

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST





It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESSPA 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](#) 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.

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 **31st July 2023** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2023. 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 pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

| Key achievements to date until July 2023: | Areas for further improvement and baseline evidence of need: |
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| <p>Majority of children regularly exercise. This is supported by the parent community.</p> <p>Sport has very high profile across the school and is viewed as a regular part of daily life by most pupils. The latest survey showed 92% of children feel that living a healthy lifestyle is important.</p> <p>School P.E. co-ordinator attends cluster co-ordination meetings and identifies any training needs.</p> <p>A wide range of activities are offered within and outside the curriculum, many clubs are free.</p> <p>We continue to provide inter-school sport and were able to give children, both active and less active, the opportunity to represent the school.</p> <p>Competitive sport is very prevalent at the school. Many successes have been recorded at County & Regional level.</p> | <p>Continue to identify less active children and engage with program to encourage exercise.</p> <p>Ensure that all children view participation in sport as a vital part of their well-being. Link to PSHE & Science Curriculum where possible.</p> <p>To ensure progression of skills taught, investment will be made in a PE scheme of work.</p> <p>All members of staff should feel comfortable teaching and encouraging physical activity. Staff training to be identified and completed.</p> <p>Encourage even more children to represent the school. Continue to ensure that opportunities for competitive sport are available for a large range of abilities and age groups.</p> |

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| Meeting national curriculum requirements for swimming and water safety. | |
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2023.</p> | <p>We are unable to assess the current year 6 as they could not swim at school as a result of covid. However in the autumn term lessons resumed for year 4. This should result in a high level of competency when these children reach year 6.</p> |

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| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> | <p>Please see the above comment.</p> |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | <p>Please see the above comment.</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>Yes, many of the children are already swimming over 25 metres and they are being coached to achieve a far higher level.</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 pupils today and for the future.

| Academic Year: 2023/24 | | Total fund allocated: £17450 | | Date Updated: June 2023 | |
|--|--|------------------------------|--------------------|---|--|
| <p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p> | | | | | Percentage of total allocation: |
| | | | | | % |
| Intent | Implementation | | Impact | | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| PE lessons to be sequential in the knowledge and skills taught. | Purchase of PE Scheme through the PE Hub. Re-write of long term plan | | £660 | Children to build on prior knowledge and understanding to develop their skill level | Train staff on use of scheme |
| Hold annual skipping workshops. | Arrange for ongoing workshops, ensure sufficient ropes available for children to skip at every break time. | | £300 | Children to regularly participate in skipping during break times. | Maintain necessary equipment, repeat workshops. |
| Promote walk/cycle/scoot to school. | Arrange specific weeks to promote these activities. | | £300 | The Eco Group will calculate the distances we have walked and cycled in focus weeks | Maintain the cycle shed areas. |
| Swimming sessions each week for year 4. All children to be able to swim 25metres. 70% of children to swim at least 50 metres, develop a range of strokes and have life saving training. | Transport children to pool. Provide swimming instructor. Provide 2 trained swimming members of staff | | £7000 | All children in school to swim competently by the time they leave year 6. Provide extra support for any who can't. 70% of children to be well above the national curriculum required level. | Continue to encourage swimming, participate in swimming galas. |

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| Ensure that outside equipment is safely maintained and further resources purchased to encourage healthy activity for the whole school during break and lunch times. | Employ extra support staff to monitor for health and safety and to encourage participation. Purchase suitable games equipment. | £3000 | Over 100 children regularly on the apparatus. Allows more room for football and other activities. | Inspect and maintain equipment. Monitor usage of current games equipment and replace/enhance as needed. |
| Employ outside companies to run after school sports 4 evenings per week. | Ensure all activities promoted and publicized termly. Ensure all children given opportunities to participate. Change sports offered regularly to encourage more children. | £6780 | All clubs to be fully subscribed. | Continue to work with outside suppliers to ensure increased participation and new sports introduced. |
| Hold regular lunch time football/cricket/athletic sessions supervised by school staff. | Ensure qualified teacher available throughout the year. | £1500 | All KS2 children are having non sedentary learning. | Staff to promote clubs for all children, not just those seeking to represent the school. |
| Bikeability training for all year 5 pupils. | Arrange necessary training and test. Support less confident children. | £0 | All year 5 children to be encouraged to participate and complete course and test. | Any children who fail test are to be encouraged to retake. All children to be encouraged to have suitable bicycle and cycle to school. |
| Pre-school running club operated by volunteers and qualified coach twice weekly. | Provide facilities, promote club, support club on Annual trip to athletics competitions. | £1000 | Club available to all year 4, 5 and 6 children | Staff to ensure that all eligible, children, especially less active, are encouraged to participate. |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |

| | | | % | |
|---|--|----|--|--|
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: |
| Celebrate through whole school assembly to ensure the whole school are aware of sporting successes. | Achievements regularly celebrated. Children to be encouraged to demonstrate their skills, e.g. dance and gym displays. | £0 | Increase participation in activities throughout the school Recognition of role models to encourage children's aspirations. | Sustainability and suggested next steps: |
| Publicise successes in local press and via social media. | Ongoing promotion. | £0 | Parents to be kept up to date with school achievements | |
| Evidence successes through displays and trophy cabinets to raise the profile of sport and PE amongst all children, parents and visitors. | Ensure trophy display cabinets are kept tidy, clean and fully stocked. Displays to be regularly updated. | £0 | Regular team successes shared in whole school assemblies to show the value school places on sport participation and success. | |
| Arrange links with local sports clubs to raise profile of children's sport throughout the community. | Links to local, cricket, tennis and football clubs are ongoing. | £0 | Increased participation in sport at the weekend or during summer evenings. Maintain agreements in place with Goring Robins FC and Goring Cricket Club to ensure firm links. Maintain links with Goring Tennis Clubs. Seek further organisations with whom to forge links. | |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|---|--------------------|--|---|
| | | | | % |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Ensure teaching staff are confident in teaching PE lessons. | PE Subject Leader to observe PE lessons. PE Subject Leader to talk to a selection of pupils from each class to discuss what they like and dislike about their PE lessons. | £1500 | To see children enjoying lessons and are participating for the majority of the session time. | Arrange training for staff in areas where they feel less confident. Purchase resources needed to deliver good PE lessons or arrange training course or CPD as appropriate. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | % |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Additional achievements: Focus on those pupils who do not embrace additional PE and Sport opportunities | Encourage less active children to participate in out of school and extra-curricular activities. Investigate extra activities that children might enjoy so that these can be offered. | | Offer new and non mainstream activities to encourage least active children. Whole School to participate in events such as Sports Relief fundraising days. | Expand on extra activities offered, liaise with WR Sports to see what new activities are available. Train staff in any new disciplines in which expertise is lacking. |

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| | Survey children to identify those who are insufficiently active. Ask those identified what activities they would like offered. | | | |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|---|--------------------|--|---|
| | | | | % |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| School to continue to participate in and promote competitive Sport. Attempt to get as many children as possible to represent the School. | Continue to support local schools cluster co-ordinator by assisting with and competing in local events. Offer a wider selection of competitive sport, offer more opportunities for B and C team events as well as arranging for as many children as is practical to compete in events with no maximum competitor number, e.g. Cross Country. | £5000 | A large number of children (particularly KS2) to represent the School in competitive events. | Continue to enter local, regional and where possible national competitions via local events and Schools Games. Compete in Indoor Sports County Finals. Enter teams in local Schools Games cricket, tennis and swimming competitions. Ensure staff are available and sufficiently qualified to continue producing teams capable of competing at a high level. Strive to enter teams for new events at which the school don't have a proven track record. |

Signed off by

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| Head Teacher: | |
| Date: | |
| Subject Leader: | |
| Date: | |
| Governor: | |
| Date: | |