

Evidencing the Impact of the Primary PE and Sport Premium

July 2023

Commissioned by



Department
for Education





It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2023** at the latest.

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 2020. To see an example of how to complete the table please click [HERE](#).

The total amount carried over from 2021/22	£0
The total amount allocated for 2022/23	£17,232
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
The total amount allocated for 2022/23	£17,300
The total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17,300

Meeting national curriculum requirements for swimming and water safety.	
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 2022.	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	86%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100 % of children accessed water safety lessons at the swimming baths, and at Arthog Outdoor Centre, 86% are competent with self-rescue
Schools can choose to use the Primary PE and Sport Premium to provide additional provisions for swimming, but this must be for activities over and above the national curriculum requirements. Have you used it in this way?	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.

Academic Year: 2022/23		Total fund allocated: £	Date Updated:	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				%
Intent	Implementation		Impact	8.0%
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:
Continue sports leadership to encourage younger children to take part in physical activity at break and lunch times.	Jumping Jaxx training is to be delivered to Y5/Y6 children, who will then use their new skills to introduce activities to ensure lunchtimes are active and structured.	£500	School games leaders trained through Jumping Jaxx	Continue to ensure game leaders are trained year to ensure there is an opportunity for all pupils for PE provision at lunchtimes.
School curriculum planning includes two hours of timetabled physical activity per week.	PE Planning and delivery are monitored by the PE subject leader and overseen by the school's leadership team	£800	Children have received two hours of high-quality PE each week or one hour of PE and one hour of outdoor learning for some half terms of the year. – e.g., orienteering/forest schools	PE council (student's voice) to ensure there is a range of activities on offer.
To ensure daily sustained periods of exercise beyond the 2 hours PE lesson allocation	The Daily Mile is to be continued across all classes	£300	The Daily Mile was undertaken by all children across the spring and summer terms.	Daily mile to continue through all classes

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
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:
Employment of a sports coach to increase inclusion in inter-school competitions, school games competitions, and school sporting clubs, develop and give CPD to improve staff expertise, and support sports provision at lunchtimes.	To ensure school teams are entered into the Telford and Wrekin, sports partnership competitions and active sports competitions.	£14,000	All staff have observed the Sports Coach delivering PE sessions as part of continued professional development.	Virtual competitions will allow more children to engage in competitive sports.
Provide children with outdoor education opportunities and experiences.	To enhance pupils' self-confidence and deal with significant changes and challenges within a sporting context. Arthog residential (year 5/6) Forest schools (reception and year 1)	£700	All children have engaged with outdoor learning and orienteering	Further research into additional/earlier dates for sport/outdoor-related residential – continued into academic year 20-21 due to COVID-19.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
Continued subscription to the school sports partnership and staff training. To continue to work with sports coordinator during lessons. To extend and develop the knowledge of staff in teaching indoor PE, team games, outdoor education and athletics for PE lessons.	Continuing to address whole staff professional development through courses run by the school sports partnership as well as identifying weaknesses through self-evaluation/questionnaires to staff. Staff gain a greater understanding of the pedagogy and key skills in a variety of physical education activities and sports. Develop confidence when teaching PE.	Cost through the school sports partnership membership.	All teaching staff have worked alongside the Sports Coach to develop expertise in delivering Physical Education Staff feel confident in delivering PE Sessions	Continue to audit staff training needs and identify CPD opportunities facilitated through the SSP.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
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>Additional achievements:</p> <p>Purchase of additional equipment to support provision of a greater number of sports.</p> <p>To ensure equipment is accessible for the curriculum.</p>	<p>Buy new equipment to ensure a wide range of sports can be on offer for the children.</p> <p>Ensure that equipment is maintained and replenished throughout the year.</p>	<p>£1000-</p>	<p>Equipment has been audited and all needed equipment purchased</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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>Increase the total number of competitive sport activities available across the course of the academic year.</p> <p>Continue to provide a range of physical activities that are incorporated into curricular and extra-curricular provision.</p> <p>Provide transport for physical education and sporting events to ensure pupil participation.</p>	<p>Increase the total number of competitive sport activities available across the course of the academic year.</p> <p>To continue the range of clubs offered after school.</p> <p>Ensure that staffing and transport isn't a barrier to pupil participation.</p>	<p>£500 over a 2 year billing cycle</p> <p>Cost through employment of external sports coach for CPD and pupil provision.</p> <p>£1000 allocated</p>	<p><u>Thus year, we have offered competitive sport in:</u></p> <p>Football Basketball Dodgeball Multisport Cross country</p> <p><u>After school clubs:</u></p> <p>Football Basketball Netball Multisport Tennis</p> <p>Transport provided for competitive events when needed.</p>	<p>The school will continue to buy into the sports partnership scheme.</p> <p>Use Telford and Wrekin sports partnership transport services for some competitions if possible.</p>