

# 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](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 2025**

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

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| Key achievements to date until July 2024:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Areas for further improvement/lessons learned:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Improved fitness levels for pupils as we continue to battle with the legacy impact of the pandemic.</li> <li>the engagement of pupils in regular physical activity – promoting healthy active lifestyles.</li> <li>increased confidence, knowledge and skills of all staff in teaching PE and sport- staff observing coaches</li> <li>Broader experience of a range of sports and activities offered to all pupils</li> <li>increased participation in football competitions and tournaments</li> <li>Success and sporting achievement for girls and boys sports teams.</li> </ul> | <ul style="list-style-type: none"> <li>Develop skills and knowledge of support staff</li> <li>Develop skills and knowledge of ECTs</li> <li>Further develop inter house competitions</li> <li>Continue to develop links with cluster schools</li> <li>Broaden the provision of after school clubs and ensure that these are inclusive.</li> <li>Build on the success of 2023/24 and further develop sporting activities for girls (to increase the proportion of pupils taking part in traditionally 'male' sports and take into consideration all protected characteristics. )</li> <li>To promote the school's ethos and approach to Diversity and Inclusion and seek to ensure this is reflected in sporting activities and achievements.</li> <li>increased participation in a broader range of competitive sports- e.g. Gymnastics/athletics /Football Basketball and participation in tournaments.</li> </ul> |

## Swimming Data

Please report on your Swimming Data below.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                |
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| <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 2024.</p> <p>Please see note above</p>                                                                                                                                                                    | 61%            |
| <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>                                                                                                                                                                                                                                                                                                                                  | 5%             |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>                                                                                                                                                                                                                                                                                                                                                                                      | 0%             |
| <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/ <b>No</b> |

## 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: 2024/25                                                                                                                                                                                                        |                                                                  | Total fund allocated: £18,689 |  | Date Updated: September 2024                                                             |                                                      |
|                                                                                                                                                                                                                               |                                                                  | Total expenditure: 38,102     |  |                                                                                          |                                                      |
| 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 |                                                                  |                               |  |                                                                                          | Percentage of total allocation:                      |
|                                                                                                                                                                                                                               |                                                                  |                               |  |                                                                                          | 19.15%                                               |
| 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:             |
| To ensure KS2 pupils leave school as proficient swimmers.                                                                                                                                                                     | Weekly swimming sessions at local swimming pool.                 | £7300                         |  | Increased proportion of pupils become proficient swimmers (compared to baseline).        | SLT to continue to develop swimming offer over time. |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement                                                                                                                  |                                                                  |                               |  |                                                                                          | Percentage of total allocation:                      |
|                                                                                                                                                                                                                               |                                                                  |                               |  |                                                                                          | 2.62%                                                |
| 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:             |

|                                                                                                                                                       |                                                                                                                                                                                                                       |       |                                                                                                               |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|---------------------------------------------------------------------------------------------------------------|--|
| Further embed the delivery of PE in line with the skills progression document ensuring PP pupils have equal opportunity to reach their full potential | Lead excellent practice of PE and physical activity for all pupils throughout the school day and out of school hours under careful supervision of PE lead.                                                            | £1000 | Children's learning journeys focused on building up skills which can be developed into more complex movements |  |
| Continue to deliver successful interventions for able pupils and vulnerable pupils                                                                    | Ensure PE planning is carefully sequenced in line with PE progression documents.<br><br>Provide model of sporting excellence to children and adults' Model positive attitudes to physical activity and mental health. |       | Pupils develop their skills, knowledge, understanding , discipline and sportsmanship.                         |  |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport                                                           |                                                                                                                                                            |                    |                                                                                                                                                                                    | Percentage of total allocation:                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                             |                                                                                                                                                            |                    |                                                                                                                                                                                    | 74%                                                                                                                                                                           |
| 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:                                                                                                                                      |
| Provide existing class teachers and early career teachers with training resources to help them teach PE and sport more effectively.                         | Ensure all support staff have access to online tool kit provided by SG sports (specialist PE provider), supported by PE leader.                            | £28, 302           | Improved subject knowledge and confidence.                                                                                                                                         | Assess Staff confidence                                                                                                                                                       |
| Develop the subject knowledge and skill set of class teachers and early career teachers (ECTs)                                                              | Employ specialist PE coaches to deliver targeted PE provision during extra -curricular clubs<br><br>Employ Qualified Sports Coaches to work alongside ECTs |                    | Improved social skills, well- being and mental health. Improved levels of resilience.<br><br>Pupils develop their skills, knowledge, understanding , discipline and sportsmanship. | Specialist coaches to support and advise PE lead on CPD<br><br>Specialist coaches to support and advise PE lead on development of outdoor play provision out of school hours. |

| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                      |                    |                                                                                                                                                                                                                                                                                                                                                      | Percentage of total allocation:          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
|                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                      |                    |                                                                                                                                                                                                                                                                                                                                                      | 2.62%                                    |
| 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>Widely promote sporting activities during the school day and links with clubs to further develop extra -curricular offer.</p> <p>Encourage girls to take part in traditionally 'male' sports and take into consideration all protected characteristics.</p> | <p>Offer broader menu of activities within our community</p> <p>Purchase new play/sports equipment</p> <p>Promote inclusive tournaments and competitions.</p> <p>Specifically promote girl's football</p> <p>Ensure access to wider range of sporting activities during the school day and out of school hours.</p> <p>Targeted PE interventions throughout the school day to ensure pupils are able to access a</p> | £1000              | <p>Broad range of pupils are able to access a range of sporting activities contributing to improved physical and mental health outcomes for pupils as part of the school's Early Help offer.</p> <p>All pupils including those with experiencing multiple vulnerabilities (intersectionality) have the opportunity to make accelerated progress.</p> |                                          |

|  |                           |  |  |  |
|--|---------------------------|--|--|--|
|  | broad range of activities |  |  |  |
|--|---------------------------|--|--|--|

| Key indicator 5: Increased participation in competitive sport                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                       |                    |                                                                                                                                                                                                                                                                                              | Percentage of total allocation:                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
|                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                       |                    |                                                                                                                                                                                                                                                                                              | 1.31%                                                    |
| 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>Develop wider links with outside clubs/competitions in partnership with Brixton Learning Collaborative and local sports clubs.</p> <p>Develop afterschool club menu of activities that appeal to the wider community and further develop our Early Help Offer</p> | <p>Include clubs in extra-curricular provision.</p> <p>Offer broader menu of activities within our community</p> <p>Promote inclusive tournaments and competitions.</p> <p>Promote girl's football club</p> <p>Ensure access to wider range of sporting activities during the school day and out of school hours.</p> | £500               | <p>Improved social skills, well-being and mental health. Improved levels of resilience.</p> <p>Broad range of pupils are able to access a range of sporting activities contributing to improved physical and mental health outcomes for pupils as part of the school's Early Help offer.</p> | Targeted pupils selected for school and LA competitions. |

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|-----------------|--------------------|
| Signed off by   |                    |
| Head Teacher:   | Graziella Williams |
| Date:           | September 2024     |
| Subject Leader: | Nicolle Sims Davis |
| Date:           | September 2024     |

|           |                |
|-----------|----------------|
| Governor: | Sarah Haines   |
| Date:     | September 2024 |