

# Evidencing the impact of the Primary PE and sport premium

Quadring Cowley and Brown's Primary School  
2022-2023  
Reviewed Plan

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](#).



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£16,766
Total amount allocated for 2022/23	£16,990
How much (if any) do you intend to carry over from this total fund into 2023/24	£0
Total amount of funding for 2022-2023 spent July 2023	£17,431.69
Total amount carried over from 2022/2023	£128.53 overspend
Total amount allocated for 2023/2024	£16,920
Key achievements to date: July 2023	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Increased involvement and success in competitive sport (inter-school and county) through involvement with Boston District and Sports Partnership.</li> <li>• Awarded Gold Sports Mark Award 2023 for second year running through involvement in external sports events and competitions – awarded by Boston District Sports Partnership.</li> <li>• Increased amount and more varied sports clubs available for all pupils including after school club led by Boston United.</li> <li>• Increased provision of specialist external provider leading PE sessions in school for all year groups over the year – Boston United.</li> <li>• Extended provision of more physical activity for maths lessons through Maths on the Move intervention for years 1-4 provided by Discovery Sports external providers, embedding maths knowledge and providing more active means to engage in maths lessons.</li> <li>• Extended provision of additional clubs at lunchtime led by Discovery Sports.</li> <li>• Improvement in the emphasis on the importance of physical activity throughout school – continuation of daily mile and regular get active times within lessons.</li> <li>• Involvement with virtual internal and external school competitions</li> <li>• Improvement in planning and assessment of PE</li> <li>• Upskilled staff through training led by PE Lead</li> </ul>	<ul style="list-style-type: none"> <li>• To continue to develop and improve after school provision and maintain extra curricular activities at lunchtimes (lunchtime club)</li> <li>• Continue to develop assessment and use intervention where children need it through physical activity and development of wellbeing.</li> <li>• Sports Crew to plan and organise intra-school competitions.</li> <li>• Development of bike sheds to further encourage active travel award.</li> </ul>

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<ul style="list-style-type: none"> <li>• Upskilled staff through external Boston United Training and Boston District Sports Partnership</li> <li>• Development of Positive Playground leaders and positive playtime resources</li> <li>• Involvement and communication with outside sports providers</li> <li>• Improvement of outdoor playtime games and activities</li> <li>• Fully stocked wide variety of PE and Sports equipment to ensure comprehensive coverage of all sports in all year groups, inclusive of additional sports and physical activity clubs and extra curricular sessions, including replacement of gym equipment.</li> <li>• New playtower has provided lots of opportunities for physical development for children in EYFS and KS1.</li> <li>• New equipment for playtimes have supported physical development and activity across the whole school.</li> <li>• Displays evidence and inform PE and Sports throughout school and also celebrate out of school achievements.</li> <li>• Sports Crew continue to inform and help raise profile of sport and PE in school.</li> <li>• School awarded School Sports Gold Mark Summer 2023</li> </ul>	
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**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>All year groups have attended swimming lessons this year. Each year group has attended one full term of weekly swimming lessons. Year 6 children also attended extra top up swimming lessons organised through Boston District Schools Partnership in the summer term.</p>
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<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?  <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>11/16 Year 6 children were able to swim confidently at least 25m – 68.75% of cohort</p> <p>The 5 remaining children who did not achieve this were:  3 pupil achieved 20m  1 pupil achieved 15m  1 pupil achieved 10m</p>
<p>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</p>	<p>11/16 Year 6 children could use a range of strokes effectively – 68.75%</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>11/16 children 68.75%</p>
<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>	<p><b>Yes/No</b></p> <p>All year groups have attended a full term of swimming lessons and water safety at the local swimming pool complex.</p> <p>Autumn Term – Year 1 and 2</p> <p>Spring Term – Year 3 and 4</p> <p>Summer Term – Year EYFS and Year 5 and 6.</p> <p>This will continue in the next academic year and much of this provision is above and beyond the requirements of the National Curriculum.</p>

## 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: 2021/22	Total fund allocated:	Date Updated: July 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: <b>Actuals: 68%</b>	
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: <b>£11,800</b>  <b>Actuals:</b> <b>£11,464.99</b>	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>To continue to increase physical activity for children during playtimes and lunchtimes through well resourced equipment and games.</p> <p>Increased engagement in a range of sporting activities through well planned and resourced PE lessons delivered confidently by staff.</p> <p>Further development of activities and range of equipment to actively engage more children for longer and for children to be encouraged to engage in further physical activities, after school clubs and during playtimes and</p>	<ul style="list-style-type: none"> <li>Teachers planning to include active lessons where possible</li> <li>PE Lead provide in school CPD to further upskill all staff in order to engage all learners and maximise their potential and more.</li> <li>Train MDSA to be able to lead active games during lunch times.</li> <li>PE Lead to support engagement of more children in competitions and after school clubs.</li> <li>Further playground equipment is ordered and regularly</li> </ul>	<p>PE lead % of salary <b>Actuals:</b> <b>£5100.45</b></p> <p>Equipment and resources <b>Actuals:</b> <b>£5886.02</b></p> <p>Swimming costs including pool hire and swimming teachers costs</p>	<p>All EYFS/KS1 are active and challenged and making developmental progress through use of the playtower equipment.</p> <p>More children engaged in active after school clubs – dance, athletics, football netball, etc.</p> <p>Children more active generally- and in particular at breaktimes and lunchtimes with increased numbers of children engaging in physical games organised by play leaders/sports crew and MDSA.</p>	<p>Work more closely with parents to encourage families to be more active out of school and share out of school achievements.</p> <p>Further replacement and purchase of sports equipment to enhance after school clubs, lunchtime clubs, positive active playtimes and lunchtimes.</p> <p>Continue to ensure that</p>

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<p>lunchtimes.</p> <p>Increased engagement in physical activities will lead to increased positive wellbeing.</p> <p>Increased engagement in after school PE and sports clubs.</p> <p>Continue to develop children's running strength and stamina.</p>	<p>replaced/improved to keep children busy and active with different equipment available for them to use.</p> <ul style="list-style-type: none"> <li>• Raise the profile of running through termly fun run events e.g santa dash, daily mile</li> <li>• Continue with termly swimming lessons for one class per term which is two year groups per term and top up swimming for Year 6.</li> </ul>	<p><b>Actuals: £0</b></p> <p>Wellbeing Lead 10% of salary</p> <p><b>Actuals to date: £478.52</b></p>	<p>MDSA are better trained in providing lunchtime activities and An improvement is seen in wellbeing.</p> <p>Children are visibly more active at break times and lunch times with new and varied equipment. Incidents of falling out and behavioural incidents have reduced significantly.</p> <p>Children supporting each other to learn new games and skills.</p> <p>All year groups taking part in Daily Mile with staff.</p>	<p>swimming is provided for all year groups on a termly basis to ensure that by the time children leave Year 6 they are competent swimmers.</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: 0% <b>Actuals: £0</b></p>
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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: £0 <b>Actuals: £0</b></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>
<p>Continue to promote the importance of engaging with PE and Sports both inside and out of school and celebrate achievements.</p> <p>Sporting provision inspires and encourages an interest in a range of sports and a healthy lifestyle,</p>	<ul style="list-style-type: none"> <li>• Sports personality to come into school e.g Boston United, Peterborough United, if possible and speak to the children and complete active lessons with whole school.</li> <li>• Winning teams in the inter-school and county tournaments</li> </ul>	<p>All activities to be sourced as not requiring funding.</p>	<p>Children are more motivated to succeed and want to be active seen through increased participation in after school clubs and increased sharing of out of school achievements.</p> <p>School has a more visible</p>	<p>Maintain high quality and interactive PE display boards in main entrance further to encourage activity out of school, not just in school.</p> <p>Continue to invite athletes/sports people in to</p>

<p>including inspirational talks from professional sportspeople.</p> <p>Ensure a highly effective curriculum is in place where all children engage, make good progress and enjoy physical education.</p> <p>Celebrations of Physical activity, PE and sport across school in assemblies will show the children that school regards sport as extremely important as a stand-alone subject/activity but also how it impacts individuals as a whole</p> <p>Teachers and TAs running extra-curricular clubs to show the children how all staff hold a passion for sport and understand the importance of physical activity which will inspire and encourage children to be want to be active.</p> <p>The activity levels of children and staff demonstrate to them a broader range of what it means to live a healthy lifestyle across school.</p>	<p>have their picture displayed including virtual sports events and shared on social media to raise profile of sporting achievements in and out of school</p> <ul style="list-style-type: none"> <li>• Signpost and promote activities inside and outside of school.</li> <li>• Use full sports kit for school teams to be represented</li> <li>• Celebrate all sporting achievements through assemblies, display boards and certificates.</li> <li>• Sport achievements to be put on the website on social media relevant to the school</li> <li>• PE subject leader to plan extra-curricular clubs when possible alongside staff running the clubs to ensure they are contributing to the recommended daily physical activity</li> <li>• Effective planning is in place to ensure there is clear progression of skills and knowledge as children progress through the school.</li> <li>• Order new equipment for play times and have regular meetings with lunch staff to discuss games they can play with the children</li> <li>• Continue to use the services of professional coaches to work and share expertise with staff</li> </ul>		<p>presence in the local community for engagement in team sports and individual sports, celebrating all achievements through publicising on the school website and twitter</p> <p>Display boards include out of school achievements which are celebrated in assemblies and on website/school newsletter. Increased number of parents sharing children’s out of school achievements.</p> <p>Children feel part of a team with their kit on and being chosen to represent their school in the first place. Children feel proud to share their achievements in assemblies.</p> <p>Children recognise that all staff value an active, healthy lifestyle and respond by doing so themselves. Children understand the importance of exercise and the affect that it can have on their body</p> <p>Children and parents are making healthier choices themselves for lunch and break and after school snacks when attending clubs.</p> <p>Children arrive in school enthusiastic and excited about PE.</p>	<p>share experiences, lead physical activity sessions and engage pupils in understanding importance of Active lifestyles.</p> <p>Gather further evidence to achieve Sports Gold Award. Awarded School Sports Gold Mark Summer 2024</p> <p>Children have the active lifestyle embedded within them and take it home to educate their parents about the importance of exercise</p> <p>School to continue to raise the profile of sport, physical activity and healthy eating by continuously updating PE boards for information on activity levels, achievement through sport, healthy foods, foods that are surprisingly high in sugar</p> <p>School to introduce a half termly ‘success story’ of an elite athlete and display for all school to see.</p> <p>Children will continue to make healthier choices themselves out of school too as they are used to choosing healthy, balanced meals in school</p>
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	<p>and children.</p> <ul style="list-style-type: none"> <li>Regular monitoring of the lunches to ensure healthy choices are being made and educate children about replacing unhealthy with healthy foods and drinks and the impact of this on the body.</li> <li>Continue to enhance PE displays to be interactive and led by Sports Crew.</li> </ul>		<p>10 minute daily challenge assembly led virtually by Boston United in December 2021 to whole school. A weekly challenge of being active for 10 minutes every day followed this assembly.</p>	<p>Outside agencies booked in to deliver FREE sessions to pupils across the whole school encouraging PESSPA within Boston United, Lincolnshire Cricket, Boston Sports Partnership: Inclusion Sports &amp; Playground leader training, Discovery Sports</p> <p>Social media postings promoted by the school to encourage PESSPA with all our pupils.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				Actuals: £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	Funding allocated: £0 <b>Actuals: £0</b>	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:
<p>School has developed a coherent, progressive PE curriculum which builds skills and knowledge over time.</p> <p>Progress and attainment improved through well trained staff leading PE and Sports sessions and after school clubs.</p> <p>Continue to improve the high quality of teaching of PE for all staff through</p>	<ul style="list-style-type: none"> <li>PE leader attending relevant PE training and conference</li> <li>Teachers and other staff work alongside PE Lead/coach when planning, assessing and teaching</li> <li>PE subject leader to provide updates throughout the school year in staff meetings</li> <li>PE subject leader to undertake drop ins in PE lessons</li> </ul>		<p>PE Curriculum has clear key progression of knowledge and skills to support staff in their teaching. The curriculum plans identify prior learning and future learning so that progression, refinement and development in PE is key.</p> <p>Staff and school ethos of children being physically active is</p>	<p>This will be sustainable as all staff will have received the training etc and will therefore be up-skilled and more confident in the leading of physical activity and exercise. This training will continue through regular CPD and then the teachers being up-skilled can continue to train the next generation of teachers. Their</p>

<p>CPD.</p> <p>Subject leader monitoring of PE will demonstrate high quality teaching and effectiveness throughout school and increased engagement of pupils in PE sessions.</p>	<p>throughout the year to look at teaching, learning and assessment in physical education</p> <ul style="list-style-type: none"> <li>Teachers and staff to observe good lessons of other practitioners/sports coach/PE leader</li> <li>Professional development in subject leadership for PE subject leader</li> <li>Regular monitoring to check that PE is a continuous journey throughout school</li> <li>PE Lead attended Boston United Football training day and disseminated to staff on Inset day.</li> <li>Class teacher Year3/4 Active Disney training and disseminated to all staff on Inset Day.</li> </ul>		<p>embedded and children are now making more decisions to be active</p> <p>Better subject knowledge for both TAs and teachers, who are now more confident to take a more active role in lessons/ lunchtimes activities etc</p> <p>All staff seeing regular good or better lesson in PE and all staff more confident to deliver/ take an active part in these lessons to allow children to progress</p> <p>PE subject leader networks with other leaders to share good practice of leadership and lessons</p>	<p>good practice can be observed by others.</p> <p>PE subject leader to identify any staff in need of further CPD/support- this could also happen via outside training too if needed</p>
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<p><b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils</p>	<p>Percentage of total allocation:</p> <p><b>Actuals: 32.44%</b></p>
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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: £5500</p> <p><b>Actuals: £5490.63</b></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>

<p>Offer a variety of sports through our curriculum, our after school provision and during designated sports weeks or BLP/WOW events.</p> <p>Ensure all children have the opportunity to develop their skills and talents, with particular focus on providing opportunities for our Vulnerable pupils.</p> <p>Children will experience a high quality range of equipment that is interesting and enjoyable to use in lesson times, play times and after school activities</p>	<ul style="list-style-type: none"> <li>• Ensure there are a broad range of extra-curricular activities accessible to all.</li> <li>• Monitor engagement and attendance at after school clubs and extra curricular sporting events.</li> <li>• Provide an enhanced curriculum that supports pupils physical and mental wellbeing</li> <li>• Continue to purchase high quality, varied equipment and give sports leader chance to plan activities- these to be regularly reviewed</li> <li>• Arrange a pupil survey to discover what pupils would like on top of current equipment and also what sporting activities and after school clubs they would like.</li> <li>• Ensure extra-curricular activities have maximum uptake to engage as many pupils as possible</li> <li>• Share links with parents/carers to signpost external children's activities</li> <li>• Provide special activity days with specialist providers in non-typical sports events e.g. Boccia</li> <li>• Outside agencies booked in to deliver FREE sessions to pupils across the whole school encouraging PESSPA within Boston United, Lincolnshire</li> </ul>	<p>Boston United Sports provision <b>Actuals: £2400</b></p> <p><b>Discovery Sports £2960</b></p> <p><b>Boston United £130.63</b></p>	<p>Increased levels of knowledge and skills to support children</p> <p>Increased level of engagement and participation in sporting activities and events.</p> <p>Increased participation and attendance in extra-curricular activities for all children</p> <p>Interest from a wider range of children with the varied activities on offer</p> <p>Children taking part but at the same time becoming more competitive after being involved in competitive matches, both within school and against different schools</p> <p>The vast majority of KS2 children have taken part in an event led by Boston and District Sports Partnership.</p>	<p>Create links with out of school clubs.</p> <p>Continue to give the children the opportunity to take part in competitive games against one another and children from other schools</p> <p>Give children further opportunities to be competitive within PE so they know what it's like to both win, and to lose, therefore continuing to increase their motivation to be more and more successful and as a result, becoming more active children, going on to be more active adults</p> <p>Inclusion sports session booked for all pupils in KS2 – Boccia &amp; Goalball to be planned as ongoing experience.</p> <p>KS2 pupils to continue to attend sporting activities to widen experiences and cater for all abilities e.g. orienteering, kwik cricket, tri golf</p> <p>Discovery Sports to continue to deliver Matsh on the Move – active maths lessons for</p>
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	<p>Cricket, Boston Sports Partnership: Inclusion Sports &amp; Playground leader training</p> <ul style="list-style-type: none"> <li>• Provide additional opportunities for active learning delivered through Discovery Sports for years 1-4</li> </ul>			<p>years 1-4 twice weekly interventions.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				<b>Actuals: 0.5%</b>
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: £0  <b>Actuals: £0</b>	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Children will engage in local and county competitions and be enthusiastic to take part and develop good sportspersonship.</p> <p>Staff and children will access high quality support through specialist external agencies and PE and Sports lessons will be highly engaging and develop further skills, knowledge and understanding of different sports and the importance of an active lifestyle.</p>	<ul style="list-style-type: none"> <li>• Make a note of children who are involved in competitive sport against other schools</li> <li>• Ensure all children have the chance to represent their school in a competition</li> <li>• To create more links with local clubs and after doing each sport in PE, show children local clubs to get involved with- display these on the PE board</li> <li>• Increase involvement with Boston District and Sports partnership to improve provision of competitive sports and also to support with achieving Gold Sports mark award.</li> <li>• Sports events calendar kept up to date to inform children of upcoming events to generate excitement and interest.</li> </ul>	<p>Sports rewards <b>Actuals: £93.43</b></p>	<p>Children taking pride in representing their school and going on to sign up with out of school clubs</p> <p>Increased performance by competing in inter school and external school competitions.</p> <p><b>WIDER IMPACT AS A RESULT OF ABOVE:</b> Increased confidence and standards in invasion games in PE</p> <p>Better teamwork in PE and throughout the curriculum Some children taking 'lead roles' in other areas as a result of being part of a team in PE and through sport</p> <p>More girls keen to take part in</p>	<p>Develop idea of beating personal bests when completing things like the daily mile/Cross Country challenge.</p> <p>Give the children the chance to be competitive if they want when completing things that are generally non-competitive</p> <p>Give children goals to aim for, both short and long term</p> <p>Outcome of festivals and competitions are reviewed and any changes put into next plan. Inspirational quotes displayed on PE display in entrance hall to promote children competing and trying their best.</p>

			<p>competitive sport after seeing success of some of their peers</p> <p>Sportspersonship and gamesmanship have improved</p> <p>The increased competition element has meant that Quadring is being more competitive in all sports and are winning tournaments</p>	<p>Continue with sports events calendar to inform children of upcoming events to generate excitement and interest.</p>
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Signed off by: Reviewed	
Head Teacher:	J Jameson
Date:	July 2023
Subject Leader:	A Luffman
Date:	July 2023
Governor:	J Iszatt
Date:	July 2023