



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised October 2018

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 Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESPA 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

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 by the end of the summer term or by **31 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, 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.

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? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.	95%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	95%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	77%
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/ 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 students today and for the future.

Academic Year: 2021/22	Total fund allocated: £18 960 (provisional)	Date Updated: 10/09/2021		
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 impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To ensure high quality achievement in PE	<p>To employ 1 specialist PE teacher and 1 sports coach with a degree in the teaching of PE (subject specialism of dance and gymnastics) to teach a percentage of physical education levels across the school</p> <p>To have a specialist PE leader in school with middle leadership responsibility who has built in time to monitor the quality of teaching in PE and to coordinate training and CPD.</p> <p>All staff to plan learning in PE that builds on what pupils of all abilities already know, understand and can do, and identify what pupils need to do next in order to improve.</p>	£5000 for training and leadership time	<p>By the end of each key stages the children are reaching at least the age related expectations through outstanding teaching of Physical Education.</p> <p>By the end of year 6 every child should be able to swim at least 25 meters.</p> <p>All children are challenged to improve their personal fitness.</p> <p>The needs of gifted and talented pupils to be met through additional provision and personalised support programmes for them.</p>	<p>CPD will help to ensure teachers receive quality training to help improve quality of lessons and therefore outcomes. This will help ensure that teaching over time improves and will be self-sustaining.</p> <p>Follow up with children in Years 4, 5 and 6 who cannot yet swim and make provisions for them to develop and master this skill.</p>

	<p>Set the highest expectations of staff and pupils, and model good practice.</p> <p>Monitoring by RK/LB- All staff to regularly assess learning through their observation and questioning, and provided pertinent feedback to challenge pupils to improve their performance.</p> <p>To provide opportunities for staff development in the teaching of PE through observations of qualified sports teachers and whole staff CPD.</p> <p>To provide opportunities for employed sports teachers to attend specialist CPD sessions.</p> <p>To provide additional swimming time to help reduce gaps created through the closure of schools during COVID.</p>			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				

School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To encourage increased participation in extra-curricular sports activities.	<p>Pupils of all ages, abilities and interests are able to access a range of sport activities and competitions, both internally and externally.</p> <p>Pupils of all ages, abilities and interests are able to access a range of weekly after school clubs and lunchtime clubs, including targeted G&T provision. Ensure a rolling programme for breadth and depth of coverage.</p> <p>Embed provision for Level 2 competition.</p> <p>Complete the Sainsbury's School Games Award and YST Quality Mark.</p> <p>Resource and deliver St. Bartholomew's Sports days.</p> <p>Increase engagement through the introduction of B and C teams.</p> <p>Improved signposting for G&T children into local clubs</p> <p>To liaise with local schools to develop sports competitions.</p>	<p>£15,000</p>	<p>Children of all abilities can access extra-curricular sporting provision, improving their health and fitness, social skills and emotional well-being</p> <p>Children have access to a higher standard of inter-school competition in an increased range of opportunities.</p> <p>Consequently, they are challenged further in terms of ability, technique and competitive tactics.</p> <p>Children feel pride in representing a school team.</p> <p>Children celebrate a year of physical activity and competition and the school achieves Sainsbury's School Games and YTS Quality Mark status.</p> <p>Clearer talent pathways are available into an increased range of opportunities, so talent is nurtured and challenged and children can continue to excel.</p> <p>PE lead to complete annual evaluation of participation</p>	<p>This is sustainable as it is teachers employed by the school who deliver extra-curricular sessions.</p>

			which includes monitoring of targeted children identified in the previous review in addition to identifying children who still do not access extra- curricular provision.	
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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:
To raise the quality of teaching and learning in PE	<p>Provide teachers with further CPD to enhance their confidence and knowledge when delivering and assessing sports.</p> <p>RK/LB to observe specialist teachers and staff to improve practice. To monitor the quality of teaching and learning across all key stages.</p> <p>Dedicated leadership time given to ensure monitoring of the curriculum can be completed.</p> <p>LB to support with planning, resources and delivering of a skilled based lesson.</p> <p>Purchasing equipment to enhance quality of PE and after school provision.</p>	£4000	<p>Staff are more confident and competent in terms of their knowledge and understanding of the PE curriculum.</p> <p>Enhanced quality of teaching, learning, delivery and assessment of PE leads to improved standards with greater and more rapid progress.</p> <p>Regular reviews of the curriculum and its implementation will help ensure that progression of skills is mapped appropriately and delivered successfully.</p> <p>Pupils demonstrate positive attitudes to health and well-being – both inside and outside of PE lessons - and can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional well-being</p>	Creating a leadership post and ensuring that dedicated weekly release is given will help guarantee that staff training, skills and knowledge are kept up to date.
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:
<p>Additional achievements:</p> <p>To enhance lunchtime and after school PE provision</p>	<p>To ensure a wide range of physical education clubs are available to children in all year groups which are responsive to pupil's voice.</p> <p>Create a quantitative means to measure pupil's enjoyment of lunch time physical activity through a pupil questionnaire.</p> <p>Collaborate with AW – sports specialist to enhance lunch time provision.</p> <p>LB to provide professional development to enhance lunchtime provision and to establish outside learning leaders – Sports Ambassadors and lunchtime supervisors.</p>	£5000	<p>Increased provision of physical education clubs and an uptake in extracurricular lunchtime sport.</p> <p>Through pupil voice, RK, LB, AW, is aware of pupils' enjoyment and perceptions of PE and can adapt existing provision to meet their needs.</p> <p>Lunchtime Supervisors have high expectations and model quality first practice.</p> <p>Increased engagement in physical activity improves pupil health and fitness, social skills and emotional well-being.</p> <p>A more structured approach to lunchtime activity leads to improved behaviour and fewer severe behaviour incidents.</p> <p>Enhanced outdoor provision leads to relaxed, refreshed, recharged and ready to learn children.</p>	<p>To ensure sustainability all staff must receive regular and up to date training. Monitoring will ensure that it is delivered successfully and has an impact on outcomes.</p>
Key indicator 5: Increased participation in competitive sport				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

Raise participation in school sport to 100%	<p>MAT Competitions/Festivals</p> <p>Regular Intra competitions:</p> <p>Ensure intra class competitions and competitions in PE lessons</p> <p>House, Class & Whole School with certificates / trophies.</p> <p>Leaders to run competitions at lunch times.</p>		<p>LB to collect all registers from class teachers and produce a report at the end of the year</p> <p>Competition schedule to go inside of after school clubs</p> <p>Photos for evidence.</p> <p>Result sheets and certificates</p> <p>Promote competitions on school website and twitter.</p>	
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