

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department  
for Education

Created by



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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](#).



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## Details with regard to funding

Please complete the table below.

Total amount allocated for 2022/23	£18060
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2024.	£18060

## Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.  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.	23/31 = 74%
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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. Please see note above	23/31 = 74% (25+) 12/31 = 49% (50+)
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	15/31 = 49%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	23/31 = 74%
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?	Yes – 8 Y6 children attended top-up swimming

## 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.

### How will we be spending our Sports Funding 2022/2023

At Wygate Park Academy we understand the importance of physical activity and sport. We believe that being active, working as a team and trying new sports is vital to the overall wellbeing of our pupils.

Academic Year: 2023/2024		Total fund allocated:	Date Updated: 17.07.23	
<b>Key indicator 1:</b> 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: 75%
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:
Encourage and instil regular physical activities for all learners. Create physically active young people for life - by exposing them to a wide variety of different sporting activities & clubs	Extensive programme of afterschool activities delivered by trained coaches to increase chn's physical activity	£13600	<p><b><i>Increase in participation of Sports Clubs afterschool.</i></b></p> <p><b><i>75% of children from Y1 -6 attend at least one after school sports club this year.</i></b></p> <p><b><i>74% of SEND children in years 1 -6 attended an afterschool sports club.</i></b></p> <p><b><i>83% of Pupil Premium children attended an afterschool sports club.</i></b></p> <p><b><i>Continued Positive changes in the %time chn are physically active during &amp; afterschool.</i></b></p> <p><b><i>Positive change in pupil attitudes to physical activity - improvement in chn's mental</i></b></p>	<p>Continue positive profile of PE and "Sport for All"</p> <p>Continue regular meetings with ELITE Sports providers to check in on uptake/attendance/variety of clubs.</p> <p>Listening to Pupil Voice/Sports Captains on what to offer.</p> <p>Investigate the "Fit in 15" programme</p> <p>Implement a wider variety of playground activities that are leader by playground leaders.</p>

			wellbeing  <i>Chn wanting to explore possibilities of joining other external sporting clubs.</i>	
<b>Key indicator 2: To promote positive attitudes towards sport and PE - using PE and sports as a tool to develop resilience, teamwork, leadership, and confidence towards challenges</b>				Percentage of total allocation: 34%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</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:	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 children with the opportunity to lead other children in playground activities. Through the training process, playground leaders are taught leadership skills and are given the opportunity to coach and manage KS1 playground activities.  To help children develop resilience, confidence and teamwork skills through encouragement, praise and support through participating in physical activity.	Lunchtime "Wellbeing Clubs"  Participation in School League & School Tournaments  Continued development of Balanceability programme in EYFS/Year 1  Continued implementation of Interhouse Sports Programme  Development of Sports Captains (CT Time)  Continuation of Playground Leaders	£6160	<b>Increase in numbers of children from EYFS-Y6 who can participate in purposeful physical activities at Lunchtime - which are led by the older children. This has helped instil independence/social skills with the Playground Leaders</b>  <b>Behaviour &amp; attitudes on the playground have improved. Older children now take more care/pride in looking after younger children, even beyond the dedicated Playground Leader slots.</b>  <b>Interhouse Sports continues to gain more profile with chn supporting their Houses during the lunchtime competitions. Sports Captains taking active roles in officiating these.</b>  <b>76% of pupils in KS2 have accessed interhouse competitions.</b>  <b>80% of pupils in EYFS can ride a balance bike</b>	Continue with Playground Leaders - train up next batch of these for September.  Sports Captain role will continue, and look to raise profile further.  Look to embed use of gym equipment by establishing a rota which will be led by Sports Captains.  Look to implement areas where targeted "Sports games" can take place within playtimes.  Sustain good % of pupils accessing interhouse and playground activities.  Using assessment data, implement activities to support

	Programme (Training & Leading of sessions - Time)		<b>confidently and competently.</b>	areas for improvement e.g. throwing for Y1.
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Key indicator 3: To develop and enhance the PE curriculum at Wygate Park Academy.				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>To review the effectiveness and purposefulness of current PE assessment.</p> <p>Incorporate a non-participant PE strategy to ensure all children participate in physical activity.</p> <p>Highlight where possible children who exceed in particular sports and provide/support where possible their development</p>	<p>Assess children at the end of every term in PE.</p> <p>Ensure spare kit is available across the whole school</p> <p>Communicate to parents at Curriculum Evenings the new strategy for coming to school in kits</p> <p>Monitor chn showing EXP+ in PE. Provide opportunities inside &amp; outside of school for them to further their participation.</p>	<p>£0 from SPP funding. School funding the time required.</p> <p>£180 on new kit</p>	<p><b>Review of PE curriculum completed. Good progression of skills and knowledge is mapped out across the whole school.</b></p> <p><b>Assessment has been refined and is now purposeful and linked to the curriculum.</b></p> <p><b>Non-participation strategy has been devised and shared with parents. Next stage will be to launch the kit being used when children forget to bring theirs in.</b></p>	<p>Spare kits to be made available across the school.</p> <p>School will launch initiative on children coming into school in PE kits on PE days, so that curriculum/PE time can be maximised. Shared with parents on Curriculum Evenings</p> <p>CPD for a member of staff to achieve swimming qualification to support with teaching of swimming.</p> <p>Enquire about an apprentice sports coach to support the delivery of PE curriculum and sports clubs.</p>
Key indicator 4: To recognise gifted and talented pupils and create opportunities for them to achieve.				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	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:

consolidate through practice:				
<p>Provide gifted and talented children the opportunity to participate and excel in a variety of sport.</p> <p>Begin specific lunch time sports clubs for gifted and talented children to improve their performance and play competitive matches.</p>	<p>Children that are recognised as being talented in a particular sport are given dedicated time by trained PE staff to develop and improve their skills and techniques to improve sports performance.</p>	<p>£0 from SPP funding. School funding the time required.</p>	<p>Increased number of children achieving GD in sport.</p> <p>Improved performances and knowledge of sport when competing in sporting competitions.</p> <p>Winning in sporting events.</p>	<p>Opportunities for GD pupils to compete against other schools.</p> <p>Support pupils in finding clubs outside of school.</p> <p>Opportunities for GD pupils to refine skills in playtime/after school club activities.</p>



Signed off by	
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Date:	17.07.23
Subject Leader:	R. Leggett
Date:	17.07.23

Created by:  association for Physical Education  Active Partnerships  YOUTH SPORT TRUST

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