



# 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>Gold Mark achieved.</p> <p>Swimming re-organised so that children have not missed out on their opportunity to swim.</p> <p>Broadened children's experiences through the installations of 2 'gaga' pits which are now accessible all year round.</p> <p>Introduction of Forest School to Year 3 children.</p> <p>Enrichment opportunity from JC Sports doing Archery with all children and this will now be offered as a club.</p> <p>Sports Leaders across the school and used by School Sports Champion weekly.</p> <p>Sports Day to be reintroduced after a break from COVID-19 restrictions.</p> <p>School Sports Champion continues to raise standards in PE across the school.</p> <p>PE organized across school so that all children access their 2 hours of structured physical activity a week but on one day.</p> <p>Re-established use of curriculum map and LTP now that COVID-19 restrictions have been lifted.</p> <p>Trampolines and Table Tennis Tables well-used across school since being installed following grant money.</p> <p>Use of Robert Mayne across school to build on resilience and team work.</p>	<p>Work towards sustaining Gold Mark.</p> <p>Ensure all staff are aware of the 5 key indicators and that it remains as a whole school focus.</p> <p>Continue to seek opportunities to provide additional enrichment opportunities for children – particularly in terms of broadening range of sports offered.</p> <p>Continue to expand the use of outdoor areas and install more all-weather equipment.</p> <p>Physical activity levels at break time and lunch time raised by reintroducing zoning and more structured play (including physical games).</p> <p>Offer support to less-experienced members of staff in terms of supporting active play at lunch times.</p> <p>We would like to see children leading their own games and self-refereeing their games fairly.</p> <p>Improve on our success at inter school competitions whilst still following the School Sport target children guidelines.</p> <p>Reintroduction of whole school events to reflect national and international sporting events – i.e. Wimbledon, the World Cup etc.</p>

60% of children across school have either participated in an extra-curricular sports club after school or external activity during curriculum time.	
All children offered jogging bottoms in addition to their house-coloured t-shirt for PE sessions.	

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?	Year 6 not due to swim until June 2022. Change in swimming organization due to COVID-19.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	TBC
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	TBC
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?	TBC

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

## 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: 2020/2021 Date Updated: July 2021	Total fund allocated: £18,120 All allocated funding to be used to improve equipment on the school grounds. We have: <ol style="list-style-type: none"><li>1. Installed wet-pour surfacing around both gaga-pits to allow access all year round</li><li>2. Hired mini-buses to enable us to travel to school sport events</li><li>3. Subscribed to the School Games Partnership</li><li>4. Bought new playground equipment to encourage active play in free time (i.e. balls/hoops/bats/cones)</li><li>5. Net-rebounders to improve hand-eye coordination and catching skills</li></ol>			
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				
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Install/buy new equipment to engage children in physical activity to improve their fitness and resilience.	Continue to ensure the vast school grounds can be used throughout the year – including the wooded areas.	See above.	The flooring has enabled the children to access the gaga pits all year round, even when the grass is wet. These structures allow up to 40 children to be active at one time.	As funding allows, build on and develop outdoor areas.
	Maintain working relationship with Robert Mayne.			
Allow access to more of the school grounds.	Ensure all areas are risk-assessed and safe.			
Continue to increase the % of children involved in school sport activities or after-school extra-curricular clubs.	Continue to enter a wide-range of events, encourage staff to run sports clubs and offer different sports to trial.		Children will be more engaged in physical activity.	Attempt to secure funding for clubs to enable our children – particularly PP children – to attend for free or a reduced cost.

### Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Use the profile of PE to ensure physical and mental well-being.</p> <p>Reintroduction of the Healthy Schools framework to support target above</p>	<p>More intra-school events to mark key events and support mental well-being as well as structured play.</p> <p>Re-familiarize ourselves with the framework and plan its implementation as a staff across the school.</p> <p>Reintroduced Sportsperson of the Week in assembly using the Sports Leaders.</p>	See above.	<p>More interest and knowledge of sport</p> <p>Encouraging and supporting peers</p> <p>Beginning to use Sports Leaders to referee tournaments</p> <p>Encouraging and celebrating sporting successes</p>	Ensure that we continue to be outside as much as possible – SJ to liaise with KB with regard to outdoor learning.

### Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Once the new staffing team is in place, establish needs across the school with regard to confidence in the different strands of PE; plan training with School Sport Champion where needs are identified.</p> <p>Continue to raise fitness across the WHOLE school community.</p>	<p>Google form/staff conferencing with regard to need.</p> <p>Staff to “guest” participate in afterschool clubs along with pupils</p>	See above.	<p>School Sport Champion and PE Coordinator to liaise with staff about future needs with a view to a whole staff confidence to deliver quality PE sessions.</p> <p>Pupils AND adults striving to improve their fitness. Staff to join in with activity plans to increase motivation of the children participating.</p>	Ensure that staff training is matched the delivery of the curriculum map.

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

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Rotating the use of outdoor spaces to ensure every child has a range of experiences during their active time as different equipment is available on different playgrounds on different days.	Children to know the physical benefits of each piece of apparatus/equipment.	See above.	Use of different skill sets and muscle groups.  Active for more minutes of their playtime/lunchtime.	Seek funding for additional extra-curricular activities  Taking 'taster' opportunities offered by outside agencies.
Entering in to sports events that we don't cover in our curriculum PE sessions.	Take a wide range of children to different activities in the area.			

**Key indicator 5: Increased participation in competitive sport**

School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Children to participate in 'inter-school competitions run within the School Sports Partnership.	Submit results to School Sports Partnership on a half termly basis.	See above.	A wide range of children competing, showing resilience and good sportsmanship.	Reestablish intra-school competition across year groups.
School Sports Champion to track the number/type of children being invited to events on a termly basis.	Children being able to discuss sportsmanship and fair play.  Ensure competitive opportunities do not require contact until further notice.			Continue to increase % of children participating in competitive sport.

<p>Children to continue to play competitively both at break/lunchtime in allocated PE/activity sessions.</p> <p>Sports Day – 1/7/22</p>				
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