

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Completed for AshGrove Primary  
Evaluated year 2021/2022 and new  
plan for 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](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 in each year of the funding.**

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 2020/2021	£300
How much (if any) do you intend to carry over from this total fund into 2022/23	£0
Total amount allocated for 2021/22	£18,220
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18,520

## Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example, you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p><b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study</b></p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</b> Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.</p> <p>Please see note above</p>	97.5%
<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>	90%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	90%
<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

## 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.

Key indicator 1: 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				Percentage of total allocation:
				73%
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 : £13 405</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>To ensure children continue to understand the importance of regular physical activity as recommended by CMO guidelines.</p>	<p>Active lifestyles to be continued to be discussed in PE lessons and extra-curricular clubs. External coaches (Provision) to deliver assemblies focussing on active lifestyles and importance of CMO guidelines.</p>	<p>£ 13,405 for pro-vision coaches</p>	<p>Children have a better understanding of what constitutes an active lifestyle. 20% are more aware of healthy eating behaviours. <b>Evidence- pupil voice questionnaires</b></p>	<p>Pro-vision to continue to work along side teachers to develop confidence and competence of teachers to deliver content themselves.</p>
<p>To encourage children to participate in physical activity during break times and lunch times-</p>	<p>Procure additional break time/lunch time equipment and ensure pastoral team and SS are confident in activities to offer for children. Introduce activities run by external agencies</p>		<p>Children are engaged in active break times more regularly. Including forest area and outdoor provision <b>Evidence: observations</b></p>	<p>Continue to develop OPAL and invest in more equipment. Play leaders to be developed further 22/23</p>
<p>To increase opportunities for physical activity by introducing daily 1k.</p>	<p>Introduce 1K through assembly time and develop a timetable to allow each class a slot to complete</p>		<p>Most classes complete 1k at least three times a week.</p>	<p>Look at timetabling for next academic year- actual track development?</p>
<p>To increase participation in active</p>	<p>Launch WOW scheme in classes and</p>		<p>Majority of parents walk to</p>	

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commuting through Wakefield Walk Once a Week (WOW) scheme.	through assembly time.		school- reduction in cars- <b>Evidence questionnaires during WOW week.</b>	
Raise profile of play leaders and house captains to lead activities at lunchtimes.	Training provided by Minsthorpe Support from support staff outside to support behaviour management and organisation.		<b>Evidence: Feedback from children positive – pupil voice</b>	
<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:
				13%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
<b>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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>		<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	<b>Sustainability and suggested next steps:</b>
Ensure that values, which are fundamental to the school (i.e. resilience), are developed through PE lessons, extra-curricular clubs, external coaching, forest school	Values are at the heart of the curriculum in all areas- pupils are clear on how they relate to PE Lunchtimes support children to develop resilience and independence and stamina- essential for physical development	£2500 OPAL investment	Pupils say they have activities at lunchtimes that they enjoy Reduction in behaviour incidents at lunchtimes <b>Evidence: pupil voice</b> <b>Behaviour monitoring</b>	Continue to ask pupils what they want re sports Analyse uptake of after school clubs re PP and gender

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				73%
Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know</p> <p>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: see above for pro-vision</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>All staff can identify their development needs and are able to provide high quality first wave teaching in PE.</p>	<p>Ensure regular monitoring is taking place. Subject leader to observe across all phases and – where necessary – co-teach lessons to ensure staff increase K&amp;S. Provision sports coaching to be observed delivering.</p>	<p>£ as above</p>	<p>Teacher s state they feel more confident teaching <b>Evidence: staff audit</b></p>	<p>INSET 22/23 academic year re core strands in PE Link to EYFS developed</p>
<p>All staff follow curriculum map for each year group and are confident in breaking units for learning down into individual lessons (from PE Hub).</p>	<p>Identify current CPD needs of teaching staff through distributing competence and confidence questionnaire.</p>	<p>£0</p>	<p>Children know more and remember more as <b>evidenced in pupil voice</b> across all stages in school.</p>	
<p>Development of core vocabulary to support retention of learning.</p>	<p>Core vocabulary is clear and assessed in daily reviews.</p>	<p>£0</p>		<p>Continue to develop assessment tool for PE and focus on core vocabulary in daily review</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 6%
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: £1100</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>Extra after school clubs on offer for each key stage and review of sports provision at lunchtimes</p> <p>Access to sports leader training from Minsthorpe</p>	<p>Procure additional break time/lunch time equipment and ensure pastoral team and SS are confident in activities to offer for children. Introduce activities run by external agencies</p> <p>Pupils have ownership of lunchtime activities. Play and sports leaders are confident in their roles and can talk about their impact.</p>		<p>Decrease in lunchtime behaviour incidents Pupils say they are happier at lunchtimes Pupils observed engaging in sports during lunchtimes Coaches report increase in number of girls accessing activities</p> <p><b>Evidence: observations at lunchtimes</b> <b>Pupil voice</b> <b>Behaviour monitoring</b></p>	<p>Continue to develop OPAL and invest in more equipment. Play leaders to be developed further 22/23</p>



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8%
Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know</p> <p>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: <b>Minsthorpe Gold package £1500</b></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>Sports teams across Y5/6 participate in competitive inter school matches. Subscribe to Minsthorpe support</p> <p>Facilities represent the school in a positive manner and are sufficient to host competitive sporting events.</p> <p>Transport, if required, is provided for children to visit other schools for away fixtures.( Part of Minsthorpe offer)</p>	<p>Contact local schools to arrange competitive sport fixtures and discuss possibility of creating school league.</p> <p>Order equipment needed to develop sports facilities.</p> <p>Discuss arrangements for fixtures with partner schools.</p>		<p>Competitive fixtures are more frequent events in school. Children can recall match results and enjoy discussing these in assemblies and class groups.</p> <p>90% attendance at fixtures offered (absence meant 1 was missed)</p> <p>All fixtures attended that could be and transport was arranged at no cost.</p>	<p>Contact local school and school games organiser to ensure establishment of football league in the next academic year.</p> <p>Continue to develop the role of sports leaders by allowing them to observe Provision coaches during after school clubs.</p>

### FOCUS FOR ACADEMIC YEAR 2022/2023

- Further development of sports after school clubs and lunchtime offer
- Further development of Trust wide curriculum- focus on assessment
- Continued access to competitive sports
- Development of parent partnership