilitate leadership and organisation projects for Years 5/6. E.g. school sports day roles, Play-Leaders and School Sport Champions.  More classroom-based teaching on the importance of how sport and PE improves mental-health and well-being, particularly during and after COVID.  Sporting successes (medals, certificates) celebrated within the school's weekly Celebration Assembly.  Sporting achievement celebrated in regular school newsletters and on social-media channels.  PE display-board celebrates sporting success and achievements as well as	Contribution towards Teacher salary.	Year 5/6 are now more confident to take on Sports/Play-leadership roles within both KS1 and KS2 and lead games/activities.  Pupils have more experience of intra-school sport and understand how this helps them prepare for inter-school festivals and competitions.  Pupils better understand the link between improved mental-health and sport/physical activity.  Pupils know that extra-curricular sporting achievements will also be celebrated within school.  Pupils have knowledge of how PE	Use pupil voice (School Sport Champions) as a tool to Further engage children in PE and School Sport.  Use the 'COGs' from REAL PE scheme to link to whole school improvement plan and embed these sportsmanship qualities inside and outside of the classroom in all aspects of life.  Deliver an increased number of engaging assemblies to celebrate successes inside and out of school and to promote major sporting events.

events.	<p>showcasing school sports' teams.</p> <p>Increase pupil ambitions to go on and explore careers' within sport.</p> <p>Raise aspirations through pupils increased experience of live-sport.</p>		<p>and PSHE key values work together and how these areas become cross-curricular.</p> <p>Pupils now know a wider range of careers within the sports industry and what qualifications and experience would be needed for these roles.</p> <p>Pupils have higher expectations of themselves within Sport and PE and want to represent the school in festivals and competitions.</p> <p>Pupils now have higher aspirations in life regarding sport due to seeing live sporting matches.</p>	<p>Teach pupils more about careers they can do within the sports-industry. Use display-boards and mannequins to show-case these.</p> <p>Offer more experiences for pupils to watch live sport.</p>
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				15%
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: £2805	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:  Key priorities for sports premium spend 2022/2023
Provide training and support to staff to feel more confident in the delivery of high-quality PE lessons.  Have a clear consistent approach with a clear progress of skills for PE.  Cascade high-quality sports coaching throughout all year groups.	REAL PE, REAL GYM and REAL DANCE implemented across the school.  External and highly-qualified coaches employed throughout the year to support with Teacher CPD.  External and highly-qualified coaches employed to provide a more varied	Contribution towards Teacher salary.	Teachers feel more confident delivering PE-lessons after support from PE Lead, meaning higher-quality teaching and learning for pupils.  Teachers have improved their teaching through the use of IRIS video recordings to learn from PE Lead.	Staff questionnaires to be completed to highlight areas for development to establish gaps in staff-knowledge to help support future provision.  PE Lead to support NQT, EYFS and new staff to the school in understanding the PE curriculum

<p>Pupils have access to a wide-range of sports through qualified PE Teacher and external sports-coaches.</p> <p>Continue to invest in and develop the knowledge, skills and assessment skills of designated PE Teacher and other staff.</p>	<p>curriculum and sport-specific taster-days.</p> <p>Designated PE Teacher writes and delivers a well-designed and well-rounded sporting curriculum across both key-stages with clear intent and overview in all areas.</p> <p>Release time for PE lead to attend PLT days and to monitor standards in PE across the school.</p> <p>All staff help to support and promote the school's objective of becoming a healthier and more active school through PE and School Sport.</p> <p>Internal CPD delivered by PE Teacher to other staff during staff meetings and team-teaching during lessons to support Teachers.</p>		<p>REAL PE – CPD session for all teachers completed.</p> <p>Pupils now know a wider-range of skills and sports through taster-days in areas such as; Handball, Dance, Tennis, Tag-Rugby and Cricket.</p> <p>Progression of skills and key knowledge documents shared with Teachers means they can see a clear progression and they now understand exactly what children should know and what they will know next.</p> <p>PE Lead has helped support the development of a Sports Apprentice during the summer-term, meaning pupils benefitted from more staff with a sport-skillset.</p> <p>Teaching Assistants are now more confident in supporting the delivery of PE.</p> <p>PE Lead and other Teachers delivering PE are now more confident in supporting SEND, BARE and G&amp;T pupils.</p>	<p>and in specific areas of CPD. Continue to use IRIS lesson recordings to support staff with subject-knowledge and the high-quality teaching of PE.</p> <p>PE Lead to continue to attend training which will enhance subject-knowledge.</p> <p>PE Lead to continue to work with highly-qualified coaches to improve and develop their own CPD.</p> <p>Use mini-quizzes (recap and ready) as a way to assess effectively and monitor PE to ensure high-quality teaching and learning.</p> <p>PE Teacher to complete Subject-Leader Skills and Knowledge progression ladder to work with SLT for CPD.</p>
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<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>	<p>Percentage of total allocation: 15%</p>
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Intent	Implementation	Impact	Impact	Impact
<p>Your school focus should be clear what you want the pupils to know and be able to do and about</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated: £2805</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has</p>	<p>Sustainability and suggested next steps:</p>

what they need to learn and to consolidate through practice:			changed?:	Key priorities for sports premium spend 2022/2023
<p>Bikeability, Learn to Ride and Scooter Skills offered to pupils.</p> <p>A wider-range of sports delivered through PE curriculum lessons.</p> <p>A wider-range of sports delivered through extra-curricular clubs.</p> <p>Increased attendance at local Nottingham School Sport competitions.</p> <p>KS1 pupils accessing new sports and games at break times and lunchtimes through the delivery of Play -Leader activities.</p> <p>More pupils provided with clear pathways to clubs outside of school to continue progress at grass-roots level.</p> <p>Increase in the number of taster-sessions offered to pupils to engage their interests and give them more experiences within new sports.</p> <p>Offer more opportunities within outdoor and adventure learning.</p>	<p>45 children in years 5/6 took part in a Bikeability training course.</p> <p>New sports delivered within PE curriculum and extra-curriculum clubs (boxing, Tchoukball, netball, Boccia)</p> <p>More pupils experience a range of sports at festivals and competitions.</p> <p>Increase enjoyment of PE by all children – specifically SEND.</p> <p>Provide clear path-ways to local clubs.</p> <p>Improve pupils map, teamwork, climbing and outdoor skills through an increase in teaching outdoor and orienteering challenges.</p>	<p>Contribution towards Teacher salary.</p>	<p>Pupils are now more confident on bikes and scooters, know how to be safer on the roads as well as how to maintain their bikes.</p> <p>A more diverse range of sporting activities offered to pupils through the PE curriculum, extra-curricular clubs and competitions which has led to increased enjoyment and more positive attitudes to sport.</p> <p>More pupils are wanting to represent the school at inter-school sport after their experiences of taster-sessions and experiencing new sports.</p> <p>PE Teacher has delivered weekly interventions with SEN pupils in small groups to ensure they are getting access to new sports and activities. This has improved their attitude and enjoyment to PE and allowed them to access a wider-range of activities too.</p> <p>Pupils and parents now know that children can be guided towards local-clubs.</p> <p>Knowledge, interest and confidence in outdoor and adventure activities has increased.</p> <p>KS1 and KS2 pupils are teaching appropriate games and sports learnt in PE at lunch-times.</p>	<p>Jubilee to host our own inter-school sports competitions and festivals against other local/trust schools.</p> <p>New taster workshops in activities such as climbing and skating.</p> <p>Increase number of Foundation Stage and KS1 clubs and introduce a sports-based afternoon that replaces 'free play'</p> <p>Hold a minimum of 3 'Taster Days' for new sports for the whole school during 2022/23 e.g. skating, frisbee, cross-country.</p> <p>More assemblies delivered to celebrate key sporting events in the calendar.</p> <p>Carefully select outside providers and ensure they understand our vision for school sport and that the opportunities they offer contribute to that vision.</p> <p>Promote local sports/holiday camps.</p> <p>Invite local sports teams in to speak to pupils about their offering as a provider.</p>

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:	
			20%	
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: £3740	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:  Key priorities for sports premium spend 2022/2023
All Jubilee pupils represent the school during one inter and one intra-school competition.  Continued link with School Games Organiser to access calendar of sporting events and competitions, Increased opportunities in inter-school sport competitive.  Organise more girls-specific competitive fixtures.  Further development of 'B' teams to play competitive fixtures against other schools to give more children the experience of competitive matches.  Targeted extra-curricular clubs for those who need to be more physically active or lack confidence and self-esteem.	Identified a set number of competitions/events to provide transport to.  PE lessons provided links in learning to bridge the gap between learning skills and applying them competitively against others.  Organised regular (termly), intra-house sports competitions for pupils across different sports.  SEND children attended a range of festivals throughout the year.  'B-Team' fixtures organised against local schools in areas of sport and PE.  Increased participation in girls-only sports fixtures.	Contribution towards Teacher salary.	Calendar of intra-school festivals and competitions linked to major sporting events e.g. Woman's' Euros 2022  All pupils participated in a whole-school sports day.  Pupils now relish the change to represent the school at local sports competitions and fixtures.  Increased confidence of pupils within different sports, with pupils now more confident in playing competitive sport.  Pupils are now more resilient and less likely to give up.  SEND pupils now have higher confidence levels and better social skills due to attending festivals.  Pupils' attitudes to team-sports have improved with the creation of 'B' team fixtures.  More pupils now access competitive	Identify further pupils for extra-curricular and curricular interventions and support.  Continue to grow the number of small inter-school competitions within the LEAD Academy trust.  Offer more opportunities for KS1 children to participate within competitions and festivals.  Year 5/6 Play-Leaders facilitate more games with a competitive edge.  Further develop intra-year competitions for pupils to experience competitive sport.  Organise more 'B' team sports fixtures.  Utilise sports providers to help support more intra-competitive sports festivals and competitions.  Investment in a shared mini-bus

		<p>sport across both key-stages.</p> <p>Girls' attitudes to playing competitive sport has improved along with their confidence and social skills.</p> <p>Targeted pupils have shown increased levels of physical activity and improved confidence and self-esteem as a result of extra-curricular interventions.</p>	<p>to ensure attendance at more events.</p>
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Signed off by	
Head Teacher:	Nicola McIntyre
Date:	25.7.22
Subject Leader:	Neil Kelly – PE Teacher
Date:	19.07.2022
Governor:	Michael Brunner
Date:	11.08.2022