

# Evidencing the impact of the Primary PE and sport premium

2023 - 2024

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, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2024.**

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 2024. 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 2023/24  | £17,760.00 |
| Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024. | £17,760.00 |

## Swimming Data

Please report on your Swimming Data below.

|   |     |
|---|-----|
| Meeting national curriculum requirements for swimming and water safety.<br><br>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.<br><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?   | 35% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?<br>Please see note above  | 46% |
| <b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>  | 88% |
| 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?   | 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.

| <b>Academic Year:</b> 2023/2024   | <b>Total fund allocated:</b> 17, 770.00   | <b>Date Updated:</b>  |  |  |
|---|---|---|--|--|
| <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:<br>%   |
| 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><b>Curriculum – Physical Education</b></p> <ul style="list-style-type: none"> <li>We endeavour to develop competence to excel in a broad range of physical activities</li> <li>Enable students to develop an understanding of how to improve in different physical activities and sports, as well as how to evaluate and recognise their own success</li> <li>Ensure children are physically active for sustained periods of time, developing lifelong learning patterns for healthy living. Facilitate enjoyable communication and collaboration as well as safe and supportive competitive environments.</li> </ul> <p><b>Physical Activity</b></p> <ul style="list-style-type: none"> <li>To develop pupil’s knowledge of health and fitness through in-school</li> </ul> | <ul style="list-style-type: none"> <li>*PE Lead to deliver all PE sessions across the school.</li> <li>*PE Lead to attend Soke Sports Cluster meetings and organise additional sporting activities with outside coaches and other schools.</li> <li>*Increased access to equipment to participate in a wide variety of sports.</li> <li>*PE lead to coordinate and deliver lunchtime and after school clubs.</li> <li>*Swimming sessions booked in with Peterborough Regional Pool.</li> <li>*Coaches booked to transport children to the pool and risk assessments carried out. Staffing allocated.</li> </ul> | <p>£11,270.00 contribution to PE lead</p> <p>£1500.00 allocated for coach costs</p> | <ul style="list-style-type: none"> <li>*Children are able to discuss a range of sports that they have learnt and the skills that they have developed.</li> <li>*Children feel confident in their ability to partake in a range of sports.</li> <li>*Children talk about lunch times positively and are able to identify how they remain active and safe.</li> <li>*An increased number of children attend an increasing range of after school sports clubs</li> <li>All children in year 6 meet the NC requirements for Swimming.</li> </ul> | <p>Introduce pupil survey for clubs and lessons.</p> <p>Extend links with secondary schools within the trust for clubs and lessons.</p> <p>PE kit attendance record for kit and participation.</p> |

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| <p>mechanisms as well as outside partners and initiatives</p> <ul style="list-style-type: none"> <li>To encourage safe and meaningful physical activity through playground activities and leadership</li> <li>To increase outside links to allow future social mobility through a range of leisure activities for interest promotion.</li> </ul> <p>All children across the school to swim for half a term.</p> | <p>*Data collected at the start and end of allocated sessions to monitor and track progress.</p> |  |  |  |
|---|--|--|--|--|

|  |  |
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| <p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p> | <p>Percentage of total allocation:<br/>%</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>Increased communication with pupils and parents regarding sporting activities.</p> <p>Increased number of PE team. The team now consists of a primary PE lead and 3 coaches who teach throughout the weeks lessons and clubs.</p> | <ul style="list-style-type: none"> <li>Increased capacity and specialists – Development of staff with TDET PE team quality through weekly training. Increased visibility for whole school team within PE provision.</li> <li>Present and develop leadership within PE through Leadership meetings and training.</li> <li>Sports noticeboard allocated and updated.</li> <li>Social media used to celebrate attendance at sporting events.</li> </ul> | <p>Included in PE Lead Spend</p> | <p>*Sporting Activities are promoted via a range of media.</p> <p>*Messages about PESSPA are clearly communicated to pupils and parents.</p> <ul style="list-style-type: none"> <li>Multiple specialists over the 3 schools in the trust allows for increased number of extra-curricular clubs and links for fixtures.</li> <li>PE / PSP Lead now invited to all Leadership meetings and related training for curriculum and enrichment</li> </ul> |
|  |  |                                  | <p>Sustainability and suggested next steps:</p> <p>Maintain team for consistency of quality delivery.</p> <p>Further links within the trust to create competitions and festivals throughout.</p>   |

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|--|---|--|--|--|
|  | <p>*Sports awards and student leaders identified.</p> <p>*Sports leaders to be trained.</p> <p>*Star of the week awarded for PE and recognised within assemblies.</p> |  |  |  |
|--|---|--|--|--|

| 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:                         |
| <p>Staff to develop confidence in how they can best support children within their PE lessons to develop progress.</p> <p>Pupils are engaged in physical activity whilst on the playground to help meet the Chief Medical Officers recommendations.</p> <p>Weekly training for Primary PE Team to continue, ensuring consistency of approach.</p> <p>Development of new PE Curriculum Intent</p> <p>Development of LTP and MTP for PE, specific to local context and knowledge based curriculum</p> | <p>*TAs to support PE lead delivering PE lessons, will be on-going CPD.</p> <p>*Midday supervisor sessions – to be trained to lead games and activities on the playground.</p> <p>*Purchase of additional equipment to support sessions</p> <p>Friday CPD Curriculum Development and Intent for PE team in morning PPA.</p> <p>Core Power training to be aligned with full school staff.</p> | <p>£1000 used to support purchase of new playground equipment</p> | <p>*Reduction in the number of behaviour related incidents on the playground.</p> <p>*Children talk about lunch times positively and are able to identify how they remain active and stay safe.</p> <p>*Selection of equipment promotes participation in sport or active play.</p> <p>Curriculum knowledge and understanding has improved through CPD sessions on Friday mornings for PE staff, shadowing during lesson time to observe others team, self-evaluation of teaching discussed with lead.</p> | <p>CPD for staff members to enhance knowledge of curriculum.</p> |

|  |  |                                      |   |   |
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| <p>Succession planning documentation and training to ensure robust continuation of high-quality PE</p> <p>PE Team to lead training CPD for all staff starting 2023-24.</p> <p>Staff feel confident in teaching and assessing children against NC requirements for swimming.</p>  | <p>MTP developed with PE team to ensure progression and succession of learning throughout units.</p> |                                      | <p>*Increase in the number of children that meet the NC requirements for swimming.</p>  |   |
| <p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>  |  |                                      |   | <p>Percentage of total allocation:</p>  |
| <p><b>Intent</b></p>   | <p><b>Implementation</b></p>   |                                      | <p><b>Impact</b></p>  |   |
| <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>   |
| <ul style="list-style-type: none"> <li>• New PE curriculum which incorporates a wider range of sports and activities to broaden pupils experience and increase cultural capital.</li> <li>• Lunch time and after school clubs offer children the opportunity to participate in a wider variety of organised games and sports.</li> <li>• Peterborough United links with school visits</li> </ul> | <p>*PE Lead to run after school sports clubs.</p> <p>*PE Lead to run lunchtime clubs</p>             | <p>Included in the PE lead Spend</p> | <ul style="list-style-type: none"> <li>• The number of different activities and sports offered within curriculum time developed from from 10 to 17 within the academic year, including: <ul style="list-style-type: none"> <li>○ Handball</li> <li>○ Tag Rugby</li> <li>○ Increased OAA</li> <li>○ Golf</li> <li>○ Ultimate Frisbee</li> <li>○ Dodgeball</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Golf to continue with a further role out to more children and potentially within the curriculum.</li> <li>• Continuation of curriculum knowledge to build on this year's first engagement.</li> <li>• Further links with local sports teams and organisations</li> </ul> |

| Key indicator 5: Increased participation in competitive sport  |  |  |   | Percentage of total allocation:   |
|--|--|--|---|---|
|  |  |  |   | %   |
| 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> <ul style="list-style-type: none"> <li>Increased number of competitions within Trust schools to compensate for limited external competitions or festivals in 2023/24</li> <li>To offer a range of extra-curricular activities such as competitions, clubs and education trips to develop and support physical education in the school</li> <li>Increased participation and competition within SOKE activities.</li> </ul> | <p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> <li>*PE Lead to organise attendance at Soke Sports competitive events.</li> <li>*PE Lead to organise additional clubs in order to promote attendance at these events.</li> <li>*Children to feel that they are able to compete competitively at these events.</li> </ul> <p>Extra-curricular clubs to increase allowing FREE access to all pupil ages from Year 1-6.</p> <p>Club numbers to increase and form feedback for future club, coach deployment and potential competitive fixture links.</p> <p>Competition events between the three local primary schools within the trust.</p> | <p>Funding allocated:</p> <p>£4000.00</p> <p>Service Level Agreement with Arthur Mellows</p> | <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <ul style="list-style-type: none"> <li>*Increase in the number of children taking part in:</li> <li>Number of successful events within the SOKE games.</li> <li>Competitive and fun sports day ran with PE and staff help. With use of year 6 leaders for younger years.</li> <li>Full PE team gives us the opportunity to run more after school clubs including: KS1 Football, KS2 Football, Multi Sports, KS1 Dance and KS2 Dance.</li> </ul> | <p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> <li>Links within the trust to build competitions within the trust and local area schools.</li> <li>Links with secondary schools within the trust to run competition and festivals.</li> <li>Afterschool club numbers to maintain and improve.</li> </ul> |



|                 |                    |
|-----------------|--------------------|
| Signed off by   |                    |
| Head Teacher:   | Tracy Lawson       |
| Date:           | Updated 26/07/2024 |
| Subject Leader: | David Cope         |
| Date:           | Updated 26/07/2024 |
| Governor:       | Carrie Trounce     |
| Date:           | Updated 26/07/2024 |