

# 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.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£26,090
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/2023	£19,580
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023	£19,580

## 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>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><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 2023.</p> <p>Please see note above</p>	57%
<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>	57%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	57%
<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: £19.580		Date Updated: July 2023	
<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: 8%
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 increase healthy active lifestyles amongst all children	Continue with bespoke membership through inspire+. Ensure it is suited to our individual needs as a school and community.		£5250		Maintain Inspire+ membership next year. Continue with bespoke membership ensuring school gets full value for money based on needs of the pupils.
Encourage active play through equipment and playground leader training	This year playground leaders to allow for ks1 and ks2 playgrounds.		£0	A group of Year 6 children trained and led the playground leader programme. A timetable was created and leaders covered KS1 and KS2 playgrounds across the school year. This provided children with active lunchtimes.	Playground leaders to be trained in the Autumn term, to provide playground activities for KS1 and Year 3/4 children.
Young Ambassador Programme with Inspire+ to engage leadership with Year 6 children	Bronze Ambassadors to encourage activity with children across school. To run clubs and assist PE Lead with engaging children in physical activity at lunchtimes and after school.		Inc in membership (£1750)	Bronze Ambassadors have had a very important role within school this year. They have developed their leadership qualities, assisting assemblies, leading assemblies, helping within PE lessons, guiding younger children to lead healthy	Bronze Ambassador programme to continue. Provided feedback to Inspire+ in terms of the programme. Possible options to include an award system for the children, allowing them to focus their responsibilities and allow

Talented Athlete Programme for Year 5/6	This course will promote a love for sport amongst those chosen. They will learn about the mechanics of the body, how to apply themselves within their chosen sport and how to eat and fuel the body correctly.	Inc in membership	and active lifestyles. Children in Year 5 & 6 have accessed the Talented Athlete Programme. They focused on team work, communication, confidence, biomechanics and diet and nutrition. The children thoroughly enjoyed these sessions, which allowed them to share their knowledge and learn more about how they can fuel their bodies and minds to become the best athletes they can be.	them to achieve something at the end of the year. Continue to access TAP programme, but focus on Year 5/6 pupils.
HAF (Holiday Activity and Food Programme) Camps	Inspire+ are a registered provider of the LCC HAF programme which is applicable to families of free-school meals and schools can also nominate a further 15% of their students who they deem as vulnerable.	Inc in membership	Many families accessed HAF camps across the year. This provided activities, a hot meal and a place to learn social skills and keep healthy and active over the holidays.	Promote HAF camps. Consider possibility of hosting HAF within school to provide a more local venue for our children and families.

**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement**

Percentage of total allocation:

17%

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:

Mentoring program run by Sophie Devenish	These will focus on inactive children across ks2. Initial baselines done at beginning of program and again at the end to show children the improvement they can make if they become more active. Aimed to engage & enthuse disengaged or struggling pupils. It has been designed to positively impact aspirations, confidence, self-esteem, and behaviour, through various tasks and challenges. Delivery will be six weekly contact sessions, over one term, for up to 12 pupils in KS2.	Inc in membership (£1000)	Through the mentoring programmes, all children showed a greater understanding of how to become more physically active. They showed they had increased their ability to raise their heart rates and understood the need to take part in physical activity.	Use membership to buy credits for both mentoring programmes. Next year programme will run fortnightly, therefore keeping longer contact with the children. This will provide a focus for longer, allowing the children to stay focused on their goals.
Mentoring program run by Kane Goswell	Focus on children can include; inactivity, components of fitness, sporting FUNdamentals, confidence. 8 pupils from across KS2	Inc in membership	Through Kane's mentoring, the small group of children responded exceptionally well to the course. They completed a work booklet, sharing their worries and fears surrounding physical activity. They discussed how they could overcome these fears.	
Whole school assembly by Dai Greene – gold medal world champion 400m hurdler	Dai Greene will talk about his life, the challenges he has faced and how he has overcome them. Themed around resilience and perseverance.	Inc in membership	Dai Greene, world Champion 400m hurdler delivered whole school assembly concentrating on the theme of perseverance. He talked to the children about working hard when faced with adversity.	Re-book Dai Greene for next year, to provide an assembly to encourage the children to work hard to achieve their dreams.
Sophie Devenish – girls in Sport assembly and workshop.	To provide a motivational assembly to girls. This will encourage girls to try new sports and to give them confidence.	Inc in membership	Sophie delivered a girls in sport workshop. She discussed how she faced challenges as a female athlete and how she overcame them. They completed a variety of activities to provide them with the belief they	Consider whole school approach – Roots To Food workshops to allow more children to access.

Kane Goswell – Team building	To provide a session of team building at the beginning of term 1 for Year 5 boys. Having identified the need for good communication and positive behaviours within his cohort	Inc in membership	<p>can achieve anything they set their mind to. They had to solve a variety of challenges, showing how they can be resilient in the face of difficulties. This provided the girls with a real motivation and new found confidence.</p> <p>Kane worked alongside the year 5 boys and completed a variety of team building games. This year group had been identified as needing help with communication and how to work together in order to achieve a goal. The boys thoroughly enjoyed the sessions and it was noted by class teachers following the session that the boys communication skills had greatly improved.</p>	Use team building games within curriculum time. This will encourage social skills and good communication. Use of games outside during playtimes.
Legacy Tour	Bronze Ambassadors to lead a whole school assembly with a relevant theme.	Inc in membership	Bronze Ambassadors led a whole school assembly during the Spring Term. This had a focus on the School of Kindness. This linked to the schools focus of 'Caught Being Kind'. The children discussed ways on which we can be kind to each other and adults within school. They made a pledge to always be kind, even if it was just a smile to brighten someone's day.	Sign up to Legacy Tour for next year, focus on Olympics Paris 2024.
Equipment top up	Stock check on equipment completed on a termly basis.	£2,350	Equipment purchased includes new tennis balls, indoor athletics equipment and fitness equipment. Weighted balls have been	Stock take in Autumn Term. Match up with curriculum map to ensure full equipment is available to provide high quality PE lessons.

Kaboca membership	Through Inspire+ we have access to Kaboca, a survey based website. This will allow us to survey the children, to discover how active they are, opinions on extra curricular offer and how we can adapt our practice to suit the needs of our children	Inc in membership	purchased to develop our fitness unit which has been identified as an area of focus for school following covid.  Through kaboca surveys we have been able to identify areas that the children would like developing in terms of after school clubs. As a result we have increased the lunchtime and after school club offer, including playground games for ks1 and basketball for ks2.	Maintain kaboca surveys to ensure the children and staff are providing feedback on schools offer.
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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:
	12%

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 give children a broader curriculum by accessing CPD for various disciplines. This will increase staff confidence and knowledge and in turn will provide the children with high quality PE lessons.  Access CPD through Inspire+ membership. This will increase confidence in staff members, impacting directly on the quality of provision for each pupil.	Coach booked for Year 2, 4 & 5 dance.	Inc in membership (£2000)	Through a specialist coach we have been able to team teach dance within dance units for year 2, 4 and 5. We developed new techniques in order to cover the curriculum and therefore provide high quality PE.	Use CPDD training to deliver Dance curriculum alone next year.



Belvoir Cricket and countryside trust	Cricket Year 5 6x 1 hour sessions. To team teach alongside to increase knowledge for new team member.	£200	Year 5 were able to benefit from specialist cricket coaching over a 6 week period. Staff used this as CPD, in order to gain a better understanding of how to teach skills to the children. This can then be used in future years in order to improve the quality of cricket lessons.	Maintain relationship with Countryside Trust. Consider options to allow a different year group to access cricket coaching.
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

Percentage of total allocation:

33%

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:
Children will have a broader experience, they will try new sports coached by professionals within that specific sport. This will increase their knowledge of a variety of sports	Book basketball coach to come and deliver sessions to KS2 children over lunchtime.  Tennis coach to resume with all year groups over lunchtimes throughout the year	£1000  £2000	Basketball coach has delivered a blocks of lunchtime clubs for ks2 children. This allowed the children to gain a broaden experience in other sports.  Tennis coach has been in school during lunchtimes twice a week. This has provided children with extra opportunities to become physically active, but to also broaden their experiences.	Through Inspire+ membership, book a coach to deliver playground games and activities across KS1 and KS2 playgrounds. Each term will have a different theme, allowing children to access a lunchtime club, promoting physical activity during breaks.

Maintain after school club offer through new team member	All year groups to be offered at least one 6 week block of extra curricular activity; new offer to include ks1 multiskills full 12 week term and year 4 football full 12 week.	£2500	Through employment of extra staff we have been able to offer more after school clubs. This has allowed school to ensure all children in KS1 and KS2 have accessed a 6 week lunchtime or after school club this year, broaden their opportunities.	Continue to employ staff to run after school clubs. Consider timetable for next year to ensure full breadth of activities on offer.
Little Movers Club	An EYFS/KS1 coaching scheme developing pupils FUNDamental sporting skills in a fun, energetic and engaging way.	Inc in membership (£500)	Through Inspire+ we have been provided with two after school clubs during spring and summer term. EYFS accessed Little movers, which allowed children to experience an after school Club for the first time.	Re-book Little Movers for next year to provide EYFS with an after school club.
Sports Cadets 6 week block of sessions aimed at KS1 (6x1 hour)	A KS1 programmed aimed at using sport as the vehicle to support the develop of other key life skills in young people.	Inc in membership	Children in year 2, 3 and 4 accessed Sports Cadets, which for some was the first time they had stayed after school. It introduced them to sports clubs in a gentle way, giving them access to new opportunities.	
Mini Olympics	A full day session for year 4 pupils exposing them to new activities and sports. Day is based around an Olympic opening ceremony, children enter the stadium representing a country with flag and banners. The children then take part in a variety of activities.	Inc in membership	Children in Year 4 attended the annual Mini Olympics representing Australia. They took part in a variety of events including wheelchair games, dance, boxercise, freestyle football and American football. The children had a fantastic time, experiencing a real life Olympic event.	Continue to access Mini Olympics next year. Focus for the games will be Paris 2024.
Top Up Swimming	Year 6 children to access Top up swimming for those who weren't able to reach the 25m distance during their curriculum lessons	£540	Through these targeted sessions, we were able to ensure 12 extra children in Year 6 could confidently swim 25m in a range of strokes and be able to	Re-book Meres pool for next academic year, summer term.

			show self rescue	
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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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Boost level of skills for children, focus on skill application and confidence. This will also in turn create well rounded sportsman, allowing them to use and apply skills they have learned during lesson time. They will understand how to use tactics effectively and how to lead by example.</p> <p>Enter competitions and events as per SGO buy in. Focus on those that are for all eg skipping, santa mile run to allow more children access to competition and beating their personal best.</p>	Arrange suitable time for children to participate in events.	£1,000	<p>Thus year children have had access to the following events:</p> <ul style="list-style-type: none"> <li>- Virtual Mile</li> <li>- 3/4 Tag Rugby Festival</li> <li>- Badminton</li> <li>- Netball League</li> <li>- Boys Football</li> <li>- Girls Football</li> <li>- Santa Dash</li> <li>- Indoor Athletics</li> <li>- New Age Kurling</li> <li>- Panathlon</li> <li>- Swimming Gala</li> <li>- Skipping Challenge</li> <li>- Netball Tournament</li> <li>- Hockey</li> <li>- Year 5/6 Tag Rugby</li> <li>- Gymnastics</li> <li>- Year 3/4 Tennis</li> <li>- Year 5/6 Tennis</li> <li>- Rounders</li> <li>- Mixed Cricket</li> <li>- Town Sports Athletics</li> <li>- Tri-Golf</li> </ul> <p>Children also qualified for a County Final. They travelled to Skegness to</p>	<p>Continue to access SGO programme offer. Maintain amount entered, to allow children every opportunity to compete within different sports.</p> <p><b>What is SGO?</b></p>

<p>Promotion of house games/ sports day through rewards. Badges for participation in competitions ad festivals</p>	<p>Create awards/ certificates for the virtual events to encourage participation</p> <p>Order medals/ trophies for different house games on offer this year.</p> <p>Badges for children who participate in events,</p>	<p>£2500</p>	<p>compete in the Netball County Finals. This was a fantastic achievement for all involved.</p> <p>Through this SGO offer, all children have represented school in an event – trough the skipping, virtual mile and Santa dash events,</p> <p>New trophies and medals have been ordered this year. Each child across the school received a medal for participating in sports day. We purchased trophies for the annual Wimbledon tennis challenge. Badges were purchased to be given as a reward for representing their school at an event. The children thoroughly enjoy receiving these awards and it provides a real motivation for them.</p>	<p>Purchased new badges and medals for the academic year. This provides the children with rewards for taking part.</p>
<p>Access sports specific venue for sports day</p>	<p>Book Meres Athletic Stadium to provide a venue for ks2 sports day.</p>	<p>£150</p>	<p>KS2 children attended the Meres to compete in their annual sports day. This provides the children the opportunity to race on an athletic track and to experience a crowd in a stand watching and cheering them on.</p>	<p>Re-book the Meres for Sports Day next year. The children respond exceptionally well to the venue and gives them the opportunity to compete in an official athletics track/stadium.</p>
<p>Access to School Minibus</p>	<p>School minibus will allow children to access competitions and festivals within the Grantham area.</p>	<p>£200</p>	<p>Without this transport the children may not be able to compete due to lack of transport, it has been used at least once a week all year.</p>	<p>Continue to utilise the school minibus to provide transport to fixtures and events.</p>

Signed off by	
Head Teacher:	<i>David Miles</i>
Date:	21.07.2023
Subject Leader:	E. Atter
Date:	06.07.2023
Governor:	<i>Pamela Townsend</i>
Date:	22.07.2023