

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

The Grange Academy

# **Commissioned by**



Department for Education

## Created by





It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework</u> 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 <u>Quality of Education</u> 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.

 $Please visit \underline{gov.uk} for the revised Df Eguidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. Df Een courages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium. \\$ 

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Created by: Kate Ireland

Ash Catherall

LOTTERY FUNI

Supported by:













### **Details with regard to funding** Please complete the table below.

Total amount allocated for 2024/25	£19,680
Total amount of funding for 2025/26. To be spent and reported on by 31st July 2026	£

### **Swimming Data**

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	
N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.  Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	75%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	10m front and back only – 85% 25m front and back only –75% 25m front back and breaststroke –70%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	65%
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?	No













### **Action Plan and Budget Tracking**

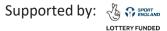
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2024/25	Total fund allocated: £19,680	Date Updated:	September 2025	]
Key indicator 1: Key indicator 1: Incr	ease confidence, knowledge and skills	of all staff in te	aching PE and sport	Percentage of total allocation:
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:
Staff have the resources readily available to plan and provide quality sessions for pupils as they will now be teaching some PE. Purchase quality planning and	A range of specialist coaches will deliver lessons to all children with a focus on participation and enjoyment	£12,200 – internal activities Total	dodgeball, basketball, swimming,	
knowledge resources that all staff car access in order to upskill staff.	Resources to allow a range of sports & physical activities to be enjoyed at	(£5800 – CPD)	athletics, cross-country running tennis, gymnastics and dance.	in the coming year. We will continue with basketball as this is new to the school and has
Staff learn new skills and gain understanding in weaker curriculum	other times will be sourced & purchased		Pupils in Key Stage 1 are competent in key skills:	proved to be very popular.
areas such as dance, gymnastics, orienteering and new sports. Purchase high quality CPD for staff (enrich, school sport coach) including	Staff will be developing their knowledge and skills alongside the coaches and will deliver sessions to		Ball skills, balances, jumps, rolls, running, creative movement and stretches.	We will analyse the swimming data to see whether additional swimming could benefit our pupils following the pandemic.
focused courses and alongside coaching/observing	extend and consolidate the skills learned during coaching sessions		All pupils have experienced daily physical activity and a minimum of two hours of P.E. and sport	
Encourage scootering and biking to school.	Purchase school bike shed to enable more children to be physically active to and from school.		each week.  Pupils have developed new skills	













To use skills on residential activities including: climbing, obstacle course, team skills, archery, and being	School clubs will support and extend the work of specialist coaches: dodge ball, football, netball, running.  Residentials for all pupils in Key Stage 2 will be planned to support and extend skills developed in P.E. lessons and sports clubs.		in each sport as the curriculum is progressive and carefully planned.  Pupils in all year groups attend sports clubs after hours and at weekends: football, swimming, dance, gymnastics, athletics, cross-country running and rugby.	
<b>Key indicator 2:</b> The engagement of all primary school pupils undertake at least			rs' guidelines recommend that	Percentage of total allocation:
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:
range of equipment at break and lunch to allow them to be active. Purchase balls and play equipment, cheerleading equipment and larger equipment.	Provide the children with a range of equipment during break and lunch times to enable them to practice key skills learnt in lessons and ensure they are being physically active.  Ensure equipment covers a range of	resources	games taught during unstructured times.  Children are physically active during unstructured times.	Through developing student leadership, children will be supported in taking part in a variety of sporting activities and skills during unstructured times. This will be rolled out annually.
Pupils know and understand the expectation of 30 minutes of activity and can monitor self/support each other. Purchase timers, step counters	movement and skills.  Train play leaders to enable them to		Our pupils are able to be creative and imaginative in physical activity both in lessons and at	Continue to review and develop equipment purchased for unstructured times.
support activity involvement	remain physically active and supported in applying skills.		Development of student leadership to support in range of	













	Developing student leadership.	physical activities during	The daily mile markings are on
Implement the use of the daily mile		unstructured times.	the yard to ensure continued
as movement break throughout the	Encourage all classes to sue the		use. This needs to be
day for each class.	daily mile as a movement break		developed into competitions
	throughout the day. Implement a		and rewards.
	competition and tracking system for		
	classes to monitor their daily		
	activity.		
Encourage scootering and biking to		Families are active on the way to	Continue to work with Scootfit
school.	Purchase school bike shed to enable	and from school through	and Bikeability to support in
Link this to Scootfit and Bikeability	more children to be physically active	scootering and biking.	developing key skills and
that come into school.	to and from school.	Children learn the skills of	promote active travelling to
	Children learn how to scooter through	scootering and cycling to school.	school.
	our Scootfit sessions.		Develop tracking and
	Children learn how to cycle through		monitoring of walking/
	work with Level 1 and 2 Bikeability.		travelling to school. Link to
			rewards.

Key indicator 3: The profile of PE and	sport is raised across the school as a	tool for whole s	chool improvement	Percentage of total allocation:
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:
Pupils and staff recognise and understand the link between wellbeing and physical exercise and the importance of a healthy and active body.	Teaching staff deliver P.E. lessons to their classes and use the school P.E. curriculum progression maps effectively	£12,200 – internal activities	Pupils have a developing level of skill and a good level of knowledge about sports and physical education	To continue to run the well- established programme of activities and coaching sessions
Celebrate in assembly, recognising and focusing on and activity and healthy actions, including outside of	Teaching staff have their own sports interests which they share with pupils (display in PE hall) and		lessons and participate in follow on activities in and out of school	To source CPD for staff as part of their CPD entitlement To engage with Matt Reid to













school.

lare active

Celebrations, rewards, leader boards for activities are a regular feature of the school week and celebrate effort and involvement. Certificates, trophies, medals and Postcards for involvement

Prizes for classes and individuals who

Teaching Staff- to have increased confidence in delivering P.E. lessons and other physical activities
To have a stronger knowledge of the sports delivered at our school.
To have a strong knowledge of the national curriculum for P.E. and how we teach pupils at our school.

Health Week to be implemented, providing the children with a range of sporting and healthy activities to celebrate National Sports Week.

Inter school competitions to raise the profile and enable children to apply skills learnt in PE and compete against other schools.

To continue to work with Matt Reic taking part in his calendar of interschool competitions. Ensure after

model the enjoyment and participation aspects of sport and physical activity.

Ensure enrichment is a part of our Friday Celebration Assembly – sharing the range of sports that children partake in.

Display trophy's won and photographs of activities that the children have taken part in to celebrate.

Teaching staff work alongside specialist coaches and instructors over a sustained period which allows them to build knowledge and confidence.

A range of sports coach to deliver sessions to the children, including sports they are not familiar with, e.g., fencing. And linked to children's interests, for example, boxing.

To continue to work with Matt Reid, taking part in his calendar of interschool competitions. Ensure after school clubs link to competitions to enable children to practice and apply skills learnt.

Teachers enjoy teaching P.E. and sports and lessons are prioritised at all times.

Teachers support each other and sctivities, inclusions share specialist skills and interests competitions. for the benefit of the whole staff team.

Celebrating ch

Children enjoy sharing their sporting experiences and celebrate with one another. They learn from one another the different sports clubs that are available.

Children experience competitive sports with other local schools, applying the skills they have learn.

Children will celebrate National Sports Week through taking part in a range of different sports activities and work with class teachers and school health team to developing a secure understanding of what it means to be healthy.

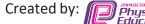
develop staff subject knowledge and skills and take part in a range of sporting activities, including inter sports competitions.

Celebrating children's achievements inside and outside of school. Promoting sporting activity.

Continue to build staff subject knowledge and competence to deliver PE.

**Key indicator 4:** Broader experience of a range of sports and physical activities offered to all pupils

Percentage of total allocation:















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:
Introduce a range of different sports and activities to pupils that we don't or can't offer in curriculum PE so that pupils can try new skills. Work with Enrich, Judo Education and other coaching companies to provide sessions for pupils to experience a new activity  Introduce pupils to clubs and providers to deliver a range of new sports. Invite visitors to discuss and demonstrate new sports to pupils  Pupils experience real live sports events. Take pupils to Women's Football, local events Purchase family tickets and give as an incentive or prize to a family.  Health Week to be implemented, providing the children with a range of sporting and healthy activities to celebrate National Sports Week.	external coaching companies delivering a variety of sports.	£1900 – internal based extracurricular  £4600 – equipment & resources	Pupils know that they will be supported to take part and to compete in a range of sports.  They will experience new sports to develop interests. They will link with local companies to develop possible interests outside of school.  Link skills learnt to unstructured times.  Experience sporting events.	To continue with this approach  To seek further partnerships with local sports clubs and offer wider opportunities for example Darts.  Develop links to enable children to experience sporting events. For example, rugby match.  Continue to link experiences to children's interests.













		Engage children in Dance element of	Children enjoy dance lessons.
10 receive training on darree	Matt Reid to train PE teacher. Roll out	PE, particularly boys.	
capocita annea at engaging boys in	across primary phase.		
dance. It is linked to martial arts.			
Implement across the school.			













<b>Key indicator 5:</b> Increased participation	n in competitive sport			Percentage of total allocation:
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:
Pupils will take part in competitions in and outside of school. Join Mathew Reid competition structure for inter schools' competitions	We have a wide programme of sports and physical activity available to pupils across the school all year round.	£1500 – membership fees	Our pupils take part in a range of sports every year and we aim to introduce as many new opportunities as we are able.	We will continue to maximise the use of the sports grant to support our core budget in delivering the objectives of the funding and the national curriculum.
Set a schedule of intra school events and build time for classes to compete and also for mixed groups  Trophies and certificates purchased for intra school competitions.	We establish links with local clubs and organisations to show pupils that we support their involvement and value their achievements.  We celebrate all achievements on a weekly basis and actively encourage pupils to share them with us.	£400 – educational platform & resources		We will develop new partnerships and links with organisations and clubs that will assist us in this.
Staff able to transport pupils to events. Staff trained to drive a minibus.		£3800 – active travel		
Pupils make new friends through sport and activity and this can also support the wider curriculum offer. Set up a MAT competition structure of events. Pupils can also use lesson time to write about events or link with other MAT classes		£1900 – extracurricular opportunities		Develop internal sporting competitions. Class V Class. Also, across our MAT.
We aim to ensure that all pupils understand they will need				













commitment and to be determined to keep improving their skills.		
We encourage all pupils to do things they enjoy even if they have not yet mastered all of the necessary skills.		

Completed by:	
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Date:	24.7.25
Subject Leader:	Kate Ireland









