

# 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 2022. 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 2021/22	£9,700
Total amount allocated for 2021/22	£19,430
How much (if any) do you intend to carry over from this total fund into 2022/23?	£9,700
Total amount allocated for 2022/23	awaiting confirmation
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023	awaiting confirmation

## Academic Year 2021 - 2022 Evaluation

### Key Achievements:

- 2 hours of PE for each pupil.
- Live teaching of Fitness sessions by 'Sports Coach' during Health and Wellbeing Week.
- Gymnastic lessons (lead by specialist coach) embedded in the curriculum from Nursery to Yr 6.
- Dance workshops for Yr 3 and 5 pupils.
- Cricket coach teaching and supporting PE for Yr 4 and 5.
- Yr 6 attended a 2 week intensive swimming programme at the 'London Aquatic Centre'.
- CPD training for the PE teacher, teachers and support staff.
- CompletePE scheme of work was beneficial and a success. The PE lead, Sports Coach and teachers could have a detailed plan of each sport, area of activity and topic. But could adapt it according to the environment, therefore, allowing for a fun, enjoyable progressive learning experience for students.
- Delivered a range of 'Sports Clubs', which were fun, exciting and built confidence, social skills and improved physical fitness.
- Delivery of 'Dodgeball and Multi-skills clubs' twice a week before the beginning of school improved attendance and punctuality.
- Gymnastics 'Gifted & Talented', was a huge success. The programme was designed to motivate, inspire and further develop students who excel in gymnastics.
- Girls Football Academy was a huge success. The club was led by a female football coach from Forest Crusaders. Designed to encourage, motivate and provide an outlet for energy, build skills and a chance to build teamwork.
- Pupil Leadership opportunities-Sports Leaders were trained and tasked with supervising, encouraging and engaging in activities/games, during lunch play.
- Sports Leaders and Midday supervisors engaged in training for a variety of active lunchtime activities and games.
- A highly successful celebration of 'Sports and Healthy fortnight week'. This included: daily 10 min work-out sessions in the morning, workshops (i.e. boxing,

- skipping, smoothie bikes and dance). In addition, pupils learned about keeping healthy and understanding the importance of sports being part of their daily life.
- Sport In Your Future Festival - catered to gifted & talented, boys, girls, those needing a boost in confidence, those who are less likely to represent their school in competitive events.
- Active Girls Day - The aim was to raise confidence, aspirations and provide a fun, enjoyable and exciting sports related day for girls who might need a little support.
- Sports Day participation was fun, enjoyable and engaging. Keir Hardie received numerous positive comments from students, teachers, support staff and parents.

## Swimming Data

Please report on your Swimming Data below.

<ul style="list-style-type: none"> <li>• Meet national curriculum requirements for swimming and water safety.</li> <li>• Yr 5 and 6 will participate in a 2 week intensive swimming programme at the London Aquatic Centre.</li> <li>• Ultimately, it will ensure a higher percentage of students can swim 25 metres unaided at the end of KS2</li> <li>• Children are given the platform to excel and exceed expectations. We are driven to ensure all students can swim by the end of primary school.</li> </ul>	
<ul style="list-style-type: none"> <li>• What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</li> <li>• <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 2022.</li> <li>• Please see note above</li> </ul>	27%
<ul style="list-style-type: none"> <li>• What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</li> </ul>	27%
<ul style="list-style-type: none"> <li>• What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</li> </ul>	27%
<ul style="list-style-type: none"> <li>• 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?</li> <li>• Swimming lessons scheduled for Yr 5 at the London Aquatics Centre in Summer 2023</li> </ul>	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.

Academic Year: 2022/23		Total fund allocated: Awaiting confirmation		Date Updated: 03-10-2022	
Key indicator 1: 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: 25%
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:
<ul style="list-style-type: none"> <li>2 hours of PE for each pupil per week.</li> <li>Our curriculum encourages children to see sports and physical activity as an important element of their daily lives. Furthermore, it raises awareness of the positive impact physical activity has on their well-being.</li> <li>Our pupils are aware and have the necessary information to make healthier choices when it comes to exercising.</li> <li>To continue building resilience in our pupils and improve their ability to solve problems as they move to the next stage of their education.</li> <li>Promote active break and</li> </ul>	<ul style="list-style-type: none"> <li>2hrs of PE embedded into the curriculum. Led by Sports Coach and teachers.</li> <li>During PE lessons, teaching and learning shows progression across all Key Stages within the skills and sports studied. Each session builds on the vocabulary, knowledge and skills taught in the previous one, to allow children to acquire further skills and knowledge, know more, remember more and do better.</li> </ul>		£7,000	<ul style="list-style-type: none"> <li>All children understand the importance of PE and the effects it can have on life in and out of school. This is evident through termly pupil voice and holistic learning and monitoring done by the PE lead.</li> <li>By teaching pupils to be active, and by building self-esteem, resilience and empathy, an effective PE programme can tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Join the The Daily Mile Foundation</li> <li>Students will experience 'Quality First Teaching' of Physical Educational skills, techniques and working collaboratively.</li> <li>High quality teaching/ learning will promote cultural capital, expose students to new experiences and assist in having an in-depth understanding of PE and Sports.</li> <li>Audit PE equipment and purchase replacements/additional resources.</li> </ul>



<p>lunchtimes by increasing the range of activities and sports available.</p> <ul style="list-style-type: none"> <li>• Support provision of physical activity on the playground during lunchtime.</li> </ul>	<ul style="list-style-type: none"> <li>• The Gymnastics Amplitude supports physical development from Early Years to Year 6 and the 'Let's Get Moving' sessions to support SEND pupils. All these ensure that our pupils experience high quality PE sessions and create better opportunities for our pupils to engage and enjoy sports and show good physical development.</li> <li>• The London Aquatic Centre delivers intensive swimming lessons for our pupils.</li> <li>• Sports coach to do baseline assessment in Autumn 1 and will assess pupils in Summer 2 to check progress.</li> <li>• Through our learning journeys, our pupils explore different sports, develop key vocabulary, knowledge and skills and apply them in different contexts to ensure that they have a broad and balanced curriculum.</li> <li>• Sports Leaders and Middays will engage in training to assist with the supervision of lunch play. Ensuring it is a fun, enjoyable and inclusive environment filled with different activities &amp; games.</li> <li>• The Sports Coach will work in</li> </ul>		<ul style="list-style-type: none"> <li>• By the time they leave Keir Hardie, PE enables our students to become healthy, independent and responsible members of a society. It helps them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. Teachers are more confident in delivering the content and there will be consistency across the school.</li> <li>• Assessment analysis shows that pupils have increased stamina.</li> <li>• Increased participation in clubs.</li> <li>• Students have the opportunity to realise their potential. They develop their skills and actively encourage peers, as well as become active individuals in school. In addition, they get to form professional relationships with middays.</li> </ul>	<ul style="list-style-type: none"> <li>• CPD training for PE lead, Sports coach, teachers and support staff.</li> <li>• Staff to work alongside coach(es) to improve their own knowledge on how to deliver and lead PE lessons.</li> <li>• Offer training to Sports Leaders and Middays every term.</li> <li>• Prepare a detailed rota for Sports leaders to adhere to during lunchtime.</li> <li>• Continuously make activities appealing and challenging for students.</li> <li>• Update lunchtime equipment and enhance the provision available.</li> <li>• Pupil voice</li> <li>• Sports Leaders have termly meetings about the good, bad and areas of improvement for the lunch play.</li> </ul>
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	different areas of the playground/roof and support midday supervisors/sports leaders.			
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**Key indicator 2: The profile of PESSPA (Physical Education, School Sport and Physical Activity) being raised across the school as a tool for whole school improvement** Percentage of total allocation: 18%

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>• Increase formalised sport leadership for pupils to lead peer-to-peer activities and foster future leaders in PESSPA.</li> <li>• All pupils will be physically active on a daily basis throughout playtime &amp; lunchtime contributing to the 30 mins physical activity/day recommended by the chief medical officer.</li> <li>• Provide participation opportunities through extracurricular physical activity and sports.</li> </ul>	<p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> <li>• Deliver Sports Leaders UK student leadership courses for KS2 pupils.</li> <li>• Purchase student leadership uniform, and rewards system to promote PESSPA student leadership.</li> <li>• Playtime and lunchtime prompt physical activities for all pupils.</li> <li>• Delivery of an inclusive programme of extra-curricular provisions.</li> <li>• Recruit support staff and specialist coaches to run clubs after school.</li> </ul>	<p>Funding allocated:</p> <p>£5,000</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>• Students lead a variety of games during lunchtime confidently, safely and effectively.</li> <li>• Visible presence through sports leadership clothing.</li> <li>• The break/lunchtime results indicated that pupils were being active.</li> <li>• Pupils have become more confident and have acquired more skills whilst practising a variety of sports.</li> <li>• Pupils see sport as part of daily life and living a healthy lifestyle.</li> <li>• School achieves Healthy Schools Gold award.</li> <li>• Achievement of Healthy Schools Silver status</li> </ul>	<p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> <li>• Ensuring a majority of KS2 pupils get training, allows for continuation over a period of at least 2 academic years.</li> <li>• Pupil voice to obtain views and feedback.</li> <li>• Reduce costs by using support and teaching staff to deliver after school clubs exclusively.</li> <li>• Provide training support for our staff to improve confidence in delivery and overall experience for our pupils.</li> </ul>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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	Funding allocated:	Evidence of impact: what do pupils now know and what can they do now?	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Complete PE learning journey to assist in delivery of PE and extracurricular provisions. In addition to lunchtime activities.</li> <li>Newham SSP provides CPD training opportunities.</li> <li>PE lead and Sports Coach provide curriculum support to teachers.</li> <li>Team teaching by PE lead, Sports Coach and specialist teachers for all staff.</li> </ul>	<ul style="list-style-type: none"> <li>Sign up to an interactive primary Physical Education resource - Complete PE learning journeys</li> <li>Sign up Sports Coach, teachers &amp; support staff to scheme of work for provisions.</li> <li>Sign up to a school sport partnership - Newham SSP.</li> <li>PE lead, Sports Coach, teachers &amp; support staff to attend CPD training when available.</li> <li>One to one discussions with teachers and support about the PE curriculum.</li> <li>Observe PE lessons conducted by teachers or support staff.</li> </ul>	<ul style="list-style-type: none"> <li>£1,450</li> <li>£4,000</li> <li>£1,750</li> </ul>	<ul style="list-style-type: none"> <li>Ensures the implementation of a high quality PE curriculum.</li> <li>Raised attainment in PE.</li> <li>Increase in fun, enjoyment and positive attitudes through more creative lesson structures.</li> <li>Extra-curricular clubs are more inclusive and of a higher standard.</li> <li>Increase in understanding, knowledge and self-confidence of Sports Coach, teachers and support staff.</li> <li>Participation in enhanced quality teaching and learning opportunities, leading to better outcomes for pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Renew annual scheme of work package.</li> <li>Renew annual subscription to Newham SSP.</li> <li>Continue to organise CPD training to PE lead, Sports Coach, teachers and support staff.</li> <li>Organise observations once a term to help teachers/support staff on better practice.</li> <li>Staff voice</li> </ul>



Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 18%
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 do now? What has changed?	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>• Our PE curriculum will enhance the skills and knowledge of all students and be accessible to all.</li> <li>• Introduce a new range of sports and activities to encourage/ motivate more students to take up sport and physical activity.</li> <li>• Extend the variety of extra-curricular sports clubs.</li> </ul>	<ul style="list-style-type: none"> <li>• Students to experience and participate in new sports/ physical activities e.g. dance / Y5 experience at Fairplay House e.g. high ropes, canoeing, rock climbing</li> <li>• Children participate in whole school events.</li> <li>• Liaise with school staff and external sports companies to ensure that pupils have access to a range of extra-curricular clubs e.g. dance, basketball, gymnastics, karate.</li> </ul>	£5,000	<ul style="list-style-type: none"> <li>• Increased participation in extra-curricular clubs and activities.</li> <li>• Children can communicate well with each other and work as a team.</li> <li>• Increased physical activity at lunch play.</li> <li>• An opportunity for children to experience and participate in a new sport. Therefore, widening the child's information and knowledge.</li> <li>• Pupils' mental health has improved.</li> <li>• Formed different professional relationships with external companies.</li> </ul>	<ul style="list-style-type: none"> <li>• Embedded into the school curriculum map and delivered by the Sports Coach.</li> <li>• Deliver CPD training to internal staff to maintain clubs.</li> <li>• Children understand that physical exercise should be embedded into daily routines.</li> </ul>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				13%
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:
<ul style="list-style-type: none"> <li>Keir Hardie firmly believes in the importance of participation to a child's overall development. Especially, from a competitive standpoint. Students are encourage, motivated to perform at their highest optimal level. Ultimately, they're to have fun, enjoyment, but also develop resilience and competitive mindset.</li> <li>Organising and entering more intra and inter school sports competitions e.g. football, speed bounce</li> <li>Extend links with other sports clubs.</li> </ul>	<ul style="list-style-type: none"> <li>Add information to newsletter / assemblies for children to promote school games.</li> <li>Sign up to Newham SSP for virtual and physical competitions where appropriate. Annual events include: - KS2 Cross country - KS2 Hula-huts - KS2 Archery -KS2 Football - KS1 Multi skill - Gymnastics competitions</li> <li>Children to assist with the organisation of competitions.</li> <li>Purchase of sports kits and resources to support intra competitions.</li> <li>PE lead and Sports Coach to</li> </ul>	£3,500	<ul style="list-style-type: none"> <li>Improved standards in competitive sport across the school seen in pupil performance.</li> <li>Increased numbers of children participating in competitive sports -all within the school and more participating in inter-school competitions.</li> </ul>	<ul style="list-style-type: none"> <li>Children learn new skills and experience competition beyond their school to encourage learning and desire to improve.</li> <li>Students learn to manage emotions in competitive environments and develop teamwork skills where appropriate.</li> <li>Talented pupils are signposted to appropriate pathways.</li> <li>Train student leaders to deliver in-house competitions.</li> <li>Undertake pupil survey to hear pupil voice in order to evaluate impact.</li> </ul>

	<p>assist with enhancing children's skills across the school.</p> <ul style="list-style-type: none"> <li>Organise a sports days EYFS, Ks1 and Ks2-competitive sports day</li> </ul>			
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Signed off by	
Head Teacher:	Violet Otieno
Date:	
Subject Leader:	Rahel Uddin
Date:	03-10-2022
Governor:	Uttam Pondicherry
Date:	