

# 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 allocated for 2021/22	£16,630
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2022/23	£16,590
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£16,590

## Swimming Data

Please report on your Swimming Data below. *(to be completed July 2023)*

<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>	%
<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>	%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	%
<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/No



## St George's CE Academy Sports Premium Plan 2022 - 23



Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Provide two hours of PE lessons a week to all pupils</li> <li>• Swimming lessons for all pupils from Year 2 to 6</li> <li>• Sports captains – pupil leadership role</li> <li>• Employment of PE specialists (for a period of the year)</li> <li>• Offering after-school sports clubs.</li> <li>• Physical activity through Forest School.</li> <li>• Completed daily mile track.</li> <li>• Providing other outdoor opportunities for children.</li> </ul>	<ul style="list-style-type: none"> <li>• To increase the engagement of all pupils in regular physical activity.</li> <li>• To develop the Whole school PE curriculum in line with our curriculum intent.</li> <li>• To increase confidence, knowledge and skills of all staff in teaching PE and sport.</li> <li>• To broaden the experience of a range of sports and activities offered to all pupils.</li> <li>• To increase participation in competitive sport</li> <li>• Develop Sports Leader Roles to lead activities for active lunch times.</li> <li>• PE subject lead to drive whole school improvement skills in the school.</li> <li>• Re-Establish daily mile.</li> </ul>

Signed off by	
Head Teacher:	Rebecca Manning
Date:	Sept 2022 Sports premium intent set
Subject Leader:	Pip Clarke
Date:	Sept 2022 Sports premium intent set
Governor:	Pete Banford
Date:	Oct 2022 Sports premium intent set

## 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: 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:	
			18%	
Intent	Implementation	Impact	Sustainability and suggested next steps:	
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?:	
<b>Focus: To embed an effective timetable of physical activities:</b> including Focused sports activities during lunchtime Sport Afterschool Clubs available to all age groups. Good quality PE lesson ensuring progression over time. Daily Mile Intended Impact: To enable all pupil to engage in a variety of Physical Activities before, during and after the school day. This will help them to achieve higher goals and enhance their physical health.	PE subject Intent, Implementation & impact PE planning progression document. Sports Leader training for UKS2 Continue to develop Lunch time play leader role. Audit and update/renew lunchtime equipment. Review After-School Clubs and ensure good variety of Sports Clubs available each term (Keeping most popular and rotate less popular to offer variety). Daily Mile.	£1000  £2000	Increased % of children engaging in physical activities every day. Children will be moving more which will help them to achieve higher goals and enhance their physical health. Evidence through Pupil Voice discussions indicating that pupil self esteem has increased.	
			Sports Leaders to train Year 5's to take over as Sports Leaders next year (Summer Term) Pupils are responsible for managing and looking after purchase equipment. Pupils actively manage their own equipment budget (Value for Money).	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 25%
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>Focus: To increase (and maintain) number of children attending extra- curricular sports clubs.</p> <p>Focus: Development of whole school curriculum in line with EIF and school curriculum Intent.</p> <p>Focus: Subject Leader development through school improvement support ensuring priorities in PE and sport are linked to whole school improvement</p> <p>Celebration assembly every week to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies. Children's assemblies to have a link to sport and PE.</p> <p>Whole school participation in Sporting events for charitable causes Link to school values/ PSHE helping others less fortunate Raising money through charitable donations Raise the profile of PE- newsletter, assembly</p>	<p>Increased number of clubs after school and by ensuring that clubs appeal across the school (Pupil Questionnaire/ Pupil Voice)</p> <p>Updating current sports/ PE resources. 3 I's statement Assessment system in place Development of website Subject leadership Role Staff training</p> <p>SIP support for subject leadership Subject leader release time SIP support monitoring and evaluation of teaching and learning PE deep dive – summer term</p> <p>Timetabling/ organisation of events - investigate PSHE links e.g. NSPCC Celebration assembly</p>	<p>£ 2973</p> <p>½ day release time each half term £600</p> <p>½ day release time each half term £600</p>	<p>Over 50% of children attending extra-curricular sports clubs. Children will be moving more which will help them to achieve higher goals and enhance their physical health. Children will develop skills, confidence and improved self-esteem through sporting activities. Children make healthier choices and more active. To encourage children to be active and take part in sport and physical activity. Learning walks Lesson Observations Pupil voice Assessment tracking Improved outcomes and teaching and learning in PE. DEEP Dive in PE- EIF framework Raising money for charity - PSHE lesson plans linked to the day</p>	<p>Review termly to ensure clubs appeal to children (good variety to suit all) Review/ develop ideas for next year by identifying strengths and weaknesses. Progressive skills-based curriculum in place raise profile of PE Further development to mental wellbeing and health. Monitoring linked to whole school improvement plan. Focused sport assemblies with inspirational role models to continue to raise the profile of PE and sport across the school. Further fund -raising events around sport</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				19%
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>Focus: To develop and grow in house PE expertise</p> <p>Subject lead CPD and dissemination.</p> <p>Purchase Gymnastics equipment</p> <p>Audit and replenish PE equipment</p>	<p>Training course for existing staff member to develop PE leader role in school.</p> <p>Supply cover to allow staff member to attend courses.</p> <p>Swimming teacher trained at school – continue and update training</p> <p>Organise CPD for staff to help support the teaching of the identified needs from audit.</p> <p>Develop PE planning including a progression map showing clear expectations for each year group.</p> <p>Work with secondary school to develop progression and support training needs.</p> <p>Audit equipment</p> <p>Shropshire Primary PE Conference</p>	<p>£1,200</p> <p>£500</p> <p>£1500</p>	<p>PE Subject lead in school</p> <p>Teachers more confident to teach PE.</p> <p>Improved quality of PE lessons. Lessons are progressive and all children make progress from their starting points. The quality of the teaching and learning of PE will be good/better across the school.</p> <p>Lesson observations</p> <p>Teacher questionnaires/ self review</p> <p>Pupil questionnaires</p> <p>100% attainment in PE will be in line with ARE.</p> <p>Ensure children will have improved level of fundamental skills</p> <p>Impact / next steps assessment for each teacher</p> <p>Improved teacher knowledge and confidence</p> <p>Improved teaching and learning in Gymnastics and dance.</p>	<p>PE coordinator to support teaching and learning in other year groups as needed</p> <p>Targeted CPD as needed</p> <p>All staff are confident and competent to use a range of teaching and learning styles in PE to match lessons content</p> <p>Schemes in place to support teaching</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 31%
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>Additional achievements: Focus: To have a wide variety of sports and activities available including in PE lessons, sports clubs, lunchtime activities and Forest School.</p> <p>Introduce new sports activities to the club's timetable Develop links with local clubs</p> <p>TAs leading clubs</p>	<p>PE planning focusing on different sports/areas each half term (including inter-house competitions and linked to interschool competitions) Increasing the variety of after-school sports clubs which are popular for children. CCBC sports events Pupil questionnaire to establish what clubs they would like Track attendance/ participation rates at clubs Have a variety of lunchtime activities and games available for all children to access. Contribute to forest school sessions.</p>	<p>£4143</p> <p>£1000</p>	<p>Children will develop confidence and skills for different sports. Apply learnt skills to different sports. Opportunities to represent school in sports teams. Swimming teacher trained at school- so more children can learn to swim in tandem with BC swimming staff. All children by the end of KS2 will learn how to be safe and confident in the water Children will learn and develop skills and confidence for many sports/activities. Increased participation in extracurricular sport and activity Pupil questionnaires Increased participation in community clubs PPG children attending clubs SEND children attending clubs</p>	<p>Review sports clubs and lunchtime activities termly Review PE planning overview linked to inter-school competitions. School Staff qualified to teach swimming curriculum – training continued Develop links with community clubs Track pupil participation rates at community club sport</p>



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:
<p>Focus: To increase participation in competitive sports.</p> <p>To develop additional competitive sporting events.</p> <p>To have more teams in each competition</p> <p>To host our own fixtures/ competitions with local schools and develop links with local schools</p> <p>Target – SEN/ PP/ EAL children</p> <p>Transport and staffing of tournaments</p>	<p>Joining The CCBC to enable us to have access to a range of inter-school competitions and festivals for all ages. Contribute for pupils to attend fixtures.</p> <p>Supply cover to allow staff attend competitions with pupils</p> <p>Attending as many events as possible (including some B team competitions)</p> <p>School Ski Team to compete in CESA Competition at Telford.</p> <p>Working with other local secondary schools to increase competitive competitions – Bedstone, Lucton and Shrewsbury.</p> <p>Inter-house competitions half-termly to give all children the opportunity to participate in sports competitions.</p> <p>Transport costs/arrangements to ensure children can enter competitions.</p>	<p>£500</p> <p>£600</p> <p>£50</p>	<p>Opportunities for all children to compete in inter house competitions each half term.</p> <p>More opportunities to represent the school in competitions (Every child by the end of KS2)</p> <p>Increase of profile of sports in school</p> <p>Celebrating sporting achievements in the wider community.</p> <p>100% pupils taking part in interschool events /competitions - All children understand the importance of sportsmanship and being a team player.</p> <p>Track all children that attend tournaments</p> <p>Children recognise the wider benefits of participating in sport and consider it an important part of their development</p> <p>Track those that now attend clubs</p>	<p>PE planning linked to Inter-school competitions</p> <p>Ensuring adequate staff/adult to take children to competitions .</p> <p>Covering the cost of transport to competitions (when needed)</p> <p>Link with local sports clubs to enable pupils to pursue their sporting development pathways after school time.</p>