

# 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 carried over from 2021/22	£ 0
Total amount allocated for 2022/23	£18981
How much (if any) do you intend to carry over from this total fund into 2023/24	£0
Total amount allocated for 2023/24	£18760
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£18760

## 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 2021.</p> <p>Please see note above</p>	58%
<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>	50%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	54%
<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

## 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: 2023/24		Total fund allocated: £18760		Date Updated: 24/05/24	
<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: 17%
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:
<ul style="list-style-type: none"> <li>To create more active play opportunities for children at break and lunch time.</li> <li>Children to engage in team games as well as creative and imaginary play during break / lunch / outdoor lessons.</li> <li>Ensure all children are receiving 2 hours of HQ PE per week</li> <li>To make PE lessons and other outdoor sessions for children with individual learning needs more engaging and active</li> </ul>	<ul style="list-style-type: none"> <li>Provide one outdoor table tennis table for top playground – help create a buzz around the sport, with more children signing up to the local table tennis club (BTTC)</li> <li>Provide new football goals / basketball hoops</li> <li>Provide new playground equipment for Reception and KS1 areas e.g. crates, building blocks, balance equipment</li> <li>Provide a range of equipment to help teachers better differentiate PE lessons e.g different sized balls, bats</li> </ul>	£3200	<ul style="list-style-type: none"> <li>More pupils are now engaged with a variety of structured active play opportunities and adopting more positive behaviours in the playground. More team-work opportunities have been established and fewer negative incidents are being reported.</li> <li>Children playing table tennis outdoors</li> <li>Children continuing to use the outdoor gym equipment sensibly</li> <li>Over 40 children have attended table tennis</li> </ul>	<ul style="list-style-type: none"> <li>A big push is still needed in creating more active lessons outside core PE lessons. PE lead to help raise profile of importance of 30 minutes of activity per day and disseminate lesson ideas through staff meeting. (See Active Sussex Website)</li> <li>More regular PE learning walks; assess which teachers need support and commence team-teaching / coaching within lessons (1-2 teachers per term)</li> <li>PE lead to meet with</li> </ul>	

	<ul style="list-style-type: none"> <li>Review the PE curriculum: clarify progression of knowledge and skills and ensure teachers understand their year-group's PE content objectives</li> </ul>		<p>club with local Club coaches instructing</p> <ul style="list-style-type: none"> <li>PE lessons observed or fed-back on are generally more active and better organised, using new equipment</li> </ul>	<p>Reception and KS1 teachers to look at how to engage all children for 30 mins per day across the curriculum.</p> <ul style="list-style-type: none"> <li>PE Lead to look at active engagement of SEND children across the school</li> <li>Re-introduce 'Fitness Fridays' for structured dance / aerobics session for all children in KS1 and 2 who wish to participate</li> <li>Gym apparatus needs auditing / updating</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:

40%

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:
<ul style="list-style-type: none"> <li>To encourage physical activity in the form of organised games during lunchtime.</li> <li>To bring together pupils working in teams /uniting girls &amp; boys in team sports.</li> </ul>	<ul style="list-style-type: none"> <li>We have engaged the services of a sports mentor/coach working one day per week linked with BHA Foundation</li> <li>MDSAs and TAs received</li> </ul>	£7500	<ul style="list-style-type: none"> <li>Overall impact on the playground suggests far fewer behavioural problems as well as fewer playground issues returning to class.</li> </ul>	<ul style="list-style-type: none"> <li>Use of sports coach next year to be targeted on a greater number of children across the year.</li> <li>PE lead to make clear to class teachers in</li> </ul>

<ul style="list-style-type: none"> <li>• To improve whole-school behaviour through structured activities during break and lunch times</li> <li>• To improve the confidence, motivation, physical literacy, fitness and well-being of specific children with individual needs within PE and sport</li> <li>• To raise the profile of physical activity through 'Active 10'</li> <li>• To raise the profile of physical activity and sport within the school community</li> </ul>	<p>training in leading activities for children across the KS1 and KS2 playgrounds.</p> <ul style="list-style-type: none"> <li>• The sports coach has also led mentoring sessions in physical activity, physical literacy and wellbeing for a group of targeted children (Around 60 children benefited from these sessions including many PP, SEN and children with a range of social and physical development needs)</li> <li>• Sports Council was set up with representatives from each class to meet with PE lead. SC feedback from children on how to improve PE and sport in school, help PE lead raise profile of PE and sport.</li> <li>• Playground buddies and referees are helping to lead games at lunch-times.</li> <li>• PE and Sports notice board put up celebrating successes and upcoming events</li> <li>• Sports leaders in Year 5 and 6 helped with Sports Day events in R / KS1 and KS2</li> </ul>		<ul style="list-style-type: none"> <li>• Pupil voice surveys suggest that children are enjoying the range of more structured play opportunities provided by the coach and look forward to break and lunch times.</li> <li>• Evidence of feedback from individual children mentored by the coach suggest improved confidence in PE lessons and greater motivation to take part in physical activity both in school and at home. Teachers report improved behaviour from these individual children.</li> </ul>	<p>advance the purpose and objectives of these sessions so as the children can be carefully identified.</p> <ul style="list-style-type: none"> <li>• New equipment for EYFS outdoor and indoor spaces to help develop children's gross-motor skills</li> <li>• New equipment for playground to help encourage and foster more structured physical activity at break and lunch times.</li> <li>• Playground buddies / sports council reps to survey KS1 and KS2 children as to what new activities they would like to see on the playground. E.g. Diablo club at lunch time, once per week (this has already started and is proving very popular)</li> </ul>
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	<ul style="list-style-type: none"> <li>Weekly use of the website, newsletters and assemblies to celebrate PE and Sports successes</li> </ul>			
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**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport** Percentage of total allocation:  
7%

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:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>To improve the quality of teaching of both indoor and outdoor PE lessons across all year groups</li> <li>Improve the knowledge and skills of dance teaching amongst staff in PE lessons</li> </ul>	<ul style="list-style-type: none"> <li>PE lead attending School Games meetings and other local CPD events – information to be fed back to staff</li> <li>Ensure all teachers are trained in use of PE Hub resources</li> <li>PE lead to drop-in to lessons and meet briefly with teachers after school to discuss individual needs or possible avenues of support or coaching</li> </ul>	£800 (cover)  £500 (subscription)	Anecdotally, staff feel more confident across more aspects of PE teaching, particularly gymnastics and dance. Staff more confident with knowledge and skills and progression within lessons. <ul style="list-style-type: none"> <li>Work to do with assessing where children are at the start of a unit of activity.</li> <li>CPD needs for new and older staff to be assessed through Survey Monkey</li> <li>Talk to key members of staff to join 'PE Team'</li> <li>Organise whole staff CPD on areas of most need (See survey results)</li> <li>PE Lead to drop-in to help team teach with</li> </ul>

				<p>NQTs or those with a particular need</p> <ul style="list-style-type: none"> <li>• Research any specialist coaching needs e.g. dance / cycle course training for staff to lead road cycling</li> <li>• CPD opportunities for new term to be disseminated to staff e.g from Active Sussex and School Games websites / emails</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: 23%

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:
<ul style="list-style-type: none"> <li>• To create more active play opportunities for children at break and lunch time.</li> <li>• To provide targeted activities or support to involve and encourage the least active children</li> <li>• To improve the quality of both indoor and outdoor PE</li> </ul>	<ul style="list-style-type: none"> <li>• Full audit of all PE resources and purchase of new equipment where needed e.g. tennis balls, variety of balls for KS1</li> <li>• Introduce a wider range of sports and physical activity clubs after school, with a focus on</li> </ul>	£2800	<ul style="list-style-type: none"> <li>• Children are more engaged and active during play and lunch times as well as during other outdoor sessions for children with specific learning needs.</li> <li>• Fostered a very successful partnership with BHA Foundation. Coach employed one day per</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to offer table tennis lunchtime club with sports leaders supporting PE lead to help out</li> <li>• Look into gymnastics and dance fitness / zumba clubs for after school</li> </ul>



<p>lessons across all year groups</p> <ul style="list-style-type: none"> <li>To increase participation of girls in physical activity and in particular, team sports</li> <li>Improve confidence in cycling</li> <li>To ensure more children leave Year 6 as capable swimmers and with confidence in water.</li> </ul>	<p>clubs which will attract more girls to participate</p> <ul style="list-style-type: none"> <li>Develop links with QP Tennis club / set up after school club with a walking bus to club in the park</li> <li>Sign-up to Chance-to-shine programme with Sussex Cricket</li> <li>Link up with Brighton and Hove Albion FC Foundation – new hub opened on Freshfield Rd - big push on girls football in years 3-6 following on from the success of the women’s World Cup. Hopeful participation in both local FA girls league and cup matches and 7-a-side competition.</li> <li>Provide a range of apparatus and equipment for the EYFS playground to give children a wider variety of activities during outdoor play sessions</li> <li>Provide new gymnastics apparatus and</li> </ul>	<p>£1300</p>	<p>week to run girls’ football at lunch and after school</p> <ul style="list-style-type: none"> <li>Girls football team have been more competitive in the schools league and cup. New Primary Stars football kit has boosted their confidence and feeling of belonging to QPS team.</li> <li><b>Many more children (particularly girls) participating in new clubs after school including: girls football, cricket, tennis, skateboarding, karate, street dance, netball</b></li> <li>Feedback from PE lessons is that use of gymnastics equipment is more frequent, effective for teaching and embedded within units of work.</li> <li>Staff have fed back that children are better resourced in lessons and able to work in smaller groups and be more active, with less time sitting and watching.</li> </ul>	<ul style="list-style-type: none"> <li>Order new basketball back-boards to replace apparatus broken in storms</li> </ul>
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	<p>disseminate to staff about how to use it efficiently during indoor PE lessons</p> <ul style="list-style-type: none"> <li>• Sign up to bikeability level 1 and 2 courses for Year 5 and 6</li> <li>• Provide extra swimming sessions in year 6</li> </ul>		<ul style="list-style-type: none"> <li>• More children trained in level 1 and 2 bikeability</li> </ul>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				13%
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:
<ul style="list-style-type: none"> <li>• Increase and actively encourage pupils' participation in the School Games</li> <li>• organise more sport competitions or tournaments within the school (intra-comps)</li> <li>• coordinate and enter more sport competitions or tournaments across the local area, including those run by sporting organisations</li> <li>• Find pathways for gifted and talented children</li> <li>• Aim for School Games Mark Silver with potential for Gold the year after.</li> </ul>	<ul style="list-style-type: none"> <li>• Close links and liaising with Emma Greenough from School Games in Brighton and Hove</li> <li>• Set up link with Brighton Table tennis club – establish lunchtime and after school clubs</li> <li>• Enter netball, cross country running, hockey, tri-golf, raquets, indoor athletics, netball, swimming gala Withdean athletics through School Games</li> <li>• Join local boys and girls football leagues and cups run by local FA (Tim Herbert)</li> <li>• Nominate gifted year 5 footballers for B&amp;H district team</li> </ul>	£2500 (Affiliation for School games, transport costs, equipment and cover)	<ul style="list-style-type: none"> <li>• Children who participated in one or more inter-school event this year:  54% of Year 6 35% of Year 5 32% of Year 4 16% of year 3</li> <li>• Huge amount of pride and increased confidence across Years 3-6 associated with successes as well as simple participation in all the events and matches in which QPS competed. This raised the profile of physical activity within the school.</li> <li>• Continued excellent links with Brighton Table Tennis Club - around 20 children attend BTTC after school club linked with the community café</li> </ul>	<ul style="list-style-type: none"> <li>• Increase these participation rates for next year by getting more different children involved.</li> <li>• Help find pathways for more talented children in different sports e.g swimming, cycling, tennis, athletics</li> <li>• Enter a team for the School Games Swimming gala in summer term</li> <li>• <b>More intra-competition needed between classes / year groups e.g. basketball hoop-scoring tournament, skipping or fitness challenges – sports leaders to help organise.</b></li> </ul>

			<ul style="list-style-type: none"> <li>• Several gifted table tennis players are now attending the club several times a week</li> <li>• Both boys and girls football teams had bigger squads and experienced more success in both leagues and cups.</li> <li>• Gifted footballers given trials for Brighton schools</li> </ul>	
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Signed off by	
Head Teacher:	Emma Gale
Date:	26/07/23
Subject Leader:	Adam Taylor
Date:	26/07/23
Governor:	
Date:	01/07/22