

# 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 carried over from 2021/22	NIL
Total amount allocated for 2022/23	£19,750
How much (if any) do you intend to carry over from this total fund into 2023/24?	NIL
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£19,750

## 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 2023.</p> <p>Please see note above</p>	31%
<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>	74%
<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>	Yes/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> 2022/23		<b>Total fund allocated:</b> £19,750		<b>Date Updated:</b> December 2022		
<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:	
					9%	
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?	
To continue maintaining high levels of physical activity during and after the school day. Aiming to engage over 80% of KS1 and KS2 pupils and to improve the number of EYFS pupils engaging in afterschool clubs, identifying and targeting the PP, SEND, girls and most reluctant pupils.		<ul style="list-style-type: none"> <li>Offer a broad range of sporting opportunities linked to the interests of pupils, through pupil voice and school council meetings.</li> <li>Pupils of all ages, abilities and interests have equal opportunities to access a range of weekly after school clubs.</li> <li>Regularly evaluate the number of pupils engaging in after school clubs and make adaptations accordingly based on pupils' needs, targeting those identified as inactive pupils.</li> <li>Focus on fine motor skills through the implementation on Kinetic letters (whole school) and after school clubs and</li> </ul>		Headstart <b>£1650</b>  RB Gym & Sport <b>PRICE BELOW</b>  Equipment <b>TBC</b>  NHS oral hygiene workshop <b>FREE</b>  Chance to shine cricket <b>FREE</b>		Sustainability and suggested next steps:

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	<p>outdoor learning through links with geography (OAA enrichment day) and use of wild tribe trained staff.</p> <ul style="list-style-type: none"> <li>• Provide a PE related/cross curricular parental workshops to be held, looking at opportunities for whole phase workshops to improve the % of parents attending.</li> <li>• Make valued use of cross curricular interventions to be implemented across the school.</li> <li>• Resource and deliver the Dunstall Hill Sports Games.</li> <li>• Celebrate National Sports Week 2023 and the World Cup 2022, #Letgirlsplay event. Providing opportunities to be active and participate in competitions.</li> <li>• Continue to implement balancability for KS1 and introduce to EYFS (reception) in summer term, aiming for at least 50% of pupils to be confident riders. Scootercise to be introduced for KS2 pupils in order to build on prior skills.</li> <li>• Introduce new sports into the long-term plan to ensure development of skills on year groups. Using skills learnt to adopt and refine new sports.</li> <li>• Clubs attended by pupils (outside of school) to be assessed and links made to</li> </ul>	<p>Sports for schools <b>FREE</b></p>		
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	<p>arrange inspiration days to make links with the wider community.</p> <ul style="list-style-type: none"> <li>To continue the success of last years fundraising event by holding similar opportunities throughout the year.</li> <li>Allocate all new arrivals to a house team and provide opportunities throughout the year to compete within houses.</li> <li>PE lead to arrange for EYFS (nursery) to have timetabled PE sessions, supported by RB Gym and Sport from Spring term to begin challenging physical activity from a younger starting point.</li> </ul>			
<p>To continue to enhance the lunchtime provision, ensuring all pupils are keeping active during lunchtime provision.</p>	<ul style="list-style-type: none"> <li>Appoint sports captains 1 per class (year 1-6)</li> <li>Appoint up to 30 play leaders to attend a play leaders' event to support leading activities during break and lunchtime.</li> <li>Play leaders to be provided with clear roles, through training, to make individual responsibilities and expectations clear in order to promote personal challenges through the activities which they deliver.</li> <li>Continued evaluation of provision and adaptations made accordingly to meet the needs of all pupils and ensure consistency.</li> </ul>	<p>ConnectEd play leaders CPD <b>FREE</b></p> <p>Equipment <b>TBC</b></p> <p>RB Gym &amp; Sport <b>(PRICE BELOW)</b></p>		

	<ul style="list-style-type: none"> <li>• Provide continued opportunities to embed skills taught in PE lessons, be active and participation in competitions.</li> <li>• Lunchtime activities to be supported by play leaders, lunchtime staff and RB Gym and Sport, to encourage 60 minutes of activity per day (30 mins within school day.)</li> <li>• Scootercise to be introduced as a new activity for KS2 pupils.</li> </ul>			
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<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:
				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:
To increase opportunities to learn to swim to improve the percentage of pupils being able to meet the end of Year 6 NC objectives.	<ul style="list-style-type: none"> <li>• SLT to book transport.</li> <li>• PE lead to create tracking document to gather data on all classes swimming.</li> <li>• PE lead to engage in the Wolverhampton swimming action group on a quarterly basis to improve local networks, enhance support available and utilise existing and new Insight and intelligence around Primary School Swimming.</li> <li>• SLT to arrange for at least one member of staff to undertake</li> </ul>	Wolverhampton swimming action group <b>FREE</b>  ConnectEd network meetings <b>FREE</b>  Swimming training course <b>£95</b>		

	<p>the appropriate swimming qualification for staff to support lessons taking place alongside instructors.</p> <ul style="list-style-type: none"> <li>• Self-rescue and range of strokes used added to assessment data to identify areas of required support.</li> <li>• Implement ConnectEd's child self-assessment swimming programme.</li> <li>• Swimming sessions to be held for years 4-6 across the year to increase opportunities to develop and retain prior skills.</li> </ul>			
<p>To continue to adapt the LTP and MTP curriculum to strengthen access to and retention of previously taught skills and subsequent learning.</p>	<ul style="list-style-type: none"> <li>• Curriculum maps and planning to be adapted to reflect the gaps in knowledge and skills as identified by previous class teachers.</li> <li>• Ensure LTPs and MTPs have clear learning objectives, which are progressive in both the skills and knowledge taught.</li> <li>• Adapt LTP to ensure breadth of skills across all areas.</li> <li>• End of unit assessments completed highlighting key skills and target groups to ensure that these are addressed and supported.</li> <li>• Develop oracy skills of pupils within lessons, enabling confidence levels of pupils to increase when verbalising.</li> </ul>			



	<ul style="list-style-type: none"> <li>• Pupil voice to be sought and implemented through the school display board and school council meetings.</li> <li>• Make links with new subject curriculum (primary knowledge curriculum) particularly for the topics linked to dance.</li> </ul>			
<p>To enhance the school's website to ensure it is easily accessible and raises the profile of PE within school and the wider community.</p> <p>To reengage parents and family's involvement in the physical education of their children.</p>	<ul style="list-style-type: none"> <li>• Weekly updates on the school's website informing parents about upcoming sporting opportunities as well as any sporting news.</li> <li>• Parents to receive letters about clubs, sporting events, competitions and trips.</li> <li>• Parental workshops offered for parents to attend with their child.</li> <li>• Invite parents into praise assemblies to celebrate their child's achievements.</li> <li>• Have an end of year sports assembly to celebrate pupils' achievements from throughout the year.</li> <li>• Adapt the existing provisions based on the outcomes of pupil voice.</li> <li>• Year group LTP's to evidence the parental workshops undertaken identifying potential cross curricular links.</li> <li>• Clubs attended by pupils (outside of school) to be</li> </ul>			

	<p>assessed and links made to arrange inspiration days to make links with the wider community.</p>			
<p>Wellbeing afternoons used to improve pupils' understanding of a healthy lifestyle, changing attitudes and behaviour over time, making links with whole school priority and PSHE.</p>	<ul style="list-style-type: none"> <li>Continued support and promotion of the wellbeing of pupils through physical activity and use of outdoor learning opportunities across the curriculum.</li> <li>PE lead to work with the geography and wild tribe leads to undertake OAA days and make valued use of outdoor learning. EYFS to continue to embed the use of weekly forest school (outdoor learning) sessions.</li> <li>Continue to support the health and wellbeing of children and young people at DHPS using wellbeing afternoons to improve understanding healthy lifestyles, change attitudes and behaviour (link to school priority and PSHE.)</li> <li>Educate pupils about nutrition and encourage pupils to eat a balanced diet.</li> <li>Valued use of lunchtime provision supported by lunchtime staff, RB Gym and Sport and play leaders to engage</li> </ul>	<p>NHS oral hygiene workshop <b>FREE</b></p>		

	<p>pupils in physical exercise and competition throughout the day.</p> <ul style="list-style-type: none"> <li>• Links with NHS and other outdoor agencies used in order to support pupils and their families in making healthier lifestyle choices and education on how to keep our bodies healthy.</li> </ul>			
<p>To raise the profile in other areas including SEND sport and girls' participation in sport to increase involvement.</p> <p>To track and develop SEND and PP participation within lessons and extra-curricular activities.</p>	<ul style="list-style-type: none"> <li>• Continued use of clubs to target SEND pupils.</li> <li>• Ensure that all pupils feel represented through pupil voice, using school display board and outcome of school council meetings.</li> <li>• Raise the profile of Sporting Values.</li> <li>• Enhance the quality of the extracurricular club provision, making adaptations to pupils' interests.</li> <li>• Enter more unified sport competitions.</li> <li>• To create further targeted clubs in order to entice inactive, PP and girls into sporting activities and upcoming competitions.</li> <li>• To provide opportunities for further inter school competitions to take place, particularly through the celebration of the world cup.</li> <li>• 1:1 support and appropriate</li> </ul>	<p>Headstart</p> <p><b>PRICE ABOVE</b></p>		

	interventions carried out (cross-curricular) to minimise gaps in skills.			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				90%
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 become more confident in delivering physical education and assessing pupils across all areas of PE.</p> <p>Teachers incorporate cross-curricular links where possible and refer to links with nutrition, how the body works, personal development and wellbeing and social skills during PE lessons.</p>	<ul style="list-style-type: none"> <li>Purposeful CPD to be provided for staff based on the feedback from staff questionnaire. Targeted CPD to be given for year groups undertaking new sports, Nursery (Spring/Summer) and newly appointed members of staff.</li> <li>New EYFS curriculum continued to be implemented and developed, CPD for staff to enhance the opportunities, provision and resources available to promote a range of gross and fine motor skills.</li> <li>Fine motor skills are identified as an area of focus across the school and is to be supported through the use of Kinetic letters, fine motor activities/resources purchased</li> </ul>	<p>RB Gym and Sport <b>£17,820</b></p> <p>PHMAT network meetings <b>FREE</b></p> <p>Equipment <b>TBC</b></p> <p>Chance to shine cricket <b>FREE</b></p>		

	<p>for EYFS, after school clubs and the valued use of outdoor learning; supported by wild tribe trained staff.</p> <ul style="list-style-type: none"> <li>• PE passport to be used effectively within lessons to support the workload of teachers and ensure end of lesson assessments are consistent and accurate.</li> <li>• Progression documents created for the health, wellbeing, personal development and social development during PE sessions. Provide CPD for staff.</li> <li>• Learning walks to be arranged by SLT and conducted throughout the year to ensure that lessons are suitably challenging, engaging, progressive and of high-quality teaching.</li> <li>• Implementation of approaches to share the LO, SC and key vocabulary with pupils throughout the lesson, referring back to this as necessary.</li> <li>• Active mathematics and outdoor learning (including forest school) are incorporated at least once a week.</li> </ul>			
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	<ul style="list-style-type: none"> <li>• PE lead to undertake visits to other PHMAT schools, identifying areas of good practice which can be implemented at Dunstall Hill.</li> <li>• PE lead to make links with PSHE leads to implement focus days on being active and well-being.</li> <li>• Audit equipment across the schools and purchase additional resources required.</li> </ul>			
<p>To provide CPD for staff to support the teaching of gymnastics, dance and OAA.</p> <p>Prioritise staff CPD for new identified sports, newly appointed staff, and Nursery (Spring/Summer)</p>	<ul style="list-style-type: none"> <li>• PE lead to work with sports coaches to ensure that the lessons taught are tailored to the LTP to ensure that they are progressive and build on prior learning.</li> <li>• OAA to be focused on in collaboration with geography lead, using inspiration days.</li> <li>• Wild tribe trained staff to support in the valued use made of onsite forest school area, in addition to the local community. Continue to embed weekly forest school sessions in EYFS.</li> <li>• Sports coaches to support the teaching of gymnastics, dance and OAA.</li> <li>• EYFS to focus on improving and enhancing the provision</li> </ul>	<p>RB Gym and Sport <b>(PRICE ABOVE)</b></p> <p>Equipment <b>TBC</b></p>	<ul style="list-style-type: none"> <li>•</li> </ul>	

	(particularly outdoor) to support the development of core upper body strength and fine motor skills earlier within the year, to ensure sufficient time is given for pupils to refine their skills within these areas. New resources to be purchased to support and embedding of Kinetic letters across the school.			
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation: 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 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?
To continue to provide opportunities for pupils to participate in a plethora of sporting opportunities, both within the school curriculum and as part of extra-curricular activities.  To continue to increase the number of pupils leading, managing and officiating in School Games activities and what development we are providing to improve their interpersonal skills.	<ul style="list-style-type: none"> <li>Offer a range of sporting clubs for pupils to participate in afterschool, including feedback from child voice.</li> <li>Clubs attended by pupils (outside of school) to be assessed and links made to arrange inspiration days to make links with the wider community.</li> <li>Continue cycling lessons in KS1 and introduce cycling lessons in EYFS. The pupils will start by using balance bikes and will</li> </ul>	Chance to shine cricket <b>FREE</b>  Soccer stars <b>FREE</b>  Sports for schools <b>FREE</b>  Equipment <b>TBC</b>	Sustainability and suggested next steps:

<p>To continue to make clearer pathways for all pupils outside of school, so that talent is nurtured and challenged, and children continue to excel.</p>	<p>progress onto riding a bike with pedals. Aiming for at least 50% to be confident riders. Scootercise to be introduced to KS2 to further develop skills.</p> <ul style="list-style-type: none"> <li>• Half-termly newsletters inform parents of the curriculum coverage.</li> <li>• Organise assemblies for Sports Clubs to talk to the pupils about what is on offer and inspire more pupils to try different sports.</li> <li>• Provide staff with opportunities to try different approaches to encourage pupils to be active through celebrating National Sports Week 2023, #Letgirlsplay event, Dunstall Hill sports week, orienteering day and World Cup 2022.</li> <li>• Teachers and sports coaches build in opportunities for pupils to lead different parts of the lesson, including warmups, officiating or setting up equipment.</li> <li>• Clubs to be supported where required by 2 staff to engage a wider number of pupils attending.</li> </ul>			
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	<ul style="list-style-type: none"> <li>• Cross curricular lessons to encourage being active to support other areas of learning such as PSHE, active maths, Kinetic letters, geography, art.</li> <li>• Staff clubs to be mapped out across the year to ensure that a range of opportunities is available.</li> <li>• PE lead to research a range of opportunities/companies we can work with in order to enhance our experiences.</li> </ul>			
<p>To improve outdoor learning opportunities across the school.</p>	<ul style="list-style-type: none"> <li>• New outdoor learning leads have been appointed for each phase to improve and promote outdoor learning opportunities across school.</li> <li>• EYFS to engage in weekly forest school sessions from Autumn 2 to promote outdoor learning and implement further the range of gross and fine motor skills identified within the updated curriculum.</li> <li>• Wild tribe trained staff to support in cross curricular use of outdoor learning and forest school areas, further endorsed using after school clubs and supporting EYFS with weekly sessions, where possible.</li> <li>• EYFS/Year 1 to continue to</li> </ul>			

	<ul style="list-style-type: none"> <li>develop outdoor provision to further enhance opportunities to develop core upper body strength and fine motor skills.</li> <li>PE lead to liaise with geography lead to organise a whole school OAA inspiration day.</li> </ul>			
<p>To continue to create links with sports clubs.</p>	<ul style="list-style-type: none"> <li>Share information with pupils about out of school sports clubs in football, athletics, gymnastics, dance, taekwondo etc.</li> <li>Inform parents regularly about the opportunities available in the local area, especially focusing on swimming.</li> <li>Use the school website to share information with parents to make sports clubs easily contactable.</li> <li>Organise assemblies for Sports Clubs to talk to the pupils about what they offer and inspire more pupils to try different sports. These include Tennis, Volleyball, American Football and Fencing.</li> <li>Continue to build strong links with clubs to provide more opportunities for our pupils outside of school.</li> <li>Clubs attended by pupils (outside of school) to be assessed and links made to</li> </ul>	<p>Chance to shine cricket <b>FREE</b></p> <p>Sports for schools <b>FREE</b></p>		

	arrange inspiration days to make links with the wider community.			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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 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 engage pupils in competing in a range of sports through appropriate competition (inspire, engage, compete.)</p> <p>To continue to provide opportunities for all pupils to compete at the appropriate level.</p>	<ul style="list-style-type: none"> <li>• Provide more interesting ways to compete in houses, including the Dunstall Hill School Games.</li> <li>• Continue to engage pupils with leading, managing and officiating school sport –1 sports leader from each class year 1-6 and up to 30 Play Leaders from Years 5/6, 4 Head Play Leaders from Year 6.</li> <li>• Enter more unified sport competitions.</li> <li>• Maintain the Gold Mark in the School Sports Mark accreditation in order to progress to platinum.</li> <li>• Of the non-active population, engage at least 15% through a targeted provision or afterschool club.</li> <li>• PE lead to decide which sporting competitions Dunstall Hill would like to enter, signing</li> </ul>	<p>£</p> <p>PHMAT PE Network Meetings <b>FREE</b></p> <p>Virtual/ in person competitions <b>FREE</b></p>		

	<p>up to the school games competition calendar.</p> <ul style="list-style-type: none"> <li>• Competitions entered to encourage an inclusive provision and opportunities for all.</li> <li>• Continue to enhance the school's house system and run inter-house competitions in PE lessons where appropriate.</li> <li>• Sports Council to organise the DHPS School Games Day for all pupils to compete in.</li> <li>• PE lead to organise inter-MAT competitions across the year with other PE leads in PHMAT, particularly to celebrate the World Cup 2022.</li> <li>• Continue to enhance the school's website regarding PE in collaboration with other PHMAT PE leads.</li> <li>• Continued use of sporting achievements to be displayed using the school boards.</li> <li>• Continued use of clubs to target SEND pupils.</li> <li>• PE lead to track active and inactive pupils attending after school clubs and inform staff to target for future clubs offered.</li> </ul>			
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	S. Steele
Date:	2.11.2022
Governor:	
Date:	