

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Academic Year  
2022-23



Commissioned by the  
Department for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the



summer term or by **31<sup>st</sup> July 2023** at the latest.

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 2023. To see an example of how to complete the table please click [HERE](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<p>A range of different after school activities provided (see details in sections below).</p> <p>Children have taken part in the 401 Challenge, raising awareness of physical exercise and mental health.</p> <p>Children are engaged in physical exercise on a daily basis.</p> <p>Use of PSHE to emphasise the importance of exercise on mental health.</p> <p>Children take part in successful teams in a wide range of different inter-school competitions. Every year group has had the opportunity to take part in some inter school competition this year.</p> <p>The new PE App has been used throughout school with staff becoming more familiar with it.</p>	<p>To continue to use the new PE app to improve planning, teaching and learning and assessment across the school. This will also allow a clear progression of skills to be taught and monitored. This needs to be done effectively throughout school and new members of staff trained.</p> <p>To develop the use of play leaders and sports ambassadors throughout school. Equipment will be purchased to make these activities easier for the children to manage and run.</p> <p>Purchase of equipment is needed to update facilities and ensure lessons can be delivered effectively. An audit of existing equipment will be carried out and new equipment bought from those findings.</p> <p>Set up after school clubs, that run for a half term, before those children take part in an inter school competition.</p> <p>Establish the Gold Mark in the School Games Mark and move towards Platinum status.</p>
<p>Did you carry forward an underspend from 2021-2022 academic year into the current academic year? <b>NO</b></p> <p><b>Total amount carried forward from 2021/2022 = 0 + Total amount for this academic year 2022/2023 £17,200</b></p> <p><b>= Total to be spent by 31st July 2023 £17,200</b></p> <p><b>Total spent by July 2023 = £15,910.50</b></p> <p><b>Amount carried forward = £1289.50</b></p> <p><b>Some of this money has been allocated to set up a new afterschool club of Quidditch. This will also be implemented into PE lessons. Equipment will be bought during the summer.</b></p>	

<p><b>Meeting national curriculum requirements for swimming and water safety.</b>  <i>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 transfer to the pool when school swimming restarts.</i>  <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><b>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</b>  <i>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 2022.</i>  <i>Please see note above.</i></p>	100%
<p><b>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</b>  Please see note above.</p>	100%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	100%
<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, but not for any children in this Year 6 cohort.

## 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: £17,200		Date Updated: July 2023	
<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:
					<b>24%</b>
Intent	Implementation		Impact		
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Funding allocated:</i>		<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>
Service level Agreement with HRVSSP to support school in the development of P.E. and school sport	Entrance into sporting competitions run by the HRVSSP; CPD from partnership; training.		£1,410		Children have taken part in a wide range of different activities organised by the HRVSSP including football, rugby, cricket, netball, athletics and traditional sports day. Children have gone on to try new sports at local clubs and increased confidence at trying new things.
Play Leaders involve children in a wider variety of activities during the day.	Rota is established with Y6 child as lead for each day. PL's encourage children to be active at both playtime and lunchtimes. Less incidents of children falling out as all are engaged in positive activity. Activities involve children from all three key stages. No one year group dominates the playground. Training supplied through SLA.		SLA		As part of their Active Minutes (30 in school a day) play leaders have carried out sessions at playtime and lunchtimes. Children have been able to play new games, develop skills and teamwork. Year 6 children have used organisational skills to help support and nurture the younger children.
Children will be given the opportunity to take part in cricket based activities, linked to the fundamental movement	Professional coach to work with every year group. Years 4, 5 and 6 to enter both girl and boy teams in SSP		£600		The coach we normally use was not available this year and it was too late notice to arrange another
					Continued participation in events. Development of a program involving all staff to deliver more opportunities for a wider range of sports next year.
					Vary the timetable so games can be structured more for KS1 AND KS2.
					Invest in a coach for next Spring term to continue the development of cricket skills.

skills in EYFS/KS1 and the applying of these into a game based scenario in KS2.	competitions and events.		coach. We carried out sessions internally and children took part in an intraschool competition. These sessions helped to develop throwing, catching and striking skills.	
Interschool competition and training activities allowing all children in school to take part, which in turn will encourage more children to take part in daily activities set up by PL's.	National Football Association Football Week – Game On To engage every child of all genders and abilities in football activities.	N/A	All children took part in football sessions at school. This led to a greater increase in the participation of girls in football. We have had teams represented throughout KS2 in interschool competition, with more girls representing our school than any other at the competition. We have also had a dedicated girls team for the first time this year. More girls have also joined the local community club.	Continue to run sessions for all genders and abilities to promote participation. Have a timetable to ensure girls get the opportunity to play at playtimes.
Let Girls Play – Encourages girls to take part in football activities. Intra school competition to take place to allow all girls to take part in every year group.	England Football	N/A	See above	
To ensure that all Y6 children are competent at swimming 25 metres and with lifesaving skills by the end of the Key Stage.	Additional swimming sessions provided above and beyond allocated curriculum time for Y6 pupils. Current Y6 pupils are identified and enrolled in extra swimming sessions during curriculum time and offered extra swimming lessons out of school time.	£4320	See details of swimming at the top of this document. It wouldn't have been possible without the additional support through the Sports Funding.	Continue to support those children who need additional swimming sessions.
Children lead initiatives in sport and P.E. within school through improved student leadership	Wellbeing Warriors will be trained to: <ul style="list-style-type: none"> <li>• Promote healthy lifestyles in school</li> <li>• Be a role model</li> <li>• Promote Olympic and Paralympic values</li> <li>• Be young people's voice in school on PE and sport</li> </ul>	SLA	Children have led sessions for others in school and helped children to find a voice. This has led to more children coming forward to talk about emotional and physical matters. These concerns have been passed onto the teachers who have	WW to lead a more dedicated Sports Council next year which will be in charge of planning and organising half termly intra school competitions. They will also enable fundraising to take place and to have a dedicated

			been able to deal with it.	opportunity for student voice.
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<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>	Percentage of total allocation: <b>1%</b>
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Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Cross curricular active lessons linked to various topics within the curriculum.	Teachers can use these lessons to create an active environment within their classroom. They will also bring to life some more academic topics.	£20	These have been shared with staff and are starting to be implemented across the curriculum.	Continue to develop these so that they are used appropriately and effectively in both key stages.
Active Blasts – this is designed to change the mindset of teachers and children. To do a number of these throughout the day, as a break between lessons, before	Each class will do at least 3 of these per day, resulting in at least 10 minutes of activity in addition to other timetabled activities.	£164	Some of these have been used effectively and children have enjoyed the additional activities. Only short, they increase heart rate	Ensure that these are consistent in each class and can be included in the daily exercise of 30 minutes.

lunch time etc. They will add to the active minutes for each class.			and children can talk about the effects of exercise. They know how this can affect their mental and physical health.	
Promote a healthy lifestyle, through competition and participation.	<p>Sport Crew report on sporting events and competitions which are posted on the sport board and also included in the school newsletter. Team members are involved in writing the reports.</p> <p>Updates on the school website provided by the sport lead regarding participation and to show successes. Children belonging to clubs regularly share their achievements with their peers and the whole school. Parents are invited into praise worship to share in their child's sporting achievements.</p> <p>Notice board and website are refreshed regularly to ensure children and their parents are aware of opportunities and celebrations.</p>	N/A	<p>Sporting achievements have been celebrated throughout the year on both the school website and in worship. Sports Crew have been involved in sharing achievements and the notice board has been updated with regular results.</p>	Children need to write a report to put on the school website after each event to ensure that it motivates other children to take part.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				<b>54%</b>
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>

Improve quality of PE provision	Purchase of new equipment including netball posts, movable football posts, new footballs and equipment required to complete teaching units.	£2000	New equipment has had a massive impact on delivering the curriculum in an effective manner. Children have been able to develop skills more effectively with new equipment. All teaching units have been able to be developed and taught effectively.	Replace some of the older equipment that wasn't replaced this year. Set up the PE store room to ensure that equipment is easily accessible so that children can take more ownership of the physical activities in school.
Level 2 Lancashire PE Membership	Improved tracking and assessment of PE skills and characteristics across all three key stages. Staff will identify key skills and improvements needed to raise standards in sport and P.E.	Included in SLA	It is clear that children have made improvements in all three key stages in school. Standards in PE have risen this year which is resulting in improved confidence for the children when participating in intra and inter school competitions.	Need to use PE Passport to provide more formal tracking of assessments.
10 Fundamental Movement Skills across KS1	Improvement in delivery and assessment of 10FMS across whole school but especially KS1.	Included in SLA	The delivery of lessons has improved throughout the year as staff have become more confident with teaching the different units. Clear fundamental skills are improving.	Continued development of staff training and improvement of lessons.
5 Fundamental Movement Skills – EYFS.	Improvement in delivery and assessment of 5FMS in EYFS	Included in SLA	As above	As above
Professional development courses – tailored to specific individual needs in addition to those above provided by the SLA.	Discuss with teachers areas of strengths and weaknesses and provide training where appropriate.	£2500	This has been incorporated with the technology budget below to ensure a smooth transition from an external provider to teacher led lessons. All the technology is now in place that allows teachers to use the planning tool effectively. CPD has ensured staff are confident at using the app to plan and deliver lessons. Children are starting to use the iPads to help video and photograph techniques and skills which they are then starting to evaluate and use to improve.	Now the technology is in place and teachers have started to use the planning effectively, we now need to use the assessment part of the app.
To provide teachers and children with technology to plan, monitor and assess performance within individual lessons and over whole topics. Children will be able to record photos and videos, watching back their actions and learning to improve.	Purchase iPads needed to staff and children to use the app effectively. S	£1542 (for 6 iPads for teachers to use) £2570 (for 10 iPads that can be used by children)		Teachers also need to access CPD provided by the SLA in which they will be able to focus on areas they have found difficult this year.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				7%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Football for Girls FA program – storytelling. Encouraging more girls to become active.	Provide training for EYFS and KS1 teachers. Resources are provided upon completion of the course.	£350	The money was spent to carry out initial training for teachers to encourage girls to take part in football and become active.	Ensure opportunities are provided for children to be able to continue to play football or be active in different ways.
Dance Workshop – to engage those children who are not traditionally sporty but engage with music and movement.	Plan a day of dance for all children through an external company.	£500	This was organised but had to be cancelled due to unexpected school closure so will be rearranged for next academic year.	Plan a future date to hold this.
Tots on Tyres – development of core strength.	Reception introduced to balance bikes. They learn to control their balance, thus developing core strength as well as balancing skills. In addition they will also further their ability to follow simple instructions as well improve their confidence regarding riding bikes.	Included in SLA	This got more children riding bikes, encouraging them to get more active. At the end, children felt more confident on a bike. Later on in the year, a survey showed more children now rode a bike than they did at the start of the year.	Ensure this is booked in for next year again. Ensure that children in Year 1 upwards, continue to ride a bike through initiatives in school.
Bikeability for Y6 to improve awareness of road safety and foster independence.	Balance, core strength, observational skills and the ability to follow simple instructions are all taught to achieve Level 2.	Included in SLA	There was a mix up of dates for bikeability so it had to be cancelled this year. It will be moved to the new academic year.	Confirm dates for new academic year.
Didi Rugby – build children’s understanding of fundamental movements of kicking, catching	Provide fundamental movement skill sessions for children in EYFS, Y1 and	£600	This proved very successful for children in KS1 and EYFS. They learnt	They are no longer offering school sessions so look to another

<p>throwing</p> <p>Varied of after school sport activities offered to all year groups.</p>	<p>Y2. Set up a timetable to provide additional sessions for the children.</p> <p>Variety of sports including</p> <ul style="list-style-type: none"> <li>• Judo</li> <li>• Acrobatics</li> <li>• Dance</li> <li>• Basketball</li> <li>• Handball</li> <li>• Multi-skills</li> <li>• Theatre/Dramatics</li> </ul> <p>To be offered across all three key stages over the three terms by outside providers.</p>	<p>Cost paid by parents/carers</p>	<p>many new skills and it led to children taking up Didi Rugby sessions at their local rugby club, including children from diverse backgrounds.</p> <p>These have been very popular and led to children taking up a variety of activities in local community groups around the area.</p>	<p>provider to complete a whole day of multi, fundamental skill practise for KS1 and EYFS.</p> <p>Ensure provision is again provided for a wide range of different activities next year.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Provide more opportunities for pupils to participate in competitive tournaments, a broad range of sports and leagues.	Sign up to the SSP and ensure school participates in a wide range of different sports and activities.	SLA	Children have taken part in a wide range of different activities organised by the HRVSSP including football, rugby, cricket, netball, athletics and traditional sports day. Children have gone on to try new sports at local clubs and increased confidence at trying new things. Two children represented Ribble Valley in the Lancashire Cross Country Championships after qualifying at the local event. A team of Y3/4 children took part in the Traditional Sports Day	Continued participation in events. Development of a program involving all staff to deliver more opportunities for a wider range of sports next year.
Increase the participation of KS1 and lower KS2 in competitions and events. Also improve the participation of children with low self-esteem and those disinterested in sport or physical activity through the Sports Games events.	Ensure the school has an active calendar of scheduled events where participation involves both competitive and non-competitive events. Children who would not otherwise represent school are chosen to participate in festivals on the school's behalf. Sport Ambassadors/play leaders are to monitor who is entered and what the results are. The focus should be on the involvement of children with little experience or motivation to be	SLA	All children have taken part in intra school competitions. This has led to some children taking up sports, especially football, for the first time recreationally. Some children in KS1 have also joined the local cricket club. More children in LKS2 have taken part in interschool competitions, including football, athletics and traditional sports day events.	Need to monitor the events and the children that take part. Still need to increase the number of events offered to KS1 children.

<p>School to take part in league events.</p>	<p>involved in sporting activities through the local School Sport Partnership</p> <p>Staff need to be free to work with teams and attend competitions/events.</p>	<p>SLA</p>	<p>This has worked well and allowed children to become part of a team. They have built a greater understanding of team ethic and build up skills understanding each others strengths and weaknesses.</p>	<p>Allow children the opportunity to train more as a team at school to build more confidence and become a more cohesive unit.</p>
<p>To provide a kit that is suitable to a particular sport.</p>	<p>Purchase a new school sport kit, suitable for different ages.</p>	<p>£600</p>	<p>We ran a competition to design our new kit. A design was chosen and specially made for us to wear. A variety of sizes have been bought so that children feel more confident in what they are wearing. We also now have kits for different sports.</p>	<p>Ensure the kit is looked after and kept in good condition so that it can be maintained.</p>

Signed off by	
Head Teacher:	J. Embley-Peers
Date:	31.10.2022
Subject Leader:	C. Blackburn

Date:	31.10.2022
Governor:	
Date:	