

# 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 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 2022. 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 allocated for 2022/23	£19,650
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## Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.  N.B. Complete this section to your best ability. For example, you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. <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	<b>20%</b>
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	<b>11%</b>
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	<b>11%</b>
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?	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.

<b>Academic Year: 2022/23</b>		<b>Total fund allocated: £19,650</b>		<b>Date Updated:7.11.22</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: 21%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
36 Pupils in years 5 & 6 will be able to set up and lead activities for KS2 pupils as well as KS1 pupils.  Pupils in Y5 & 6 who are not sports leaders & who are identified as not engaging in clubs will be targeted re: engagement in extracurricular activities  SEN pupils will engage in 45 mins of sensory circuit (physical activity/day)  Children identified as being challenging to engage re: physical activity will be targeted to participate in playtime/lunchtime interventions: <ul style="list-style-type: none"> <li>Marathon kids</li> </ul>		<ul style="list-style-type: none"> <li>Purchase equipment for the playground. Bats, basketballs, footballs, tennis nets etc.</li> <li>Provide resources for TAs. Children to be taught playground games during 2 weeks of PE lessons (improve social and personal skills too)</li> <li>Purchase resources to support TA's/middays in engaging other children.</li> <li>Book SSP lead to train sports leaders during the first two weeks of</li> </ul>		£2100	

<ul style="list-style-type: none"> <li>organised games/activities</li> </ul>	<p>sept/Jan/Apr re: setting daily/weekly challenges. (23 Nov - SSP need chasing up re: training of sports leaders)</p> <ul style="list-style-type: none"> <li>Identify Y5 &amp; 6 sports leader – , 12 Dec-March, 12 April - May, Jun-Jul</li> <li>Each ‘cohort of sports leaders to be engaged in ‘training up’ the next cohort - inc shadowing/handover</li> <li>The PE Department will set weekly challenges to be delivered by the sports leaders and completed by everyone within their classes.</li> <li>KS1 teaching assistants/sports leaders to lead and record activities for KS1.</li> <li>PE dept to collect in feedback sheets re: children’s participation in sports challenges on a weekly basis and monitor to ensure that intervention is</li> </ul>			
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<p>All pupils will be physically refreshed and engaged in the learning in class.</p>	<p>taking place (KS2 sports leads to collect sheets in)</p> <ul style="list-style-type: none"> <li>• Where feedback evidences that challenges are decreasing in frequency target support.</li> <li>• Purchase &amp; install two wall mounted notice boards in KS1 &amp; KS2 play areas to ‘advertise’ weekly challenges, sports clubs, achievements e.g. Marathon kids etc</li> <li>• Brain breaks to be used to refocus children and improve concentration. To be actioned by class teachers during in class lessons. Where the children will do one lap of the football pitch on the playground.</li> </ul>	<p>£1,700</p>		
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<p>90% of children in KS2 will run the equivalent of at least one marathon and all children will run the equivalent of at least half a Marathon throughout the 22/23 academic year increasing their aerobic fitness.</p>	<ul style="list-style-type: none"> <li>● Marathon Kids for all KS2 pupils. Keep a record of pupils. Identify for each class x 2 ambassadors to: <ul style="list-style-type: none"> <li>*lead the activity and scan barcodes on ipad</li> <li>*record no of fitness runs on class tally chart &amp; communicate this to PE dept</li> </ul> </li> <li>● Purchase wristbands, medals and certificates which would be given to pupil's assemblies.</li> <li>● Introduce weekly assembly slot celebrating how far each class have run + roll call of children achieving 10km/20km/30km &amp; full marathon milestones &amp; termly chart re: proportion of chn in each year group who have run aut term:10km/20km, Spring term 20km/30km, Summer term 30km/marathon.</li> <li>● Introduce Marathon Kids within fitness runs throughout the day.</li> </ul>	<p><b>£300</b></p>		
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<p>Targeted pupils will participate in extracurricular sports clubs throughout the year/throughout at least one term of the year.</p> <p>Pupils will value and engage in celebrating sporting achievements</p>	<ul style="list-style-type: none"> <li>• Coaches employed to ensure a full range of clubs is available after school. KS2 Sports Leaders to run clubs at lunchtimes.</li> <li>• Promote special events to parents</li> <li>• Share via social media, website and newsletters special events including World cup, Olympics Games, Sport Relief etc</li> </ul>			
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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:

15%

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Pupils in year 3 - 6 will track, monitor and improve their aerobic fitness throughout the school year.</p> <p>Pupils in year 3 - 6 will be able to identify how they have improved their physical fitness/quality of performance and what they are currently working on improving</p>	<ul style="list-style-type: none"> <li>• Identify fitness level expectation/target for each year group (find out the national average fitness level for each year group + avg progress re: fitness level over a year)</li> </ul>		<p>For comparative data:  <a href="https://academic.oup.com/ptj/article/91/7/1087/2735048">https://academic.oup.com/ptj/article/91/7/1087/2735048</a>  <a href="https://www.topendsports.com/testing/norms/beep.htm">https://www.topendsports.com/testing/norms/beep.htm</a></p>	



<p>Pupils will improve their fitness levels throughout the school year.</p> <p>Children will achieve at least the following fitness levels by the end of the school year unless they have a physical barrier:</p> <p>Year 3    Level 5  Year 4    Level 6  <b>Year 5    Level 7</b>  Year 6    Level 8</p>	<ul style="list-style-type: none"> <li>● Undertake termly Fitness Bleep Test (outside weather permitting in Sept/Feb/June). Sort data by gender</li> <li>● Announce the top results/biggest improvements in assembly which will be done within the <b>Fitness &amp; rewards week</b></li> <li>● Display the results on the PE notice board.</li> <li>● As per Key indicator 1 key pupils identified as challenging to reach will be targeted re: extra curricular clubs as well as playtime/lunchtime interventions</li> <li>● Introduce marathon kids within breakfast and after school clubs.</li> </ul>			
<p>To celebrate and raise pupil's achievements in sport regardless of ability or barrier to learning, through use of the PE notice board and virtual assemblies - improve participation in sport &amp; an incentive to aim high</p>	<ul style="list-style-type: none"> <li>● Purchase various awards such as certificates, medals and trophies.</li> <li>● Display achievements on the PE notice board.</li> </ul>	<p><b>£850</b></p>		

	<ul style="list-style-type: none"> <li>● Introduce Fitness &amp; rewards week. This will not only celebrate physical high achievers but will also reward social aspects (working together in groups/teams, implementing fair play)</li> </ul>			
<p>Children wear appropriate clothing for PE and understand the need to change clothing regularly. The school maintains a good record of all children having PE kits to change into for PE</p> <p>Pupils develop a sense of pride in competing/ representing the school</p> <p>Sports Leaders are easily identifiable.</p>	<ul style="list-style-type: none"> <li>● Purchase competition uniforms for pupils.</li> <li>● Purchase spare PE kits for students.</li> <li>● Send a reminder text to parents informing them that pupils can attend school in their PE kits on their PE days.</li> <li>● Provide children (Sports leaders hi vis jackets &amp; sport leader caps) &amp; teachers (official school sport uniforms)</li> <li>● Athlete/sportsmen &amp; women visitors as role models</li> <li>● Hold sponsored events &amp; sporting experience trips</li> </ul>	<p><b>£900</b></p> <p><b>£1000</b></p> <p><b>£148</b> (West Ham Stadium tour)</p>		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				9%
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>Pupils will use the correct technical vocabulary to communicate in the context of the sport they are engaging in.</p> <p>Children will track and monitor their progress, be able to identify the ways in which they have improved the quality of their performance and to identify what they are going to work on next in order to improve outcomes further.</p> <p>Children will be able to evaluate their own performance and that of their</p>	<ul style="list-style-type: none"> <li>• Update the Primary PE passport app to aid PE instructors/Teachers in the planning and delivery of high-quality PE lessons.</li> <li>• Transfer of data onto the app to maximise its use.</li> <li>• Ensure that all PE instructors/teachers delivering PE have access to an iPad/chromebooks.</li> </ul>	<b>£599.00</b>		

<p>peers and provide helpful feedback to one another about what they have done well, what they might improve and how.</p>	<ul style="list-style-type: none"> <li>● Train new staff in using the PE Passport App.</li> <li>● Continue to use the PE Passport app to aid and support the planning, assessment and the delivery of PE across all phases of the school.</li> <li>● Jamie to continue with Level 5 sports coach training with Simone</li> <li>● Ian undertaking gymnastics training</li> <li>● Staff CPD throughout 2022/23</li> <li>● Dance instructor to team teach with teachers to build confidence and knowledge. Book an instructor through Newham SSP.</li> <li>● Cricket instructor to team teach with new staff. Booking external agencies such as “chance to shine”</li> <li>● Cover for PE Lead to collaboratively plan &amp; teach? PE across the school, including</li> </ul>	<p style="text-align: right;"><b>£200</b></p> <p style="text-align: right;"><b>£1000</b></p>		
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	<p>curricular and extra-curricular PE</p> <ul style="list-style-type: none"> <li>PE conference- Sports lead to attend. Provide planning support and develop subject knowledge of staff in more sports/ activities</li> </ul>			
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation:  
30%

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what Can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Pupils will engage in a wide variety of breakfast and after school sports clubs.</p> <p>All children will engage in one of the following sports:</p> <ul style="list-style-type: none"> <li>Boxercise KS1/2</li> <li>Cheerleading KS2</li> <li>HIT fitness clubs KS1/2</li> <li>GymnasticsKS1/2</li> <li>Tennis KS2</li> <li>Rock climbing KS2</li> <li>Boating kS2</li> </ul>	<ul style="list-style-type: none"> <li>Liase with teachers to identify when booster clubs are taking place and organise sports clubs for other days</li> <li>Create a visual timetable <b>where pupils can access it easily</b> displayed in the Sports noticeboards</li> <li>Display the extra-curricular sports timetable on the school’s website so that parents can access it for their children.</li> </ul>	<p>£3000 (after school clubs)</p>		

	<ul style="list-style-type: none"> <li>● Liaise with Simone at SSP/Sports England re: providers of sports clubs e.g. gymnastics to access early wherever possible (from <b>July 2022</b>) – liaise with Sumayyah at Scott Wilkie re: joint offers which may be more attractive to providers/explore links with the National Ballet at City Island/Peacock Gym</li> <li>● Contact local clubs/coaches within the community to introduce new sports as an extracurricular club.</li> <li>● Survey pupils in July to find out where the highest demand for clubs is</li> <li>● Purchase a vast variety of sports equipment - bats balls, tennis nets, footballs etc.</li> <li>● End of year PE Week with a focus on providing pupils with opportunities to find a sport they enjoy.</li> </ul>			
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	<ul style="list-style-type: none"> <li>● Explore Lesnes Abbey Wood map making &amp; orienteering day as an OAA day for Y6 – Jamie/Ian to arrange visit to look at what day entails and book if appropriate (£7/pupil) <a href="https://www.lesnesabbeywoods.org/schools/">https://www.lesnesabbeywoods.org/schools/</a></li> </ul>	<p>£700 (Y6 boating &amp; orienteering experience)</p>		
<p>Pupils will be able to identify their likes/dislikes and preferences re: a range of sports</p>	<ul style="list-style-type: none"> <li>● Pupil voice identifying which after school clubs they would like to participate in (from a list of possible options) and if there are any barriers that would prevent them from participating.</li> <li>● Activities linked to major sporting events. Football pitches (playground/grass area) fully timetabled as an extra active space</li> <li>● A broader range of activities/organised games available at lunchtimes and playtimes. E.g mini tournaments/leagues - organised games</li> </ul>			

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				30%
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:
All (100%) pupils will engage in competitive sports, through 'intra' and 'inter' school levels, in partnership with Newham SSP and local competitions.	<ul style="list-style-type: none"> <li>● Continue to organise half termly intra events for all KS2 pupils which are;               <ol style="list-style-type: none"> <li>1. Hallsville's Cross Country</li> <li>2. Football tournament</li> <li>3. Easter Sports Camp</li> </ol> </li> <li>● Introduce additional intra termly competitions which are;               <ol style="list-style-type: none"> <li>1. KS1 Cross Country</li> <li>2. KS1 &amp; KS2 Dodgeball tournament</li> </ol> </li> <li>● Continue to organise Non-Competitive Sports Days for EYFS, KS1 and KS2 and also Competitive Sports Day for KS2.</li> </ul>	Newham SSP		





	weekly programme or preferably a two week block of afternoons – hour long sessions 1:30 – 2:30 – Newham Leisure Centre/Balaam Street/Olympic Pool			
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