



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:

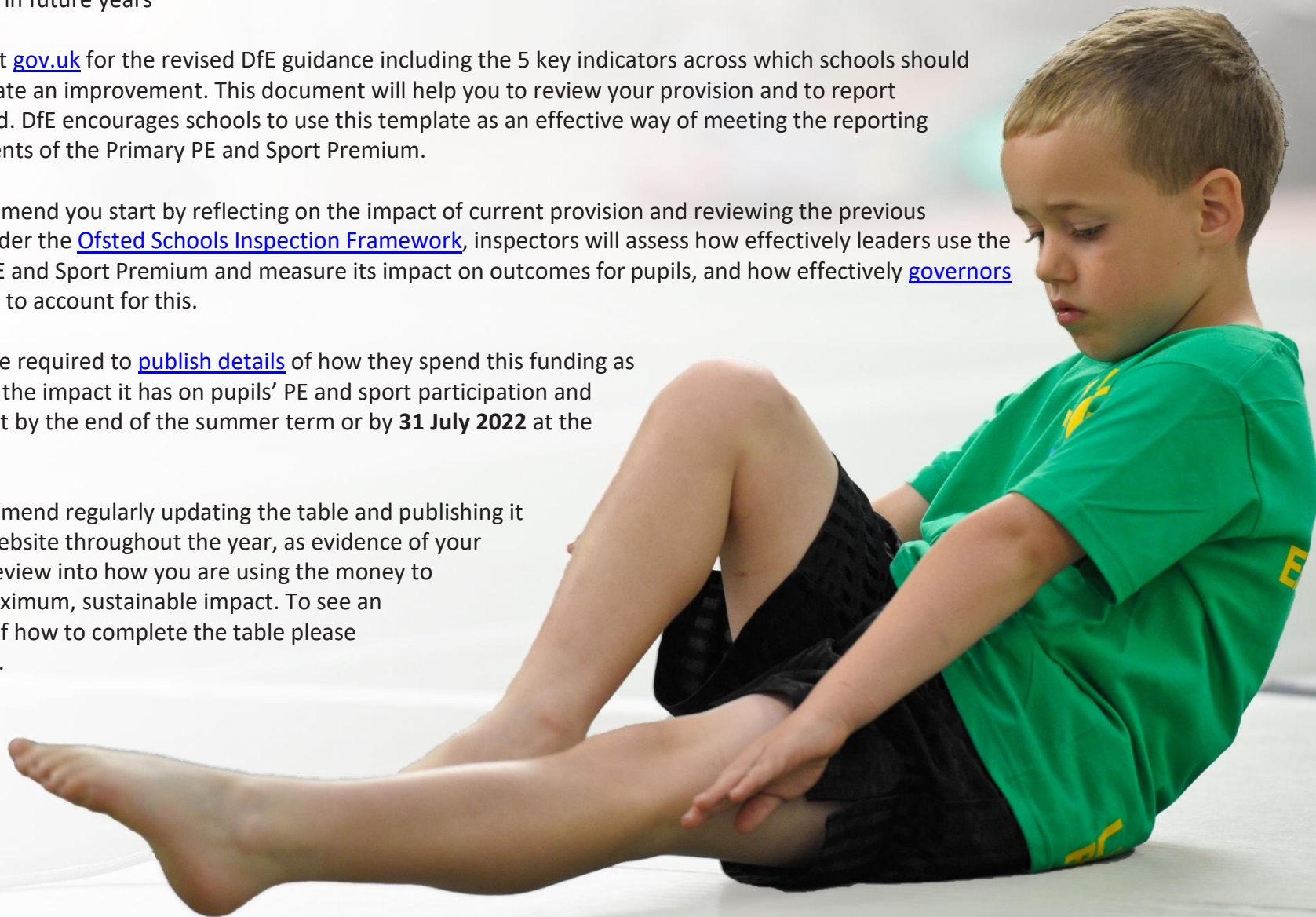
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

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 2022** 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.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Use of a specialist sports coach to model teaching for school staff and provide access to high quality PE teaching for children. This has embedded the teaching of Real PE and has been repeated for new staff to ensure continuity. • Pre Covid - Participation in Sports Partnership Events which enabled a wide variety of children to try different sports and activities and compete against other schools. • Enhanced provision for PE through the purchasing of equipment for both indoor and outdoor activity. • Use of Sports Coaches in Sports week (July) to provide quality whole school activities. • Use of specialist Sports Coach to help organise and run whole school Sports day. • Enhanced outdoor Gym area bought and installed to promote physical activity at play times. • Strong links with external charities and organisations to promote sport in school and to improve access to activities for vulnerable children. • All KS1 classes have a teacher led fitness break each day (where PE has not been taught) to ensure that children are all being active daily. • Promoting a sense of community by providing a school sports kit for festivals. • Increased participation in extra -curricular sports for disadvantaged children. 	<ul style="list-style-type: none"> • Refresh confidence of staff to deliver high quality Real PE lessons themselves and introduce to new staff. (next steps from real PE training 24.3.21) • To reintroduce participation in sports festivals following the 2 year break caused by Covid. • To increase access to events through being able to access school minibus by trained staff – currently we have no staff with valid MIDAS training so cannot access sports festivals. (research shows that opportunities to represent school community at key events is beneficial for the emotional health and wellbeing of young children.) • To improve the quality of assessment within PE so that children understand their own next steps. • To improve access to technology to support with assessment within PE and allow small group differentiated activities via use of the ipads. (Real PE activities are modelled and set out in child friendly ways so children can promote cross curricular working and independence) • Update games equipment in line with regular audit. • Investigate costs of replacing Trim Trail equipment which is coming to the end of its' life but massively promotes physical activity in our children. (Health and Safety audit has highlighted that some of this timber based equipment is no longer fit for purpose)

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: £26,635	Date Updated: 16/12/21		
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:	
			79%	
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Increased safe use of outside areas at all times for activities. Increase participation in organised activities at lunchtime and playtime. Increase regular physical activity. 	<ul style="list-style-type: none"> Replace equipment on Trim Trail which is now coming to the end of its natural life. Mid day staff trained in a selection of games and activities to share with children. Games set up by the adults on duty at lunchtimes to support children to learn new activities. 	<p>Replacement of equipment that is no longer safe.</p> <p>Awaiting quotes. Spend cannot exceed £20,000</p> <p>PE resources updated as part of audit.</p> <p>£1000</p>	<ul style="list-style-type: none"> Observations at lunchtime and playtime showing children engaged in purposeful, physical play. All resources are fit for purpose and encourage activity. 	<ul style="list-style-type: none"> Ensure all new staff receive ongoing CPD with regards to lunchtime expectations. Ensure equipment continues to be replaced when needed to maintain quality.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0.7%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<ul style="list-style-type: none"> Promote importance of healthy lifestyles throughout curriculum, within PE lessons and within all school experiences. 	<ul style="list-style-type: none"> Repeat Health and Fitness week in Summer term, including variety of sports coaches, to instil importance of healthy lifestyles on all children. Revisit Health and fitness aspects of PE throughout lessons with assessment focus during Summer term. 	£195	<ul style="list-style-type: none"> Children aware of health and fitness week and why it is important. Children can talk about healthy living in accordance with PE assessment grid. Children are aware of their own next steps in PE 	<ul style="list-style-type: none"> School has good links with extra curricular clubs in order to signpost children who have shown interest in taster sessions.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				16%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Improve the quality of teaching of all aspects of PE. Improve the opportunities to differentiate in PE using clear models and scaffolds, as in other subjects. 	<ul style="list-style-type: none"> Teacher supported lessons delivered by Sports Coaches from Real PE in order to increase their subject knowledge and confidence in delivering own lessons. One PDM on Real PE PE leader to review planning and assessment materials to ensure all staff are clear about the expectations for each year group. Set of PE ipads purchased to support assessment and differentiation in PE sessions. 	<p>Cost of PDM and days supported lessons;</p> <p>£1340</p> <p>Cost of 10 ipads</p> <p>£3000 approx</p>	<ul style="list-style-type: none"> Monitoring of teaching and learning show that all children have access to high quality PE teaching. Assessment material is beginning to be used to help structure lessons and inform planning. Children are aware of their next steps in PE. Activities in PE are differentiated and there are clear models available to support children to work independently. See Saw is used effectively to record and assess in PE and so progress can be shared with home. 	<ul style="list-style-type: none"> Teachers to plan and deliver own PE lessons according to school curriculum plans. PE leader to provide ongoing support to all staff. Year groups to ensure assessment information is used to inform planning and provision

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
All children to have opportunity to participate in a competitive activity, both within school and within the partnership.	<ul style="list-style-type: none"> Annual Sports day to have competitive elements. KS1 children to all have the chance to attend one of the Sports Partnership festivals /competitions. Year R children to have the chance to attend festival in Summer term. Interschool competition between Partnership schools happens again. Transport is not a barrier to attending competitions as school is able to provide it. 	<p>MIDAS Training for 5 members of staff.</p> <p>£1000 approx</p>	<ul style="list-style-type: none"> Whole school participation in competitive games for Sports day. By the end of Year 2 all children to have entered a sports festival and represented our school. Photo evidence and reports and comments by children. All children have been able to access festivals without transport being a barrier 	<ul style="list-style-type: none"> To continue to attend Sports Partnership competitions To continue to work with local schools to set up cross school activities Careful monitoring of children entered into festivals to ensure all children participate by end of Year 2. Regular report writing by children after festivals as feedback /evidence of impact.