



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised December 2017

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>Greater participation in competitive sport, leading to more success by the children at tournaments.</p> <p>Access to a wider range of sporting activities for all Eg: Street Dance, specialist gym coaching, tennis coaching</p> <p>New equipment bought for school, including large equipment for playground</p> | <p>To embed 10 minutes of a daily activity as an alternative to the daily mile due to the size of the playground being too restrictive.</p> |

| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below*: |
|---|------------------------------------|
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? | 100% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 86% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 86% |
| 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? | Yes |

*Schools may wish to provide this information in April, just before the publication deadline.

Created by:  association for Physical Education  YOUTH SPORT TRUST

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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: 2021/2022 | Total fund given: Approx: £16,000 | Date Updated: September 2021 | | |
| | Funds allocated over the year Approx: £11,000 | Leaving approx. £5000 towards new active play equipment | | |
| 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: |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Children are able to access a much larger open space than the playground allows for high quality PE twice a week | Hire of field in village with marked pitches After school clubs to also use the field if necessary | £800 Yearly | Field is used for a range of sporting activities across the year | Continue to rent time at the rec and build on time spent there |
| Continue to embed a daily activity for all classes – outside as much as is possible | Create rota of activities for children & timetable outdoor space for classes to use Can include online phonics & maths dance activities – anything to get the children moving Can also include spelling & maths games that involve running in search of clues | No Cost | All children are engaged in at least 10 minutes of directed exercise per day | See Actions: Try to adapt learning activities to include activities that involve children in a physical activity |
| Continue to encourage children to walk to school where possible | Use WB “Go Kinetic” when available | No cost | Children see the importance of walking to school as part of regular physical exercise | |

| | | | | |
|---|--|---|---|--|
| Continue to use "Sport 4 Change" activities for chosen children This will support self-esteem & confidence, helping to build positive attitudes to PE & School | TA trained to deliver programme to invited children when required | No cost as used when appropriate for specific children | Children who require extra support to raise self-esteem & build confidence are able to join in with this intervention -Link with Therapeutic Thinking and planning in activities for identified children to break up the day | TA now trained and confident to deliver a range of activities to children who require it |
| The youngest children are Physically active, engaged and enthusiastic about the outdoors | 3X TAs timetabled to plan & deliver "Forest School" to EYFS | £2,500 | Children are physically active and outdoors whatever the weather Children develop leadership & teamwork skills through physical activity & problem-solving | |
| Increased opportunities for sport in after & before school clubs for all children | Multiskills clubs run by Coach – Paid for Free for PPG pupils Netball, Football & Rounders clubs available after school at no charge | Football coach through affiliation with SSP Netball & Rounders coach paid See Coaching section | After school clubs are well attended New opportunities are constantly sought out | Continue to invite a range of coaches in to school if they become available |
| Develop provision for active playtimes | Play Leader employed at lunch times To run "Huff & Puff" sessions New equipment bought to deliver interesting opportunities Upkeep of Large equipment & Storage areas Start to investigate plans & funding for new active playground equipment in "outdoor classroom" area | No Cost Play leader is part of staff This will require funds to be raised as well as premium money used | Evidence of children using a range of equipment at play times rather than just footballs! | |

| 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: |
|---|--|----------------------------|---|--|
| School focus with clarity on intended impact on pupils : | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>PE is seen as important & valued in school</p> <p>During weekly celebration assembly the whole school is aware of the importance of PE & Sport and aspire to becoming involved</p> | <p>Sporting achievements (IN competitions & Lessons) celebrated Children chosen to write match reports for competitions</p> <p>Photos displayed of teams representing school on notice boards Sporting achievements put up on web site</p> <p>Match reports to be written up It is to be hope that competitions will begin to be held from September</p> | <p>No funding required</p> | <p>Team photos are displayed on our website and enrichment board for all tournaments.</p> | |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|--|--|---|---|
| | | | | % |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Specialist PE coach to deliver PE to children Pupils benefit from improved delivery of all PE Staff work alongside PE Coach, learning new skills which are sustainable | Specialist Coaches hired to deliver PE across the school | £3000 | All children benefit from the opportunity to learn from specialist teachers. They add capacity and capability to the staffing structure. | |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | % |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Pupils gain an understanding of how sport covers a range of activities, not just those delivered in school Eg: Day trips – canoeing etc Visitors Introduce Pupils to a wider range of sports New equipment means a wider range of sports can be taught | Range of “one-off” opportunities over the year | Through Affiliation £500 Equipment £500 | Children engage in regular physical activity. This develops expertise and skill in a range of sports and encourages participation in competitive events. | Continue to look for different opportunities for the children to try, <u>once Covid restrictions are lifted.</u> |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|--|---|---|--|--|
| | | | | % |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>The profile of PE is raised through Increased participation in competitive Sport</p> <p>Opportunities for children to enter more tournaments, increasing participation in competitive sport</p> | <p>Affiliation with West Berks School Sports Partnership (SSP) and N&D Football association</p> <p>Hire of coaches to transport children to competitions</p> <p>Specialist PE Coach employed to accompany children to competitions if necessary and deliver extra practice beforehand</p> <p>ALL children in Juniors to be offered to chance to compete in out of school competitions</p> | <p>£2200</p> <p>£1000</p> <p>Included in Coaching costs</p> | <p>Aim for 100% participation yet again for all Junior children in a sporting tournament if they wish to</p> | |
| | <p>Admin for Sports competitions, letters to parents, permission slips & risk assessments etc</p> | <p>No cost</p> | <p>A dedicated person to arrange the tournaments and book transport has helped to ensure we continue to add to the range of competitions we enter.</p> | <p>This will continue</p> |

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| To improve the health & well-being of children in and out of school | | | | |
| | | | | |
| To support the well-being and health of all children in school by exploring courses that may lead to improved self-esteem and greater resilience | To investigate “Life’s Little Bugs” well-being options for whole school well-being & keeping Healthy workshops | ?£500 | | |
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