

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting

Tool Revised July 2022



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 2021-2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

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 2023. 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 allocated for 2022-2023	£23,485.00
Total amount of funding for 2022/2023. To be spent and reported on by 31st July 2023.	£19,967.90

## 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. <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>	
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 2023. Please see note above	79%
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	74%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	58%
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/ <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: 2022/2023		Total fund allocated: £23,485.00		Date Updated: 23.5.2023	
<p><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</p>					<p>Percentage of total allocation: %</p> <p><b>Total fund allocated : £23,485.00</b></p> <p><b>Total Spent in Indicator 1:</b> £4,755.50</p>
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:</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>Renew subscription to ‘Maths of the day and Active English’ for Year 3 to Year 6. This is an active Maths and English program that can be used as a whole class, starter to a Maths/English lesson, to differentiate during main independent activity of Maths lesson or as an intervention program to plug gaps or be used to consolidate any misconceptions in pupil knowledge. Using this regularly will raise the engagement of all pupils in regular physical activity.</p>	<ul style="list-style-type: none"> <li>Subscription and resources to be repurchased</li> <li>Monitoring of class timetables to take place</li> <li>Creation of heatmaps</li> <li>Session drop ins to take place according to the monitoring and evaluation calendar</li> <li>Use to be monitored and tracked by class teachers, impact to be assessed</li> </ul>	<p><b>Actual Spent:</b> <b>£478.50</b></p>	<p>Heatmaps indicate the continued maintained impact that this additional active time has had on all pupils. The number of minutes on average every child has been active according to heatmaps has been maintained over above the national expectation.</p> <p>-KQ has conducted lesson drops ins to ensure the quality of the sessions delivered is high. -Pupil voice and feedback from staff and children.</p> <p>Cancel subscription (three year contract)</p>		<p>Subscription to continue for next academic year. Build monitoring of sessions in monitoring and evaluation calendar.</p> <p>Share good practice and where staff knowledge and confidence is high with other members of staff.</p>
<p>Reactive Wall Subscription ActivAll</p>	<ul style="list-style-type: none"> <li>Resubscription to ActivAll</li> </ul>				

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<p>helps to develop children’s multi-skills and coordination, whilst improving their overall health and wellbeing. Used to build confidence of SEND pupils and also to entice least active pupils to increase time physically active.</p>	<ul style="list-style-type: none"> <li>• Reaction wall to be used as part of additional sensory diet for pupils with SEND needs and to be used as part of provision map for pupils identified as least active</li> <li>• Impact to be monitored through selection of case studies.</li> </ul>	<p>£3000.00</p> <p><b>(Cancel Subscription next year)</b></p> <p><b>Actual Spent</b></p> <p><b>£3000</b></p>	<p>The reaction walls are no longer in use.</p>	
<p>Play leader training for Year 6 pupils</p>	<ul style="list-style-type: none"> <li>• Identify groups of children who want to participate in play leader training</li> <li>• Children to be trained</li> <li>• Children to be timetabled for leading session at break and lunchtime</li> <li>• Buy suitable equipment for play leaders to be able to lead active session at break and lunch time</li> </ul>	<p>Training</p> <p>FREE</p> <p>Resources</p> <p><b>Actual Spent:</b></p> <p><b>£182.50</b></p> <p><b>£175.20</b></p> <p><b>£121.00</b></p> <p><b>£160.00</b></p> <p><b>Total: £638.50</b></p>	<p>Year 6 play leaders have fully enjoyed the responsibility and developed teamwork, communication and leadership skills throughout the year.</p> <p>KQ- Observed lunchtimes and supported each child with leading games and activities. All children engaged and improved behaviour throughout lunch times.</p> <p>Discussions with lunch time supervisors, very positive.</p> <p>Pupil voice and feedback positive.</p>	<p>To continue next year with the name ‘Sports Leaders’ to offer further training so children can help with running clubs after school, PE lessons and sporting events eg. Sports Day, commonwealth day and help during lunch times.</p> <p>Communicate with the feeder high school, Hope Academy and invite their sports leaders in to work with our children to deliver a range of sporting activities.</p> <p>To continue to gain training from the St. Helens sports development coach (DB) to train the next set of sports leaders. Train all Y6 children if possible.</p>
<p>Mr. Wright – Rugby specialist coach. Delivering structured sports games during lunch times on a Monday and</p>	<p>A variety of structured sports delivered for 30 minutes for Year 3 and 4 and also 30 minutes for Year 5</p>		<p>-Increased participation in sports.</p> <p>-Promoting enjoyment and</p>	<p>-Dinner supervisors- confident to deliver sessions taught by Mr. Wright in the previous</p>

Wednesday lunchtime.	and 6. This takes place during lunchtimes.	Please see in indicator 3 (money spent)	participation in sport. Children engaged and developing teamwork, leadership, and communication skills. -behaviour kept to a minimum. -CPD for our lunch time supervisors.	year. -Sports leaders to help assistant Mr. Wright or lunch time supervisors with equipment, games etc.
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<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:
	%
	<b>Total fund allocated : £23,485.00</b>
	<b>Total Spent Indicator 2: £1,358.40</b>

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?:
<p>Enrich Education: Quidditch Games Year 3-6 All children can develop their skills and knowledge of the game of Quidditch from the Quidditch tournament.</p>	<ul style="list-style-type: none"> <li>To be implemented into the curriculum PE lessons.</li> <li>Preparation for future intra and inter competitions.</li> <li>Staff training.</li> <li>Whole School- enjoyment and event.</li> </ul>	<p>Actual Spent : <b>£679.20</b></p>	<p>-All children participated and engaged during lessons. -Pupil feedback was very positive. -Engagement was high. -clear progression and development of a new skill.</p>
			Sustainability and suggested next steps:
			To continue and develop new skills learnt.

<p>Enrich Education:          Orienteering (Whole School Event)          Year 3-6          Building on, teambuilding-teamwork, leadership and communication skills.</p>	<ul style="list-style-type: none"> <li>To be implemented into the curriculum PE lessons.</li> <li>Preparation for future intra and inter competitions.</li> <li>Staff training.</li> <li>Whole School- enjoyment and event.</li> </ul>	<p><b>Actual Spent:</b>  <b>£679.20</b></p>	<p>All children participated and engaged during lessons.          -Pupil feedback was very positive.          -Engagement was high.          -clear progression and development of a new skill.</p>	<p>To continue and develop new skills learnt.</p>
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<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>	<p>Percentage of total allocation:          %  <b>Total fund allocated : £23,485.00</b>  <b>Total Spent Indicator 3:</b>          11,220.00</p>
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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:</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>In-order to improve the impact of progress and achievement of all pupils, key focus is to provide carefully identified, relevant and high quality CPD to upskill staff to ensure quality first teaching and coaching for all pupils across the school during curriculum and extra-curricular activities.</p>	<ul style="list-style-type: none"> <li>Tag Rugby Specialist coaching delivered through Rugby Tots throughout the academic year for Years 3-6</li> <li>During this time, class teachers and LSA will be provided with high quality CPD that is bespoke to the individual needs of the children.</li> <li>Termly drop in sessions will take place to ensure the</li> </ul>	<p><b>Actual Spent:</b>  <b>£10,825</b></p>	<p>Specialist coaching delivered across a variety of year groups. Year 3 and 5 participated in rugby and cricket lessons. Feedback from parents was exceptionally positive.          -In year groups where this has taken place significant impact has been seen, staff have continued to gain a better understanding of the strategies needed to deliver high</p>	<p>Strategy will be included in next academic year. Sustainability to continue to provide high quality CPD for staff, increasing their knowledge, confidence and skills.          Continue with monitoring activities, pupil voice, monitoring engagement levels,</p>

<p>Provide renewal of planning resources for all teaching staff to ensure high quality first PE curriculum sessions and extra-curricular activities. Use to build confidence of SEND pupils who need a sensory diet.</p>	<p>impact of this CPD can be seen, to ensure value for money, impact and sustainability over time.</p> <ul style="list-style-type: none"> <li>• High quality weekly observations and termly assessments of pupil's progress and attainment to be made to ensure impact on all pupils individually.</li> <li>• Lunch time clubs delivered offering a range of sporting activities delivered by a specialist coach across lower and upper school.</li> <li>• Afterschool rugby and tennis clubs on offer all through the year to Y3-Y6 children.</li> </ul>	<p><b>Actual Spent:</b> <b>£395</b></p>	<p>quality rugby and tennis lessons and afterschool clubs.</p> <ul style="list-style-type: none"> <li>-Children have received high quality provision that has had a significant impact.</li> <li>-number of children playing competitive rugby and representing local rugby teams has maintained at a high standard.</li> <li>-Pupil voice conducted by KQ showed significant impact</li> <li>-Staff feedback has had a significant impact and positive.</li> </ul> <p>-Throughout the year, a number of curriculum development and evaluation meeting have taken place, the planning resources have provided support and clarity to the ongoing curriculum development ensuring that the curriculum and wider pe and sport provision is of a high standard and</p>	<p>monitoring and tracking progress and impact.</p> <p>Continue with Strategies. Look to develop the use of SENSory Skills feature and how this can be used to support children with SEND.</p> <p>Monitor impact, include case studies. Conduct pupil voice.</p> <p>Ask staff to complete a skills</p>
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	<p>can be identified and that impact and progress can clearly be seen for all individual pupils and groups of children.</p> <ul style="list-style-type: none"> <li>• SENSory skills feature to be used as part of additional sensory diet for pupils with SEND needs</li> </ul>		<p>is challenging for all groups of learners.</p> <p>Teaching staff and teaching assistants have continued access to high quality skills based progression planning. The quality of extracurricular clubs and sessions delivered by our staff have continued to be improved significantly due to additional planning resources, due to this pupils have assessed high quality free extra-curricular club at both dinner and lunchtime across the year.</p>	<p>audit.</p>
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<p><b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils</p>	<p>Percentage of total allocation:</p>
	<p><b>Total fund allocated :</b> £23,485.00</p> <p><b>Total Spent Indicator 4:</b> £440</p>

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:</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>Additional achievements:</p> <p>Expand the existing orienteering course on the Junior school grounds that can be used by all pupils. Orienteering development will ensure we continue to provide another dimension to the sporting provision provided at St Mary's and will meet the needs of more reluctant sport engaging pupils focusing upon the 'fun engagement within the outdoor environment' will be perfect to engage SEND pupils who will feel confident within their familiar environment whilst making cross curricular links.</p> <p>Extra – curricular sessions delivered by Mr. Wright (rugby tots and tennis on Monday and Wednesday)</p> <p>Friday Morning Judo club- Kerry Tensey- specialist Judo Coach.</p> <p>Extra-curricular clubs to be run at lunchtimes and afterschool available to all children, providing a variety of different sports and activities</p>	<ul style="list-style-type: none"> <li>• Work with 'Enrich' to design an addition to our existing tailor made course appropriate and engaging for all pupils.</li> <li>• All staff to receive refresher training resources.</li> <li>• All teachers to deliver at least 1 session per half-term to their class.</li> <li>• Drop in session to monitor impact and progress according to monitor calendar.</li> <li>• Subscribe for the year to Enrich's Education School Orienteering and Outdoor Learning Hub again.</li> </ul> <p><u>Look into The OPAL primary programme.</u></p> <ul style="list-style-type: none"> <li>• Provision map to be created</li> <li>• Resources purchased to ensure a rich and balanced variety of</li> </ul>	<p>Something for next academic year for the PE budget.</p> <p>See in indicator 3, money spent.</p> <p><b>Judo- £440</b></p>	<p>To be achieved next academic year 2023/24</p> <p>For the next academic Year 2023-2024</p>	<p>NA</p>
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<p>Purchase additional resources to facilities free after and extracurricular activities.</p> <p>Staff to run and facilitate free extra-curricular clubs at lunchtime and before/ after school available to all pupils.</p> <p>KABs- Forest schools sessions – Half termly Forest Schools sessions to be offered to each class from Year 3 – Year 6</p>	<p>extra-curricular club delivered free of charge to all pupils.</p> <ul style="list-style-type: none"> <li>• Assessment to take place to ensure specific groups of children are targeted to attend.</li> <li>• Target that all children are invited and attend at least 1 after school club.</li> </ul> <ul style="list-style-type: none"> <li>• Provision map to be created</li> <li>• Sessions to be mapped with cross curricular areas</li> <li>• Resources and instructor to be paid for from a highly recommended company – Kabs</li> <li>• Impact to be monitored</li> </ul>	<p>Paid for in previous budget.</p>	<p>Child-centred learning process that allows children to explore, discover through play and gives pupils the opportunity to take risks in a nurturing environment.</p> <p>- Learning outdoors and in a new environment gives children a new stimulus to learn.</p> <p>Cross -curricular links with History and Geography lessons.</p>	<p>Strategy will be included in next academic year.</p> <p>Sustainability to continue to provide high quality CPD for staff, increasing their knowledge, confidence and skills of teaching forest school.</p> <p>Continue with monitoring activities, pupil voice, monitoring engagement levels, monitoring and tracking progress and impact.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: %
				<b>Total fund allocated :</b> 23,485.00
				<b>Total Spent Indicator 5:</b> £2,194
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 continue to promote and introduce additional competitive sports in and outside of school.</p> <p>To increase % based upon last academic year, the number of children who participate in intra and inter competitions.</p> <p>Enrich Annual Whole school 'Quidditch' intra-school competition and orienteering team building. This will ensure that every single child in the school across both sites will participate in at least one intra school</p>	<ul style="list-style-type: none"> <li>• Create academic year sports provision map.</li> <li>• Arrange friendly local sport competitions with other local schools.</li> <li>• Enter a range of inter-competitions on a termly basis</li> <li>• Map pupil profile entries and participation</li> <li>• Purchase Gold School Games service level agreement</li> <li>• Pay for transport to access additional sports competitions</li> <li>• Work with the company 'Enrich' to develop a 5<sup>th</sup> Annual school Quidditch intra school tournament.</li> <li>• Celebration event to celebrate success and participation of all</li> </ul>	<p>Shapes <b>Actual Spent: £749</b></p> <p>Transport <b>Actual Spent: £1,445</b></p> <p>See Indicator 2 for cost.</p>	<p>In school we held a number of intra tournaments, as a whole school, year groups and class. These included football, multi-skills,</p> <p>Pupil feedback was very positive, children enjoy the opportunity to compete in competitive sport they take pride in representing their class, year group and school. Children are confident in verbalising our PE and Sport charter value.</p> <p>-Annual Quidditch and Orienteering Event held for whole school. -Pupil feedback was exceptionally positive.</p>	<p>Continue with higher tier SLA. Continue to use My School Games Tracker to log intra and inter tournaments. Continue to develop the use of whole school celebration of PE and Sports Events like our summer festival.</p> <p>Continue to strategy with Annual Quidditch tournament this is to be an extended 2 day event and will launch house captains and houses at the</p>

<p>competition during the academic year.</p>	<p>pupils.</p> <ul style="list-style-type: none"> <li>Participate in inter-school tournaments with other schools locally and regionally.</li> </ul>		<p>-Target ed engagement in least active pupils was yet again high. -Clear progression of skills to build upon from previous competition.</p>	<p>beginning of the Autumn Term 23-24.</p>
<p>Purchase sporting achievement award to be given out during celebration/ sporting intra school tournaments.</p>	<ul style="list-style-type: none"> <li>Awards to be purchased and give out at times linked with the provision map.</li> </ul>	<p>TBC <b>Actual Spent:</b> <b>£40.00</b></p>	<p>Promoting teamwork, leadership and communication skills.  Encouraging participation within sports. Rewards and prizes (Sports Day, Common Wealth day, sports week)</p>	
<p>Spanish Day-Dance Days-flamenco for all children to participate in cross-curricular learning.</p>	<ul style="list-style-type: none"> <li>Spanish workshop booked and timetabled for summer term.</li> <li>Children to blog about the impact and positive experience</li> <li>Collect evidence to show the impact and progress of mental health, wellbeing, behaviour and resilience.</li> </ul>	<p>TBC <b>Actual Spent</b> <b>£450.30</b></p>	<p>-All children participated in this event. -Cross-curricular learning -Dance -Engagement was high -Children development new skills -Well-being promoted throughout the day.</p>	<p>Booked next year for the whole school 2023/24</p>

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Signed off by	
Head Teacher:	Nicola Follin/Justine Kellet
Date:	26.7.23
Subject Leader:	Kayleigh Quirk (maternity leave) Amy McCormack
Date:	4.7.23
Governor:	Vanessa Wells
Date:	26.7.23