

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



YOUTH
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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](https://www.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 carried over from 2021/22	£
Total amount allocated for 2022/23	£17470
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2023/24	£17470
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£17470
Total amount allocated for 2024/25	£17470 and £1500 (healthy schools grant) Total: £18970
Total amount allocated for 2025/26	£17470

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. 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	
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 2023. Please see note above	%
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	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%

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Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	
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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.

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

Supported by:  SPORT ENGLAND  UK COACHING  Mansfield Live Mansfield

LOTTERY FUNDED

Gymnastics equipment maintenance – ensure all gymnastic equipment is safe for the children to use - LW	Carry out annual test and update accordingly.	£115	Gymnastics equipment tested	
Running track and other markings on field – to enable sports to be played correctly - LW	Markings will be laid on the field regularly throughout the year to suit the different games.	Nil	T6 - Marking laid out on the field ready for sports day.	
Travel Plan – promote physical ways to travel to school - LW	Celebrate a walk to school week. (T5) Year 6 to take part in Bikeability (T6)	£100 £300	Walk to school week celebrated successfully across the school. Daily CW's were completed to encourage children to walk to school. T6 – Bikeability occurred.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				14%
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:
Motivational speaker – An athlete will visit the school to inspire the pupils - LW	Source speaker (T1) Speaker to deliver workshop to pupils (T2).	Nil	Speaker sourced and will implement in term 2.	Continue to source athletes to inspire children. Look into other options for next year due to phone call amounts. New sport??
New kit – New general kit will be bought to ensure pupils feel part of a team when taking part in competitions – LW/TDBH	Purchase new kits – (T2)	£500	New kit purchased – school tops.	Chiwome to come into inspire the children?
House Points Reward - bring specialist teachers/coaches into school to work with children to increase range of exposure to different sports/activities and build sporting ethos – LW/TDBH	Source specialists Winning team take part in a special event 3 x a year (T2, 4 and 6).	£1560		Sports fair held to inspire children. Base these more on sports and plan to save money in future.

Sports Mark – To achieve at Gold to demonstrate the range of sporting opportunities for KS2 - LW	Apply for the Sports Mark and collect evidence. (throughout the year). This will support achieving platinum in the future.	Nil	Gold achieved!	Continue to get Gold to eventually get the Platinum level!
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				11%
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:
Increase high quality PE – Staff members to take part in training - LW	Source training opportunities for staff members Communicate with Hurst staff to support teaching of excellent PE.	Nil		Use Hurst more. Attend Hurst PE opportunities.
First Aid training - LW	Staff member(s) to be trained and have their training updated in first aid to ensure safety during sporting activities.	£500		
Implement and measure impact of new PE curriculum - LW	Provide the PE coordinator with time to undertake an audit of provision, observation	£600		

	of lessons, and organise teams, training and activities across the whole school. Review safeguarding and a preventative curriculum within PE (T2). Continue to build stronger links with governors by meeting regularly and providing subject SEFs (T2,T4 and T6). Establish approach to assessment for foundation subjects that supports progression. (T3/4) Attend subject leader networks. (T1, 3 and 5) Review assessment criteria to ensure it matches skills progression. (T2) Explore leadership opportunities for both staff and pupils (T2). Review and promote Quality First Teaching to ensure all children are making excellent progress (T2). Review PE within EYFS setting (T3) Review current PE scheme (T3) Create and update PE display (throughout the year.)			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				56%
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:

Year 3 children will have swimming lessons during terms 1 and 2. Year 6 during term 3. Year 4 during T4. Year 5 during T5 - LW	Assess swimming levels for the Year 3 pupils. (T2) Explore this further due to amount of slots Hurst can provide (T1)	Nil	Year 3 have started their swimming lessons in term 1.	Need to explore options next year, as with the continuous growth of HET, they may not be able to offer the same amount of swimming slots.
Year 5/6 pupil unable to meet the national standard will have top-up sessions - LW	Use assessments from previous year and select pupils for top-up sessions. (T3) Book date (T4) and run RA	Nil	Term 5 - year 4 and 5 have started catch up lessons. Term 6 – Year 6 have joined catch up lessons.	
Yoga – Following on from the successful yoga sessions from last year, children to continue to experience Yoga - TDBH	Staff to take part during sessions and use mindfulness activities from the sessions. Conduct PV on impact of yoga. Purchase yoga mats (T1)	Nil	Yoga in term 1 has started for years 5 and 6. Yoga in term 2 for years r, 1 and 2 Yoga in term 3 for year 3 and 4 Yoga in term 4 for years 5 and 6 Yoga in term 5 for years r, 1 and 2 Yoga in term 6 for year 3 and 4.	
Increase range of clubs on offer with a focus on spotlight children	Review current clubs (T1) Seek club providers (T2) Monitor participation so that all pupils get involved (T2, 4 and 6) Monitor club participants with focus on spotlight children.	£4400 £500	Tennis club added as an after school club. Cheerleading club added to after school club. Basketball club provided for before school club.	
		Nil	T1 - Met with mental health teacher T1 – Selected children to attend club	

Mental Health – targeted approach to support disadvantaged, SEND and vulnerable children in need of mental health support - LW	Meet with mental health teacher. (T1) Select children to invite to mental health club (T1) Review impact of clubs and intervention (T2, T4 and T6)	£3500	with Mrs Clarke. Will add children when required. T2 – Reviewed impact of sporting clubs. “I think a cheerleading club would be great!” Y5 girl T3 contacted a cheerleading club. T4 – Cheerleading club added to after school clubs available. T4 – Recognised no before school sporting club is available. T5 – Added basketball club for a breakfast club option. T6 – A lot of varied sporting before and after school clubs available.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4%
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:
Inter and intra school competitions - Increase children's involvement in inter and intra school sports – LW/TDBH/RK	For children from different Year groups to participate in sport festivals/events. Source travel to event Release time off timetable. This also includes time for the PE Co-ordinator to take the school teams to events. Meet with representative from Hurst to discuss competition opportunities. (TI) Intra-house events during the year in addition to sports day. Attend HET PE lead days/meetings to include more opportunities for children.	£540	Cross country attended by: Year 3 – 2 boys, 4 girls Year 4 – 5 boys, 7 girls Year 5 – 5 boys, 3 girls Year 6 – 4 boys, 4 girls Orienteering attended by: Year 6 – 2 boys, 2 girls Year 5 – 2 boys, 2 girls Year 4 – 2 boys, 2 girls Year 3 - 2 boys, 2 girls Football attended by: Year 5 and 6 – 10 boys Rugby attended by: Year 5 and 6 - 8 boys, 4 girls Football attended by: 8 girls Swimming attended by: Year 4 – 3 girls, 3 boys Year 5 – 3 girls, 3 boys Year 6 – 3 girls, 3 boys Netball attended by: Year 5 1 boy, 2 girls Year 6 – 1 boy, 4 girls Year 4 – 2 boys, 4 girls Athletics attended by: Year 6 – 4 girls, 4 boys Year 5 – 4 girls, 4 boys T2 – LW attended HET PE meeting. T4 – LW attended HET PE meeting.	Continue to offer these opportunities for all children. Also work alongside the HET PE lead to include cricket and basketball opportunities for the children. Use house point prize opportunities to base it around sport? Parents v teacher netball match? Sports fair?

		Total: £17,250	T6 – LW attended HET PE meeting.	
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Signed off by	
Head Teacher:	
Date:	22.09.2025
Subject Leader:	Laura White
Date:	
Governor:	
Date:	