

# Evidencing the impact of the Primary PE and sport premium



Commissioned by



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for Education

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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](#) 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](#).



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£0
Total amount allocated for 2021/22	£ 19290
How much (if any) do you intend to carry over from this total fund into 2022/23	£0
Total amount allocated for 2022/23	£ 19290
Total amount of funding for 2022/23 To be spent and reported on by 31st July 2023.	£ 19360

## Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p><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></p>	
<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.</p> <p>Please see note above</p>	39%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	54%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	36%
<p>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?</p>	n/a

## 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> 2022/23	<b>Total fund allocated:</b> £19290	<b>Date Updated:</b> 20/06/2023		
<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: 12%
<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:
To ensure all children have the opportunity to remain active and engage closely with PE.  <ul style="list-style-type: none"> <li>- Maintaining and updating play equipment to ensure there are opportunities for active breakfast club, play times and lunch times</li> <li>- Delivery of extra-curricular clubs</li> <li>- Maintenance of PE equipment</li> </ul>	<ul style="list-style-type: none"> <li>- Make resources available to all staff to facilitate active breakfast club, play times and lunch times (basketballs and hoops, footballs and nets, handballs and nets, cricket equipment, skipping ropes, table tennis bats and balls)</li> <li>- Extra- curricular clubs to be delivered by external providers and staff with UPS and TLRs</li> <li>- Ensure lessons are sufficiently resourced</li> <li>- PE coordinator along with SLT to oversee delivery of PE within the school</li> </ul>	£2200 - (Maintenance of PE Equipment and delivery of clubs)	<ul style="list-style-type: none"> <li>- Resources available in the playground</li> <li>- Children trying “new” sports</li> <li>- Full pupil participation This has certainly positively impacted the girls who have seen sporting success in football and cricket competitions</li> </ul>	<ul style="list-style-type: none"> <li>- Research robust and higher quality equipment for longevity and value for money.</li> <li>-</li> </ul>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>To develop and refine pupils' sports skills whilst raising the profile of sport and activities within the school:</p> <ul style="list-style-type: none"> <li>- Educate children about living a physical and healthy lifestyle (HAES)</li> <li>- Continue to raise the profile of sport within school</li> <li>- Ensure all sporting achievements are recognised</li> </ul>	<ul style="list-style-type: none"> <li>- Continue the residential for Y6 pupils to attend - promoting physical activity, good health, teamwork and independence (HAES).</li> <li>- Sporting achievements recognised and celebrated in assemblies, the school newsletter and online.</li> <li>- Special assemblies and lessons relating to special events such as the Commonwealth Games or Women in sport</li> <li>- Promote the impact of PE on mental wellbeing</li> <li>- Add time within PE lessons to focus on physical fitness</li> </ul>	£6500 - Cost of Y6 residential	<ul style="list-style-type: none"> <li>- Children developing key skills</li> <li>- Children developing a love for competitive sport</li> <li>- Children developing a sense of achievement from success</li> <li>- Teachers delivering high quality PE lessons</li> <li>- Children develop physical and mental resilience</li> <li>- Children developing an understanding of what is necessary to remain fit and healthy</li> </ul>	<ul style="list-style-type: none"> <li>- Give younger pupils (KS1) an increased opportunity to take part in sporting events (inter-school competition)</li> <li>- LTM's to have lunchtime sports/ games interventions</li> </ul>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				1%
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>Teachers to deliver high quality PE lessons through access to a full time sports coach and the CompletePE scheme.</p> <ul style="list-style-type: none"> <li>- Continue to provide a wide variety of sports and activities for children to access in PE lessons through the CompletePE programme.</li> <li>- Provide teachers access to the online resources and platform for CompletePE</li> <li>- PE Coordinator and Newham SSP led CPD</li> <li>- Newham SSP provided coaches and PE Coordinator to team teach alongside class teachers deliver PE, providing CPD and upskilling</li> <li>- Children to benefit from teachers improved subject knowledge and confidence in PE delivery</li> <li>- Newham SSP provided SEND/inclusive PE expert to liaise with SENDCO and PE Coordinator.</li> </ul>	<ul style="list-style-type: none"> <li>- Pay an annual subscription to CompletePE</li> <li>- Team teaching timetabled for ECT's</li> <li>- Plan learning conversations for teachers to reflect on planning</li> <li>- PE coordinator to collaborate with PE coordinators within the MAT to share ideas and good practice</li> <li>- Newham SSP – training Lunch Time Managers (LTM's) and year 5 Play Leaders on leading games in the playground.</li> <li>- One to One coach to SEND children, coaching staff who work with the pupils.</li> <li>- Inclusive health check</li> </ul>	£180 - CompletePE	<p>Children's skills are improving across all sports. All year groups are using the same resources so consistency should lead to a cumulative improvement.</p> <ul style="list-style-type: none"> <li>- PE planning and assessment</li> <li>- Class and PE coordinator timetable</li> </ul>	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 40%
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>Provide children with access to a wide-ranging variety of sports.</p> <ul style="list-style-type: none"> <li>- Delivery of high quality PE lessons and sports clubs</li> <li>- Provide additional sports provision after school as well as to more vulnerable groups including SEND pupils (handball, dance, hockey, cricket, athletics, football)</li> <li>- Enthuse children about sport (embed the HAES approach)</li> </ul>	<ul style="list-style-type: none"> <li>- Continue after school clubs. PE coordinator and OHSL lead along with SLT and Family support worker to target Pupil premium, SEN, girls and other vulnerable groups to attend clubs</li> <li>- PE professional coach (Premier Sports) to lead and organise games in the playground.</li> <li>- Subsidised trips</li> <li>- Use of medals and trophies to motivate and excite children to enter into competitive sport</li> </ul>	<p>£500 - medals and trophies</p> <p>£8790 - Premier Sports</p>	<ul style="list-style-type: none"> <li>- Pupil's achieving their personal best</li> <li>- Excitement and interest amongst pupils relating to sport and PE</li> <li>- High attendance across all sports clubs</li> <li>- Equal access to PE amongst different groups of pupils</li> </ul>	<ul style="list-style-type: none"> <li>- Identify after-school clubs that a higher proportion of pupils would have interest in i.e. Basketball club</li> </ul>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				14%
In te nt	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>Continue to provide opportunities for children to participate in competitive sports.</p> <ul style="list-style-type: none"> <li>- Partnering with Newham School Sports Partnership</li> <li>- Increase the opportunities for physical activity throughout the school day</li> </ul>	<ul style="list-style-type: none"> <li>- Children to participate in sporting competitions across both key stages</li> <li>- Maximise on staff training opportunities</li> <li>- Opportunities to network with other schools and develop links with other agencies</li> <li>- Organised in-school competition for all pupils</li> <li>- Accessing an extensive programme of inter-school competitions organised by School Games which is led by NewhamSSP.</li> <li>- Support with organisation and running of school sports days</li> <li>- Support with organisation of running Orienteering day at the Queen Elizabeth Olympic park</li> </ul>	£2630 - NewhamSSP	<ul style="list-style-type: none"> <li>- Children developing key skills</li> <li>- Children developing a love for competitive sport</li> <li>- Teachers delivering high quality PE lessons</li> <li>- Children remain fit and healthy.</li> </ul>	<ul style="list-style-type: none"> <li>- Give younger pupils (KS1) an increased opportunity to take part in sporting events (inter-school competition)</li> </ul>



## MARYLAND PRIMARY SCHOOL END OF KS2 SWIMMING DATA

NUMBER OF PUPILS IN COHORT-59	Number of pupils who can swim competently, confidently and proficiently over a distance of at least 25 metres	Number of pupils who can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]	Number of pupils who can perform safe self-rescue in different water-based situations
	39% 23/59	54% 32/59	36% 21/59

Award level	Criteria	Number of pupils Total - 59
1	<ul style="list-style-type: none"> <li>- Able to enter and exit the water safely</li> <li>- Move through the water safely and with confidence for 5m</li> <li>- Splash water on face</li> <li>- Push and glide on front and back regaining standing position</li> </ul>	90% 53/59
2	<ul style="list-style-type: none"> <li>- Blow bubbles into the water</li> <li>- Travel on back for 5m with recognised leg action. Feet of the floor</li> <li>- Travel on front for 5m with recognised leg action. Feet of the floor</li> <li>- Rotate from front to back to a standing position</li> </ul>	64% 38/59
3	<ul style="list-style-type: none"> <li>- Jump in from poolside and submerge (min depth 1.0m)</li> <li>- Perform a push and glide on front with arms extended into a log roll onto back.</li> <li>- Fully submerge to pick up and object</li> <li>- Travel 5m on front, tuck to rotate onto back. Return on back</li> <li>- P&amp;G and travel on front for 10m. Recognised leg kick and basic arm recovery</li> <li>- P&amp;G and travel on back for 10m. Recognised leg kick and basic arm recovery</li> <li>- Perform a tuck float and hold for 3 seconds</li> </ul>	54% 32/59
4	<ul style="list-style-type: none"> <li>- Head first sculling for 5m on back</li> <li>- Perform a push and glide on back arms extended into a log roll onto front</li> <li>- Demonstrate effective leg kick on 4 strokes each over 10m</li> </ul>	39% 23/59

	- Swim 25m on preferred choice of stroke	
5	<ul style="list-style-type: none"> <li>- Perform feet first sculling for 5m</li> <li>- Tread water for 30 seconds</li> <li>- Perform a jump into deep water and return to surface with eyes open</li> <li>- P&amp;G Swim 25m on all four strokes</li> <li>- Perform forward somersault</li> <li>- Perform a handstand for 3 seconds</li> <li>- Demonstrate action for getting help</li> </ul>	<p>17% 10/59</p>
6	<ul style="list-style-type: none"> <li>- Swim 10m with clothes on</li> <li>- Sink, push off on side from all, glide, kick and rotate into backstroke</li> <li>- Sink, push off on side from all, glide, kick and rotate into front crawl</li> <li>- Perform a shout and rescue signal</li> <li>- Perform a surface dive</li> <li>- P&amp;G &amp; swim all strokes (6 rythmatical breathes for FC and Breast and Back, 3 for fly)</li> <li>- P&amp;G swim for 25m on all four strokes</li> </ul>	<p>12% 7/59</p>
7	<ul style="list-style-type: none"> <li>- Swim 25m on all four strokes</li> <li>- Perform a sitting dive or dive (1.5m minimum)</li> <li>- P&amp;G and swim for 50m continuously on one choice of stroke</li> <li>- Swim 100m continuously using three different strokes (Fly, Back, Breast, FC)</li> <li>- Complete obstacle course using minimum of four objects, feet off floor throughout</li> <li>- Perform a 1 minute sequence of activities including sculling, floating and rotation, egg beater</li> </ul>	<p>0% 0/59</p>