

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool  
Revised July 2021

Sports premium  
2022 - 2023

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.

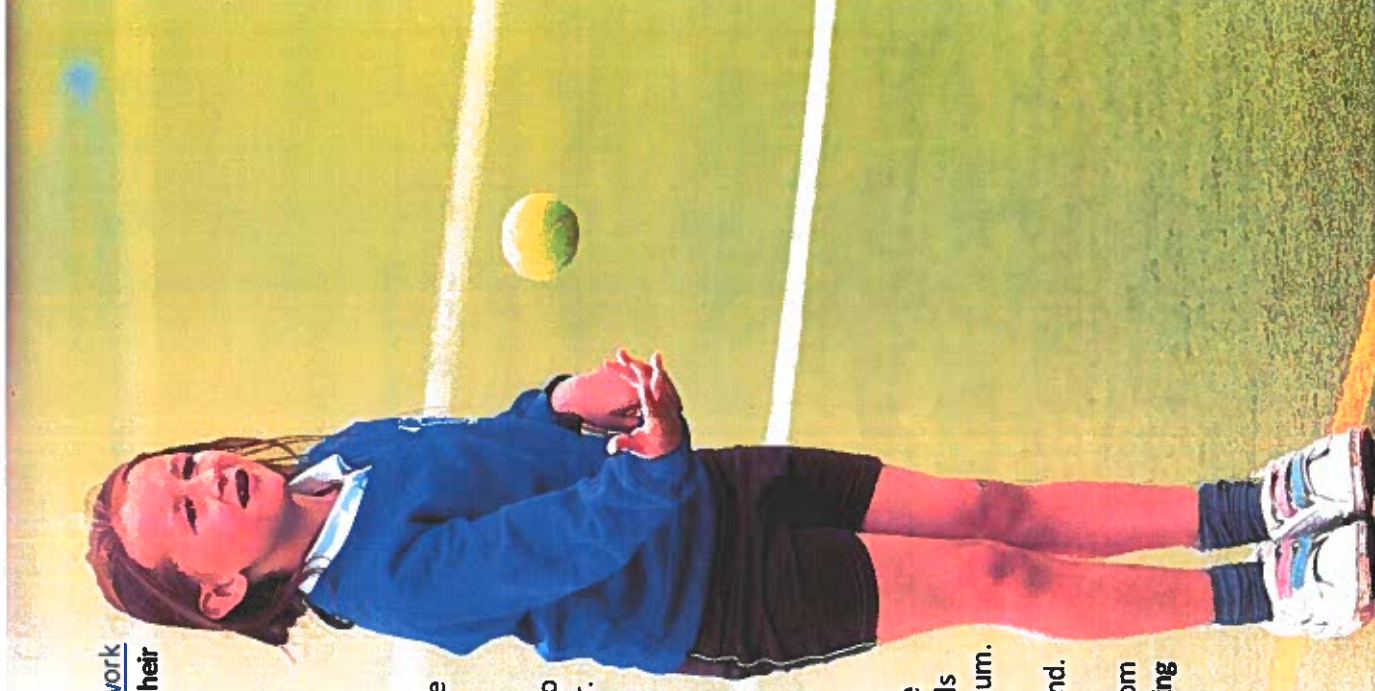
Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- 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](https://www.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 carried over from 2021/22	£0
Total amount allocated for 202/23	£17,400
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2023/24	£17,390
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	

### Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	N/A
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? 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 2020. Please see note above	N/A
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	N/A
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	N/A
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above 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.

Academic Year: 2020/21	Total fund allocated:	Date Updated:	Percentage of total allocation:
<p><b>Key indicator 1:</b> The engagement of all 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</p>			
Intent	Implementation	Funding allocated:	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>To further embed the skills development of fundamental skills making links to games and tactics within games.</p> <p>To embed the link between healthy body, healthy minds by raising the profile of physical activity within the whole school community.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Weekly sports coaching sessions for every class.</p> <p>KS1 class teachers delivering P.E sessions weekly following planning and schemes from P.E providers.</p> <p>To purchase new P.E equipment to support delivery of new curriculum in response to summer audit.</p> <p>Well-being week activities strongly linked with healthy body/healthy mind.</p> <p>Sports coaches to lead an assembly during well-being week to promote importance of physical activity and keeping our minds healthy.</p> <p>Sports coaches and class teachers delivering a clear link between physical activity and healthy minds every session.</p> <p>Develop the roles of the coaches to</p>	<p>£8992 (Sports coaches charge for year)</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Skills have embedded through the lessons with the sports coach, making links to games and tactics across the P.E curriculum including; football, rugby, hockey, athletics, gymnastics and dance.</p> <p>Well-being week was a success, all classes participated in the 5 ways to well-being, they generated activities which have been used to create a well-being display at the front of school.</p> <p>Links are being made through P.E and science lessons but this continues to be a focus to strengthen the profile of physical activity and the link to healthy bodies and healthy minds.</p>
			<p>Sustainability and suggested next steps:</p> <p>Sports coach to support teacher development to ensure links are made in all P.E lessons including those taught by the class teacher.</p> <p>To continue to strengthen the link in P.E lessons between healthy body and healthy minds.</p>

<p>To develop the playground space into zones, linking to specific physical activity and play opportunities.</p>	<p>improve engagement and participation of all children in small groups</p> <p>Scrap store loose parts to be zoned on the artificial grass, develop swinging opportunities to aid regulation.</p> <p>Zoned football pitch allocated on the hundreds square for daily use, sports coaches to implement and support with new football rules and introduce timer system.</p> <p>Play lead employed to support with physical activity at playtime, increasing participation and engagement in physical activities at lunchtime with zoned areas.</p> <p>Balls, hoops, bean bags to be used to encourage children to develop fundamental skills.</p>	<p>Scrap store £925</p>	<p>To continue to develop swinging opportunities to help with children's emotional regulation.</p> <p>To further develop zoned areas with access to P.E equipment over playtimes/lunchtimes with the further developing the role of play leaders for sports and P.E games.</p>
<p>To develop a full programme of clubs starting from T1 to include a range of activities to inspire and promote a love for sport raising the profile across the school community.</p>	<p>P.E co-ordinator and school finance officer to co-ordinate range of after-school clubs including sports club delivered by sports coaches.</p> <p>Sports coaches running a lunchtime club with a focus termly about improving participation in games and developing fundamental skills including the idea of competition.</p>	<p>We have a clear programme of after school extra-curricular activities which includes; rugby, football, multi-skills, music, yoga, gymnastics which have been very popular within the school community and the uptake has been very high.</p>	<p>To further develop the clubs with a wider variety of activities available to the school community.</p>
<p>To introduce, implement and embed a new scheme and sports coaching provider that has been identified to</p>	<p>Inspired Somerset to deliver a staff INSET in September about delivering the scheme including</p>	<p>The new scheme has been introduced and implemented with new coach provided by</p>	<p>To enable teachers to confidently deliver and embed the new scheme in the second</p>

<p>better support the needs of our pupils.</p> <p>To improve consistency of regular movement breaks with the new P.E provider, ensuring that children continue to have more purposeful movement breaks throughout the lesson, both building on fundamental skills and making the link between healthy body and healthy minds.</p>	<p>using the virtual platform.</p> <p>Staff to become familiar with the platform and materials it provides. Staff are confident to use the resources to implement movement breaks within their classrooms to aid learning and physical activity throughout the day.</p>	<p>Forest school leader £3000 (7.5 hours per week)</p>	<p>Inspired Somerset. Teacher confidence has grown but this continues to be a further point for development.</p> <p>Staff continue to use movements breaks for children in lessons, these are purposeful but don't always follow the Inspired Somerset scheme therefore to further development fundamental skills and making the link between healthy body and healthy minds, greater consistency is required.</p> <p>Forest school has promoted the holistic development of fundamental skills, including developing resilience, confidence, independence and creative learners through a range of activities including fire safety, using a range of tools, exploring the natural environment and making sculptures from clay and the natural environment.</p>	<p>cycle, ensuring greater consistency between the delivery of the coaches format and that of the teachers.</p> <p>To ensure all classes are using the Inspired Somerset movement break resources to build and further develop fundamental skills and making the link between healthy body and healthy minds.</p> <p>To further promote the holistic development of fundamental skills, fostering resilient, confident, independent and creative learners ensuring they are able to remain emotionally regulated.</p>
<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>				
<p><b>Intent</b></p>	<p><b>Implementation</b></p>	<p><b>Impact</b></p>	<p>Percentage of total allocation: 12.69%</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:	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 establish and embed the new P.E provider, developing the children's fundamental skills alongside their understanding of games allowing them to build resilience to competition and develop tactics.	Weekly sports coaching sessions for every class. KS1 class teachers delivering P.E sessions weekly following planning and schemes from P.E providers.	£8992 (Sports coaches charge for year)	The new P.E curriculum has provided significant opportunity for children to further develop their fundamental skills and apply these within tactical games such as football or hockey. The element of competition has been developed by the sports coach over the year to enable us to have our first competitive sports day in summer 2023.	To continue the children's understanding of competition, their resilience and tactical skills to win a game.
Staff to work alongside sports coaches weekly, delivering lessons focussing on the same skill in a different game.	Staff work alongside coaches to deliver sessions, developing their skills and modelling to the children. Develop staff confidence through sports coaches modelling and supporting the delivery of skills. Scheme to provide opportunity for children to transfer skills and begin to see the purpose for learning the fundamental skills.	Subject leader release £1,248 per year (8 days over the year)	Staff have begun to develop their confidence in their skills and modelling to the children through observing the coaches and their delivery of skills. The scheme has allowed for children to practice the same skill in a number of tactical games.	To further develop teacher's confidence in developing their skills and modelling to the children.
Subject leader to monitor impact of delivery in sessions, ensuring consistency and skills are delivered across EYFS and KS1.	P.E lead to observe lessons in EYFS and KS1 taught by all teachers and coaches.		Monitoring days have been successful in monitoring the consistency between EYFS and KS1 during coaching sessions; the P.E monitoring reports details these consistencies for example;	To further develop the consistency between coaching based sessions and teacher led lessons.
To continue to develop curriculum	New curriculum mapping to	£8992 (Sports coaches charge		



<p>mapping for P.E with support of new P.E provider.</p> <p>To deliver a curriculum with a range of activities, tactical games and opportunities for skill development to inspire and promote a love for sport raising the profile of sport across the school community.</p>	<p>displayed on the website.</p> <p>Staff to have weekly opportunities to work alongside coaches to develop knowledge, practical skills for organising P.E lessons and build confidence in delivering sessions. Pupil voice collected about how they view P.E at the start of the year (start of term 2) and the end of the year (end of term 6)</p> <p>Sport coaches to lead sports day including elements of competition and a sports festival to further build the profile of P.E within our school.</p>	<p>for year)</p>	<p>language, layout out of lessons, sharing of WALT. Further development of consistency within teacher taught lessons is the next step.</p> <p>The curriculum has been more balanced covering a range of activities and tactical games for the children, developing a range of fundamental skills. In the subject monitoring day it is evidenced that the children spoke incredibly fondly about P.E and their lessons, demonstrating the profile of P.E has significantly improved with the new P.E providers. An example of children's responses when asked what they like about P.E is;</p> <p>'Learning new skills' 'Being active' 'Trying new things'</p> <p>Our first competitive sports day went well, children demonstrated resilience and love for sports within the event, they spoke positively before and after the activities and enjoyed the community aspect of the event.</p>	<p>To continue the children's understanding of competition, their resilience and tactical skills to win a game.</p>
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<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>			<p>Percentage of total allocation:</p>
			<p>12.69%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>	<p><b>Impact</b></p>	<p>Evidence of impact: what do</p> <p>Sustainability and suggested</p>
<p>Your school focus should be clear</p>	<p>Make sure your actions to</p>	<p>Funding</p>	<p>Evidence of impact: what do</p>

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
<p>To further develop the curriculum to include tactical games so the children understand the purpose of learning and developing fundamental skills.</p> <p>To embed curriculum with new P.E provider.</p>	<p>Use Inspired Somerset P.E scheme of work and resources to ensure consistency of teaching with sports coaches and teacher ensuring full coverage of all fundamental skills with EYFS and KS1 curriculum. In addition, support teacher knowledge and model skills accurately.</p>	<p>£8992 (Sports coaches charge for year)</p>	<p>Coaches have developed a well-balanced curriculum including tactical games for children to apply their fundamental skills. Children have a clear understanding of the purpose of their learning; for example within the P.E monitoring report the children were asked what they were learning about in the lesson; here is example of their comments; 'Gymnastics – learning a different pathway'</p>	<p>To continue the children's understanding of competition, their resilience and tactical skills to win a game.</p>
<p>To continue to raise the profile of P.E across the school including all stake holders.</p>	<p>Staff to have weekly opportunities to work alongside coaches to develop knowledge, practical skills for organising P.E lessons and build confidence in delivering sessions.</p> <p>Pupil voice collected about how they view P.E at the start of the year (start of term 2) and the end of the year (end of term 6)</p> <p>Sport coaches to lead sports day including elements of competition and a sports festival to further build the profile of P.E within our school.</p>	<p>Subject leader release £1,248 per year (8 days over the year)</p>	<p>The profile of P.E across the whole school has significantly improved, staff and children talk positively about P.E, games and the skills they are learning. In the P.E monitoring report the EYFS lead commented; <i>The introduction of Inspired P.E. to Reception has been hugely positive. Right from the start, you could see coaches understood the EYFS curriculum and everything they did supplemented this learning. The coaches have supported the children to develop independence and confidence with changing and also develop their attention and listening skill. The children look forward to P.E. each week. So, do</i></p>	<p>To continue to promote the positive profile that P.E has across the school by continuing to further develop teacher's confidence in developing their skills and modelling to the children through working alongside coaches.</p>

<p>To make a clear link in all lessons to a healthy body and healthy mind, linking recent training of senior mental health lead in curriculum planning.</p>	<p>All P.E lessons to make a clear link with LO with physical activity and mental health. Subject lead to monitor through lesson observations and conduct pupil interviews</p>	<p>P.E monitoring showed that lessons show links to healthy body and healthy mind. One of the examples collected form the pupils was that P.E is about 'Being active'. Well-being week also supported the children's understanding of healthy body and healthy minds with the Senior Mental Health lead planning activities within the curriculum for all classes to build the children's understanding, this including the 5-ways to well-being.</p>	<p>To continue to strengthen the link in P.E lessons between healthy body and healthy minds.</p>
<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: 25.61</p>			
<p><b>Intent</b></p> <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: To further enhance extra-curricular provision ensuring clubs run throughout the school year and cover a range of sports and activities.</p>	<p><b>Implementation</b></p> <p>Make sure your actions to achieve are linked to your intentions: Extra-curricular clubs running from T1 including multi-skills to develop fundamental skills. Music club, gym and yoga are also running from the start of T1. Schools clubs to run every Friday afternoon to develop opportunities. Children to choose which club they would like to</p>	<p><b>Funding allocated:</b></p> <p>£8992 (Sports coaches charge for year) Subject leader release £1,248 per year (8 days over the year)</p>	<p><b>Impact</b></p> <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?: We have a clear programme of after school extra-curricular activities which includes; rugby, football, multi-skills, music, yoga, gymnastics which have been very popular within the school community and the uptake has been very high. Friday afternoon clubs run weekly to include a</p>
<p>Sustainability and suggested next steps: To further develop the clubs with a wider variety of activities available to the school community.</p>			

<p>To continue termly swimming lessons for KS1 during the autumn term.</p>	<p>attend each week.</p> <p>Children to attend swimming lessons for half a term to continue to build confidence and safety within the water.</p>	<p>£2249 (subsidised swimming sessions)</p>	<p>range of activities including a very successful dance umbrella performance at the Forum in Bath and a mindfulness club including different techniques to help maintain a healthy mind and body including the use of Yoga.</p> <p>Children accessed swimming until the end of term 2, this enabled the children to develop swimming skills including non-swimmers learning to swim and more competent swimmers learning to master new strokes such as front crawl and breast stroke.</p>	
<p>To further enhance extra-curricular provision exploring inter-sports competitions with new P.E providers.</p>	<p>P.E lead and sports coaches to build links with other local schools to hold a interschool sports competition in T5/6.</p>	<p>Subject leader release £1,248 per year (8 days over the year)</p>	<p>P.E subject leader investigated this with the P.E coaches, it was agreed that children needed further time to develop fundamental skills and develop for understanding of tactical games before we start inter-house competitions. We have started to explore links with the junior school for year 2 and 3 competitions. Sports day will be the children's event that will involve competition.</p> <p>To further enhance extra-curricular provision exploring inter-sports competitions with new P.E providers.</p>	

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Activity	Frequency	Duration	Intensity	Rest	Progression
Cardio	3 times per week	30 minutes	Zone 2	1 minute	Interval training
Strength	2 times per week	45 minutes	Zone 4	2 minutes	Compound lifts
Flexibility	Daily	15 minutes	Zone 1	0 minutes	Static stretching

**Key indicator 5: Increased participation in competitive sport**

Percentage of total allocation:			
15.96%			
Intent	Implementation	Funding allocated:	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>To develop children's resilience and emotional regulation skills to manage competition.</p> <p>To build profile of sports day including elements of competition.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Sports day to be carried out with parental/carer spectators, sports coaches to run a range of events to build children's motivation, competence and confidence are at the centre of the competition. Sports coaches and class teachers to include elements of completion in each lessons to gradually build up resilience and emotional regulation. Sports coaches to deliver a weekly lunch club focussing on building fundamental skills, understanding of competition and emotional resilience.</p> <p>In term 2 coaches to run a lunch football club to develop children's understanding of football and how</p>	<p>£8992 (Sports coaches charge for year)</p> <p>£8992 (Sports coaches charge</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Sports coach has included elements of competition throughout the year across the curriculum, to include a winner n tactical games and also 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> building up towards our first competitive sports day event. Children's resilience within P.E lessons is evident, all children across school are accessing P.E lessons and within the P.E monitoring report, children have commented how they would help someone else and why it is important; <i>'To help them be confident'</i> <i>'Show them so they can copy'</i> <i>'Show travelling along lines and counting steps'</i> The children were split into 4 EYFS teams and 4 KS1 teams to help build the profile of sport and competition about sports day. The children received 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> stickers as well as 'I took part' stickers for all children who joined the event. The sports coach has delivered a weekly lunchtime club for children</p> <p>To continue to develop children's resilience and emotional regulation skills to manage competition within class teacher led sessions.</p> <p>To continue build profile of sports day including elements of competition on the success of the 1<sup>st</sup> competitive sports day.</p>
<p>To develop rules for football in a designated zoned area, establish a group of children to become 'football</p>	<p>Supported by:</p>	<p>£8992 (Sports coaches charge</p>	<p>To develop the role of 'play leaders/football leaders' to raise</p>

<p>leaders'.</p> <p>To continue to develop opportunities and engagement for vulnerable learning, new coaching providers to run weekly sessions throughout the year to build on fundamental skills this year focussing on the children starting to engage in games without emotional dysregulation.</p>	<p>to play fairly with elements of competition. In term 3 coaches to support with football at lunchtimes ensuring the play leaders are communicating the new rules to the rest of school. Assembly to be delivered by 'football leaders' supported by sports coaches.</p> <p>Small group (groups of 5 children with high adult ratio) coaching sessions offered weekly by sports coaches to improve participation within sports and whole class sessions by building fundamental skills, alongside understanding of games, exposure to competition in terms of winning or not and the emotional regulation skills to manage this.</p> <p>Play leader support at lunchtime to support children to engage and participate in activities through nurture support. SMSAs to engage and support with physical activity on the playground at playtimes and lunchtimes including new football rules.</p>	<p>for year) Cost of football, football nets &amp; P.E equipment.</p>	<p>to become play leaders of football to share the rules with their peers through using timers to swap teams and build skills to manage conflict within sport. The sports coach has also delivered a very popular after-school football club which was very positive and also impacted on the children's level of understanding of the tactical game.</p> <p>For our nurture class, our sports coach has developed weekly bespoke sessions to enable opportunities for engagement of vulnerable learners including them all accessing sports day with support. P.E lessons have supported children's understanding of tactical games is small groups and therefore has improved regulation. Children are accessing the whole class P.E lessons as part of their 10 minute cycle with leading to dysregulation. The coach has also delivered fundamental skills to targeted groups in lunchtime clubs to help further improve the participation and development within their P.E lessons.</p> <p>Play leader has supported children to access the nurture hub and planned activities to run in the outdoor zoned spaces.</p>	<p>their profile and impact across the school.</p> <p>To continue to develop opportunities and engagement for vulnerable learning of tactical games and competition.</p>
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To develop opportunities for interschool sports.	P.E lead and sports coaches to build links with other local schools to hold an interschool sports competition in T5/6.		P.E subject leader investigated this with the P.E coaches, it was agreed that children needed further time to develop fundamental skills and develop for understanding of tactical games before we start inter-house competitions. We have started to explore links with the junior school for year 2 and 3 competitions. Sports day will be the children's event that will involve competition.	To further enhance extra-curricular provision exploring inter-sports competitions with new P.E providers.
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Signed off by	
Head Teacher:	
Date:	21.7.25
Subject Leader:	Ruth Perry
Date:	
Governor:	
Date:	21-07-25