

# 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](#).



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## Details with regard to funding

Please complete the table below.

Total amount allocated for 2021/22	2021-22= £16680 £3000 carry over from 2020/21 Total: 19,680
Total amount of funding for the current year 2022-23	<b>Total £16,580</b>

## Swimming Data

Please report on your Swimming Data below.

<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 2023.</p> <p>Please see note above</p>	<p>2022-23 data:</p> <p>We do not swim at our first school but we collect transition data from Y4 parents regarding swimming grades.</p> <p>82% of our year 4 pupils can swim 25metres unaided.</p> <p>55% of these can swim 50 metres or more.</p> <p>18% (2 children) require floating aids and cannot swim 25metres.</p>
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Key achievements to date Sept 2021 to July 2022:	Areas for further improvement and baseline evidence of need:
<p>2 hours of PE per week across the school embedded into the timetable; Nursery-Year 4 but also additional exercise to help children access 60 minutes of activity per day (30 minutes in school). Identified children who do not get this daily intake and target them with extra-curricular opportunities. Reduced obesity levels (reception data). Improved use of 'active learning' during break times has had a positive and social impact on all learners across the key stages. Learners previously were not able to mix as much due to COVID-19, however they have had more opportunity to participate in a more focused co-operative learning environment with their peers and class teachers. This has enabled stronger bonds and connections to be made. These inclusive opportunities have benefitted all learners across the school and supported inclusive social times.</p> <p>Forest schools training is almost completed and resources purchased. Increased pupil knowledge in relation to health and fitness (Fun-trition/play trition). Broad range of virtual sporting competitions/charity events delivered across the year/school; including school games events. Improved understanding of British values through sport and also cultural awareness of sporting hero's.</p> <p>Continuous up-to-date development of staff CPD</p> <p>Purchased more rewards for good lunchtime behaviour, manners and healthy eating and delivered fun-trition for one term during the year.</p> <p>Transferred swimming data to Middle Schools.</p> <p>Developed further local club links – invited to virtual assemblies.</p> <p>Increased inter house sports events – virtual; and entered local Staffordshire virtual competitions. 100% of children took part in Biddulph Schools' Partnership Trust events/competitions.</p> <p>Ensured that the curriculum coverage covered gaps incurred in relation to COVID-19 school closures (gymnastics).</p> <p>Sports leadership training for pupils was re-established following COVID-19 ease of restrictions</p> <p>Increased the number of transitional sporting events (year 4).</p> <p>Enrichment sports days/National sports week planned to boost the profile of sport.</p> <p>Produced a timetable of extra-curricular clubs – inclusive to all. Attendance data is excellent. 100% SEND 100% PP attended clubs over the year.</p> <p>PP children receive free afterschool club.</p>	<p>To ensure that there are accurate baseline/end of term assessments to measure attainment and progress in relation to all areas of the PE curriculum. Midday supervisors to re teach playground games and to award stickers for resilience, teamwork, fair play etc. Train new staff.</p> <p>Become a level 3 accredited Forest School to increase outdoor learning experiences. Maintain staff training – whole school twilight and termly forest school updates for the main leader.</p> <p>Increase a wider range of Forest School resources for the extra-curricular clubs and term time in school delivery</p> <p>Compete in a wider range of school games competitions.</p> <p>Deliver yoga and mindfulness extra -curricular clubs each term.</p> <p>Purchase additional gym mats/ <b>football posts. (repaired)</b></p> <p>Link with Stoke City community programme for year 1 and 2 to boost the profile of PE and sport.</p> <p>Ensure that PE lessons include rewards linked to the 6 school values – respect, confidence, honesty, resilience, independence and ambition.</p> <p>Devise staff wellbeing initiatives.</p> <p>Keep engaging with SCC regarding the delivery of Bikeability and road safety awareness.</p> <p>Monitor staff wellbeing termly through surveys – support staff who may benefit from physical activity support.</p> <p>Ensure that physical education teaching and learning targets are being addressed by all staff.</p>

Formal governor observations completed of Physical Education lessons – feedback given.

Continuous effective partnership working between sport coaches and P.E leader has supported the further development of the tracking and measurement of learners' progress within physical activity across the school. Information gained has informed the strategic planning of both P.E and active learning programmes for all learners across the school.

PE data 2021-22 shows an increase in attainment by 6.75%. 93.25% of the school are working at the expected standard or higher.

As a result of COVID-19, less staff were able to observe the delivery of PE however, they had personalised support around the assessment and tracking of PE, a number of staff members now demonstrate a greater understanding of the use of on-going assessment within PE to inform future learning progression within individual units and across disciplines. Links within PE sessions to other curriculum areas have also been explored, where relevant, encouraging learners to make links between different aspects of their learning. Teachers across the school have benefited from observing the Professional Sports coaches deliver sessions to help support their knowledge and understanding of how to plan for PE skill development and to actively engage the learners in this process. As a result, staff have an increased confidence.

All learners have had access to appropriate PE 'clothing' and 'equipment' if this has not been provided by home. This has ensured that participation in daily 'physical activities' has been consistently high across the school. PP children have had some clubs provided free of charge as the school used some of the premium for this.

Increased involvement in walk, cycle, scoot to school weeks – Footsteps February, Footstep Friday etc. – badges and prizes awarded.

Successful whole school sports day took place in Summer term.

Every Friday, the school take part in the golden mile.

Outdoor Adventurous activities embedded into the curriculum map and resources and learning walks show an increased use of the outdoor zones.

## 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: <b>£16,580</b>		Date Updated: 24 <sup>th</sup> May 2023	
<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: 26%
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: £4,307.90	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>To improve the health and wellbeing of our pupils and staff.</p> <p>To continue to reduce obesity and target in-activity.</p> <p>To ensure that all children have access to at least 60 minutes of physical activity a day. As set out in the Childhood Obesity Plan, at least 30 minutes should take place in school, and the remaining 30 outside the school day.</p> <p>To improve the safety of our pupils when cycling/walking around the locality.</p>	<p>Deliver ‘active travel to school’ weeks/assemblies to increase physical activity, reduce congestion and improve air quality. Continue to work with local authority Travel Advisors to produce and implement active travel action plans. Year 2 and 4 take part in the safety assessment – walking across roads around our village led by the SCC Travel Team. Encourage more people to cycle, more safely and more often through the Bikeability cycle scheme. Year 4 to receive cycling training.</p> <p>Staff wellbeing workshops: Yoga and Mindfulness or other physical activity event</p>		£300	<p>Staff stress and wellbeing survey: Increase of staff completing regular intense physical activity from Autumn 2022 to Summer 2023. 67% to 85%.</p> <p>Travel to school awards: 50% increase in children walking, cycling and scooting to school as part of walk to school week. Won a scooter rack and a History performance.</p> <p>90% of Y4 children completed Bikeability training. 10% received a biking with stabilizers afternoon led by school teachers instead.</p> <p>Trim trail installed and</p>	Outdoor Field equipment needs replacing

<p>Increase Active Lunchtime Opportunities</p>	<p>'Our Healthy Year' resources to help encourage healthy habits during a child's first year at school and to help older children build on the habits they need for middle school and for life:  <a href="https://campaignresources.phe.gov.uk/schools/topics/our-healthy-year/overview">https://campaignresources.phe.gov.uk/schools/topics/our-healthy-year/overview</a>.  School Zone offers curriculum-linked resources and inspiration to help teach children about healthy eating and being active:  <a href="http://www.nhs.uk/c4lschools">www.nhs.uk/c4lschools</a></p> <p>PE Coach to offer activities in the playground at lunchtimes. PE Coach and class teachers to train up playground leaders. Playground leaders to roll out active lunchtimes across the rest of the week. Complete staff induction for new midday supervisors and deliver lunchtime activity training CPD.</p>	<p>Midday training courses £200  £3,531.90  Premier Sports stay active sessions  Sports leadership cost included within the lunchtime Premier Sport</p>	<p>timetabled.  100% of children completing at least 30 minutes of activity per day in school. Club data shows that 87% of children also attend active afterschool clubs to make up at least another 30 minutes of recommended active times  Six staff in attendance to the Fit with Griff active wellbeing session. Also, one member of the community held a beauty/wellbeing event afterschool.  Premier Sport delivered a health related unit of work for all classes.  Two new middays completed online workshop for active playground games – this was timetabled and has resulted in an increase of children being physically active at lunch.  Playground leader training completed for all year 4 children – 3 children per day deliver activities on the playground.</p>	
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Extend Extra-Curricular Offer which will improve health and fitness and wellbeing.	Review current extra-curricular programme. Offer all year round gymnastics club – due to limited delivery in light of COVID-19 over the last 2 academic years. Children involved in voting through the school council for new activities.	stay active sessions.	Pupil club data: Gymnastics club at full capacity all year round. (20 each half term) Children voted for an afterschool club of basketball and lunch club of ultimate Frisbee.		
	Help PP families to pay for one half term block of a sports club per term	£176			75% of parents took this up.
	Deliver pupil yoga/mindfulness sessions and resource this.	£100			Staff cover to deliver this Wellbeing Warriors trained for 6 weeks – sessions embedded as part of wellbeing week.

<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: 0%
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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: £50	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:



Raise the profile of PESS across the school	<p>'Spirit of the games values' certificates presented in school achievement assemblies.</p> <p>Whole school approach to rewarding physically active &amp; sports achievements e.g. assemblies.</p> <p>Celebrating success through newsletters, learning platforms website &amp; social media.</p>	£50	<p>Certificates awarded through PE lessons and extra-curricular clubs.</p> <p>Increased celebrations of sporting success on Twitter.</p> <p>Trophies purchased for football</p>	
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	Percentage of total allocation:
	33%

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: £5,510.12	Evidence of impact: what do pupils now know and what can they now do? What has Changed?	Sustainability and suggested next steps:
<p>Broaden knowledge &amp; skills of teachers to be able to deliver a broader range of activities.</p> <p>Premier Sport coaches deliver outstanding lessons linked to our two year coverage and progression trackers.</p>	<p>Complete staff surveys to find CPD need – embed within the school development plan.</p> <p>Premier sport to teach 3 x weekly (MT)</p> <p>Premier Sport planning is to be shared with all staff for them to access for their lessons and to review assessments (moderate)</p>	£5,310.12	<p>Staff surveys completed in order to develop CPD. Increased training linked to warm ups and athletics skills development.</p> <p>Premier sport lesson planning available for all staff. Monitoring of PE lessons took place with governor and actions shared for future. Pupils now have increased knowledge linked to the unit of work and also skills development/stretch and challenge.</p>	<p>When devising the new blocked timetable, ensure that all staff are able to jointly teach PE with Bee Active staff sometimes.</p> <p>All staff need training on the new PE scheme of work/assessment through Bee Active.</p>
Raise the quality of teaching across	Class teachers to all observe		All class teachers observed 2 x PE	

the school.	Premier Sport sessions as part of CPD and attend training according to needs.	Done as part of the above costings within PPA.	lessons linked to an area of weakness – then they followed on from the lesson and are more secure in the delivery and knowledge of outcomes.	
Ensure that staff have relevant CPD to increase involvement in Forest Schools	Maintain staff training – whole school twilight and termly Forest School updates for the main leader.	£200	Staff training completed Autumn 2022 and all teaching assistants have embedded their skills in a 4-week block of delivery during normal curriculum time. Forest school action plan updated in line with this.	Forest school leader will have maternity leave in 2023-24. Timetable regular staff training/risk assessments so that the weekly forest sessions are safe and have best outcomes for all.
Support TA's & other adults to access relevant CPD to enhance the school PESS workforce	Provide termly emails of CPD available through the Sports Partnerships/accelerated learning.		No additional training was required from survey of staff needs.	

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation: 38%

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: £6320.18	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Ensure that all sport and physical activity provision for children and young people is designed around the principles of physical literacy and through a fun approach, aims to reach the least active.	Continue to review current extra-curricular activity balance (see table of activities in PE Passport). Develop offer to ensure each year group & gender are catered for e.g. clubs, festivals, health & activity weeks, school challenge, family challenge, Be Inspired Challenges, School Games.		Forest school embedded within the curricular timetable. Transition sports events completed and all the classes competed in sports day. Girl's football team competed.	

<p>Improve offer for SEND/PP pupils</p>	<p>Encourage more staff to get involved allowing school to hold more clubs/events.</p> <p>Identify SEND pupils who would benefit from SSP SEND programme of events.</p> <p>Develop offer to be inclusive e.g. SSP SEND Programme.</p> <p>Offer TA support for SEND pupils wishing to attend clubs/festivals.</p>		<p>All staff attended and led on sporting events.</p> <p>100% of SEND pupils attended the school games SEND events.</p> <p>Key workers for SEND attended all events for the children they work with.</p>	
<p>Take part in a range of Biddulph schools' festivals/competitions.</p>	<p>Complete survey with Zoe Harp (School Games Organiser), identify our school needs for inter/intra competition, festivals and opportunities to learn new skills.</p>	<p>Cover £200</p>	<p>3 x PE meetings at James Bateman to map out events.</p>	
<p>Increase family engagement in sport and wider links with sporting success in the local community.</p>	<p>Offer learning enrichment opportunities for families to enjoy sport together. Reward this. Signpost families to local clubs and celebrate local sporting successes.</p>		<p>Some events signposted for example PLL/Bee Active but still need to establish further links for parents.</p>	<p>Parent survey (May) showed that parents still want more lists of available clubs etc. in the community.</p>
<p>Ensure the highest quality of PE equipment is available to support</p>	<p>Review resources termly and ensure they are available to deliver</p>	<p>£6120.18</p>		

<p>high quality delivery.</p>	<p>the full 2 year cycle per class. Ensure equipment is safe. Field equipment checked (Sport safe and Wickstead). Ensure that there is enough equipment for the delivery of extra-curricular clubs including Forest Schools. Increase the number of gym mats and replace /Repair football goals.</p>		<p>Sufficient safe equipment to deliver all areas of the PE Curriculum/ clubs/competition's and sports days.</p>	<p>Meet with Bee Active leaders to timetable a new 2-year PE curriculum. Ensure that equipment is purchased again to match curriculum needs.</p>
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Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			3.0%
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.	Make sure your actions to achieve are linked to your intentions:	Funding allocated: £500	Evidence of impact: what do pupils now know and what can they now do? What has changed?
<p>Children and young people have the opportunity to realise developmental, character-building experiences through sport, competition and active pursuits.</p> <p>They develop skills such as confidence, self-belief, dedication and resilience. Sport also instils values and virtues such as friendship and fair play.</p> <p>To plan School Games Participation ensuring a wider cross section of children to represent school/ including virtual events.</p> <p>Book transport in advance to ensure no barriers to children attending competitions.</p> <p>Increase competitive opportunities for SEND children.</p>	<p>Use SSP Competition Events Calendar to plan competition entries for year.</p> <p>Use new SSP booking system to enter events.</p> <p>Place table of events in staff room encouraging members of staff/TA's to sign up &amp; volunteer to support events.</p> <p>Review children who have represented school in the past &amp; ensure a wider range of children get involved by choosing events to attract children who have not taken part before.</p> <p>Review SSP competitions calendar and book all transport at the beginning of the year for events we wish to attend. Share coaches where possible/costs of Leisure Centre hire.</p> <p>Ensure SEND pupils are identified and supported to attend appropriate competition.</p>	£500	<p>Booked Y4 cross-country school games event for the first time.</p> <p>100% of children competed in intra and inter events from R-Y4. SEND/PP</p> <p>Coaches shared with Squirrel Hayes and Oxhey.</p> <p>5 football fixtures/tournaments took place over the year for y1-y4 boys and girls.</p>
			Sustainability and suggested next steps:

Level 1 school games competitions across Biddulph	Compete in 1 school games event at least, per term.		Only competed in 1 a year due to location and transport costs	Try to take part in more school games competitions and budget for increased transport costs.
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Signed off by:	
Co-Head Teacher:	Susan Mayes
Date:	13 <sup>th</sup> June 2023
Co-Headteacher/ Subject Leader:	Victoria Atherton
Date:	13 <sup>th</sup> June 2023
Governor:	Mike Dodd
Date:	