



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
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Commissioned by
Department for Education

Created by



**YOUTH
SPORT
TRUST**

Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](https://www.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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment. We recommend regularly updating the table and publishing it on your website as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Sustained increase in the amount and variety of extra-curricular sports on offer.</p> <p>Ensuring that children are active during playtimes and lunchtimes.</p> <p>Use of REAL PE curriculum has upskilled teaching staff and planning of specific sports has been provided by PE lead.</p> <p>Healthy eating projects to continue.</p> <p>Continuation of CPD for staff to ensure clarity of approach and expectations and also help them to reflect on their own practice.</p> <p>A wide range of activities which promote healthy lifestyles are offered to the children through lunchtime/playtime provision.</p> <p>PE lessons are well resourced as a result of purchasing larger equipment.</p> <p>The role of Sports Ambassador introduced to engage children in leadership of sports available at break and lunch time</p>	<p>Continue to develop staff expertise, confidence and knowledge.</p> <p>Continue to develop the range of extracurricular clubs for all.</p> <p>Encourage ALL members of the school family to develop and maintain healthy lifestyles.</p> <p>Development of competitive sporting opportunities offered to children.</p> <p>To participate in a range of sporting competitions and team events.</p> <p>Successful lunch club to continue to develop gross motor social skills for vulnerable children.</p> <p>Ongoing audits of equipment to ensure lessons are well resourced</p> <p>Developing the role of Sports Ambassador</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<p>What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?</p>	<p>77.8%</p>
<p>What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?</p>	<p>77.8%</p>

<p>What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?</p>	<p>77.8%</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 over and above the national curriculum requirements. Have you used it in this way?</p>	<p>N/A</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 students today and for the future.

Academic Year: 2022/23		Total fund allocated: £18,000		Date Updated:	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: 35.5%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Continue to develop active playground spaces to make playtimes and lunchtimes as active as possible. Daily K to be continued across the school as a means of ensuring that ALL children are participating in activity at least once a day. Forest School – to provide a Forest school lead to enable children to participate in focused, purposeful, outdoor activities	Extra-curricular activities and clubs to be re-organised. Cost of staff running after school clubs Certificates and stickers to be purchased to encourage ALL children. Continue to develop Forest School lead and allocate time Supply for Forest School lead (5 days per half term)	£3200 £150 £2700	Gymnastics very popular – had to be split between KS1 and 2 Sports equipment purchased for both playgrounds. Children chose equipment to encourage their participation. All children participated in activity at least once a day. Stickers purchased and children's sporting achievements celebrated in whole school assemblies. Member of staff trained. Weekly forest school sessions were purposeful as evidenced in children's outcomes and understanding.	Continue to model equipment and encourage its use. Damaged equipment replaced. Clubs to continue to run. Continue celebrating sporting achievements in assembly. Sportsperson of the term per class, with a focus on the Windale Wheel of Wishes. Trained staff to share knowledge with team through CPD, update training where necessary, all year groups to access Forest School.	

Continue running projects to develop healthy lifestyles for families – culminating in a Healthy Lifestyle Event.	To be relaunched after the Christmas holidays as a Whole School Family project – linked to New Year’s Resolutions and healthy living	£200	Caterlink taster afternoon to educate children and parents about healthy eating and encourage trying new foods.	Caterlink in again, different foods and food for families to take home with easy recipe books.
Science evening in March 2023 to include healthy living activities.	Resources purchased	£150	Science evening was cancelled due to ongoing COVID restrictions – funding was used to purchase fruits and vegetables for children to make smoothies in school.	Aim to have a Science evening in the spring of 2023 to incorporate healthy lifestyles.
Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				6.4%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p>Key sporting events to be used as a stimulus for cross curricular lessons. Use these high profile events to encourage children to participate in new sports, use of assemblies as a starting point so that all children are aware.</p>	<p>PE Lead to compile key events and work with year groups to match these to curriculum and cross-curricular links. PE Lead release time</p>	<p>£500</p>	<p>International sporting events (WWC etc) used to educate children and expose them to a broad range of sport.</p>	<p>PE Lead given time to add key events to long term curriculums for each year group. Pick n mix activities relevant to such events, with relevant resources purchased in advance.</p>
<p>Identify sporting role model for pupils to aspire to.</p>	<p>Sporting role models to be brought into other areas of school celebration eg Windale Wheel of Wishes assembly and activities and PSHE - PE Lead and PSHE lead to create a list to share with teachers or sport relief – role model project per class.</p>	<p>£400</p>	<p>Sporting role models used where relevant in PSHE lessons. Reference to sports role models throughout assemblies.</p>	<p>Sports role model taught about at the beginning of each term, children’s sportsperson of the term award to link to these values. Prizes to be purchased and achievements published in school newsletter.</p>
<p>Sporting achievements and participation to be celebrated in whole school assemblies in order to give children a goal to succeed.</p>	<p>Children encouraged to bring in medals/certificates from home activities and to talk in assembly about their achievements. Photo of child to be shared in newsletter as a celebration</p>	<p>£250</p>	<p>Children were encouraged to do this and as a result, more children participated in activities outside of school and shared their achievements.</p>	<p>See above</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				25.5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>All pupils will be taking part in P.E lessons that are judged as good or better. Staff will show increased confidence when teaching a range of PE units and will demonstrate a passionate approach when teaching</p> <p>Quality first teaching and learning</p>	<p>The focus will be on sports specific lessons and REAL PE lessons</p> <p>REAL PE programme subscription to be renewed. Refresher training to be put in place to ensure all staff are confident in their knowledge of how to use the programme. PE Planning (sports specific) to be purchased for the year.</p>	<p>£3500</p>	<p>All staff received CPD on both REAL PE and sport specific planning.</p>	<p>1 CPD session a year dedicated to PE, with time for regular refreshers throughout the year.</p>
	<p>CPD for all staff to ensure they are confident to teach high quality PE lessons - REAL PE CPD</p> <p>PE Lead to monitor planning and teaching of PE. Learning walks to take place in Sp and Su terms. PE Lead to support and develop staff based on feedback</p>	<p>£400</p>	<p>Regular check-ins in staff meetings and an open-door policy meant knowledge was regularly refreshed and new members of staff were up to date.</p> <p>This saw an increase in staff confidence in teaching PE and the quality of teaching.</p>	<p>Opportunity for staff to observe the PE lead teach and visit other schools to observe physical education.</p> <p>Specific training on supporting children with SEND in PE lessons.</p>
	<p>Audit equipment, PE leadership time</p>	<p>£200</p>	<p>PE equipment audited meant equipment allowed for high-quality physical education.</p> <p>Audit lead to new equipment being purchased.</p>	
<p>Continue to improve the quality of equipment with which children are taught to enable children to experience high-quality physical education.</p>				

New staff and current staff to have up to date curriculum knowledge and understanding of skills.	Planning scrutiny and support for planning to take place by the PE leader.	£500	See above	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 17.8%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. Focus particularly on those pupils who do not take up additional PE and Sports opportunities.	Football club run weekly – tournaments locally after Christmas – staff, equipment, mini bus	£500	Football and gymnastics club ran weekly. Children who were in the school clubs were those unable or less likely to access sport outside of school.	Continue football and gymnastics clubs. Post-COVID – local tournaments
Sports Club at lunchtime for vulnerable children with a focus on gross motor and social skills.	Sports Club to be set up again with two staff members.	£800	Sports club set up, vulnerable children accessed appropriate activities which saw an improvement in their gross motor skills, fine motor skills and social skills. However this stopped due to loss of space	Reinstate sports club. Rethinking area to be used Clear communication between class teachers and sports club staff to ensure focused, relevant activities ensure progression.
	Sports club at lunch time and after	£400		

Increase participation of SEND children in PE	school to be closely monitored to ensure SEND participation. Additional adults to be paid to work after school to support key children as appropriate.		Participation of children with SEND was monitored and groups of children accessing sports club was adapted where appropriate.	See above. Cookery club to be run after school to give children with SEND life skills and an understanding of healthy eating.
Workshops in school – whole school days from professional sports players	PE lead to arrange visitors and coordinate the day.	£500	Many local sports clubs continued to suspend school visits this academic year	To be carried forward to next years action plan.
Children with complex SEND to be provided with accessible physical education.	Gross motor skills (sensory specific) equipment and interventions. Fine motor skills interventions. Physical supports to provide inclusive PE lessons, training for staff on inclusive PE.	£1000	Gross motor and fine motor skills interventions took place, with positive results. PE Lead shared pick n mix of ideas to support children with SEN in PE lessons.	Continue interventions Audit resources Purchase new and up to date resources
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 14.72%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Continue to develop links with other schools for inter school matches and attend county run tournaments	Cross-cluster and partnership matches to take place. Mini-bus needs to be serviced and insured to enable team to travel to events Mini-bus test PE leader to sign up to different sports workshops and festivals to give	£2650	Mini-bus continues to be regularly serviced with insurance up to date 2 members of staff are now fully qualified to trust standard to drive the minibus	Tournaments with other schools to be arranged. Increase the number of staff qualified to trust standard to drive the minibus

	children the opportunity to deepen their understanding and skills of different sporting activities.			
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