



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised October 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](http://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>Sustained increase in the amount and variety of extra-curricular sports on offer.</p> <p>Ensuring that children are active during playtimes and lunchtimes.</p> <p>Use of REAL PE curriculum has upskilled teaching staff and planning of specific sports has been provided by PE lead.</p> <p>Healthy eating projects to continue.</p> <p>Continuation of CPD for staff to ensure clarity of approach and expectations and also help them to reflect on their own practice.</p> <p>A wide range of activities which promote healthy lifestyles are offered to the children through lunchtime/playtime provision.</p> <p>PE lessons are well resourced as a result of purchasing larger equipment.</p> <p>The role of Sports Ambassador introduced to engage children in leadership of sports available at break and lunch time.</p>	<p>Continue to develop the range of extracurricular clubs for all.</p> <p>Continue to develop staff expertise, confidence and knowledge.</p> <p>Encourage ALL members of the school family to develop and maintain healthy lifestyles through healthy eating and physical activity.</p> <p>Children are aware of the impact of healthy choices.</p> <p>Children demonstrate or articulate physical activity aspirations.</p> <p>Development of competitive sporting opportunities offered to children.</p> <p>To participate in a range of sporting competitions and team events.</p> <p>Successful lunch clubs to continue to develop gross motor social skills for vulnerable children.</p> <p>Ongoing audits of equipment to ensure lessons are well resourced.</p> <p>Developing the role of Sports Ambassador and team leader.</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<p>What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?</p>	<p>55%</p>

<p>What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?</p>	<p>55%</p>
<p>What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?</p>	<p>55%</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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p>N/A</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 students today and for the future.

Academic Year: 2023/24	Total fund allocated: £18,000	Date Updated:		
<b>Key indicator 1:</b> 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: 37.5%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Continue to develop active playground spaces to make playtimes and lunchtimes as active as possible.  Continue to model equipment and encourage its use.  Damaged equipment replaced.  Clubs to continue to run.  Continue celebrating sporting achievements in assembly.  Sports Ambassador star celebrated half termly in Celebration Assembly	Extra-curricular activities and clubs to be re-organised. Cost of staff running after school clubs         Certificates and stickers to be purchased to encourage ALL children.	£3350       £200       £2200	Sports equipment is used daily. Climbing equipment is used daily multiple times. Additional equipment for extra playground. Staff on duty model equipment use. Children engaged in physical activity during free time and using the equipment safely.  Balls regularly inflated by sports ambassadors.  Yoga and gymnastics clubs offered to whole school. Football and dance club for KS2.  Whole-school celebration assembly celebrating external sporting achievement.  Children are motivated to participate in their role as Sports Ambassador.	Continue to model a variety of equipment. Leaders of the Sports Ambassadors to further encourage children to independently lead play.  Continue to replace damaged equipment  Offer a broader variety of clubs for KS1 and early years.  Continue celebrating external achievements  Continue to celebrate Sports Ambassador of the term.

Daily K to be continued across the school as a means of ensuring that ALL children are participating in activity at least once a day.			Daily K used regularly to encourage movement by the children and build physical stamina	Sports Ambassadors to 'revamp' daily K and encourage inclusivity.
Forest School trained staff to share knowledge with team through CPD, update training where necessary, all year groups to access Forest School.	Continue to develop Forest School lead and allocate time Supply for Forest School lead (5 days per half term)	£700	Staffing restrictions limited the use of Forest School in 2023-2024.	Train more members of staff to run Forest School.
Den building equipment to be purchased for whole class participation in Forest School/Outdoor Learning	Equipment to be ordered – staff to be inducted for use	£300	Equipment purchase staff training scheduled.	Staff training to be completed. Staff to model use of equipment so it can be accessed independently by children.
Science evening in June 2024 to include healthy living activities.	Ideas of activities and required subject knowledge circulated to staff. Resources purchased.		Science evening included a range of activities linked to healthy living but not specifically encouraging this aspect.	Science evening in 2025 to include specific healthy-living activities.
<b>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				3.8%
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>Key sporting events to be used as a stimulus for cross-curricular lessons. PE Lead to compile key events and work with year groups to match these to curriculum and cross-curricular links.</p> <p>Sporting achievements and participation to be celebrated in whole school assemblies in order to give children a goal to succeed.</p>	<p>PE Lead given time to add key events to long term curriculums for each year group. Pick 'n' mix activities relevant to such events, with relevant resources purchased in advance.</p> <p>Children encouraged to bring in medals/certificates from home activities and to talk in assembly about their achievements. Photo of child to be shared in newsletter as a celebration</p>	<p>£700</p>	<p>Year 4 carried out cross-curricular Rugby World Cup learning activities.</p> <p>A range of sporting activities were celebrated in assemblies e.g. swimming medals, dancing clubs, gymnastics achievements.</p>	<p>PE Lead given time to add key events to long-term curriculums for each year group for 2024-2025, highlighting potential links to other curriculum areas. Pick 'n' mix activities relevant to such events, with relevant resources purchased in advance.</p> <p>Photos celebrating sporting achievements are uploaded to the Newsletter.</p> <p>Service Pledges to include a sports-based pledge.</p> <p>Aspirations Day to include a Sports-based career.</p>
--	---	-------------	---	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				25.8%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>All pupils will be taking part in P.E lessons that are judged as good or better. Staff will show increased confidence when teaching a range of PE units and will demonstrate a passionate approach when teaching Quality first teaching and learning.</p> <p>Continue to improve the quality of equipment with which children are taught to enable children to experience high-quality physical education.</p>	<p>The focus will be on sports specific lessons and REAL PE lessons</p> <p>REAL PE programme subscription to be renewed.</p> <p>Release time for Peer observation CPD for all staff to ensure they are confident to teach high quality PE lessons - REAL PE CPD</p> <p>PE Lead to monitor planning and teaching of PE. Learning walks to take place in Au and Su terms. PE Lead to support and develop staff based on feedback</p>	<p>£3750</p> <p>£500</p> <p>£400</p>	<p>PE Learning walks demonstrated good lessons and confidence use skills in both Real PE and sport specific lessons.</p> <p>Pupil Voice indicated high levels of enjoyment in PE lessons and children's confidence in their PE skills.</p> <p>Teachers all have access to REAL CPD.</p> <p>PE lead has given feedback to staff which has led to staff being more confident in their teaching of PE</p> <p>Audit of PE equipment has highlighted where new equipment was needed and replaced. Also introduced new members of staff to the equipment.</p>	<p>The focus will be on sports specific lessons</p> <p>REAL PE programme and PEPlanning subscriptions to be renewed.</p> <p>Release time for strategic peer observation CPD for staff to ensure they are confident to teach high quality PE lessons - REAL PE CPD</p> <p>PE Lead to monitor planning and teaching of PE. Learning walks to take place. PE Lead to support and develop staff based on feedback</p> <p>Audit equipment to ensure high standard of equipment</p>
	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			
	Percentage of total allocation:			



				17.2%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.</p> <p>Focus particularly on those pupils who do not take up additional PE and Sports opportunities.</p> <p>ALL children to be given the opportunity to participate in a variety of sporting activities.</p>	<p>Football club run weekly – tournaments locally after Christmas – staff, equipment, mini-bus</p>	£500	<p>Football club has run weekly for upper KS2 all through the summer term.</p> <p>Cricket was added to the curriculum for KS2 with a specialist teacher.</p>	<p>To liaise with other local schools to offer competitive sporting events.</p> <p>Long-term curriculum to be updated to allow for a broader range of sports for all children.</p>
	<p>Orienteering equipment to be purchased and a mapping service utilised to provide orienteering event on school grounds</p>	£1100	<p>Year 3 participated in an Indonesian dance workshop.</p> <p>Orienteering equipment was purchased and CPD was carried out. Teachers feel confident teaching orienteering.</p>	
<p>Children with complex SEND to be provided with accessible physical education</p>	<p>Specific CPD aimed at inclusion for ALL children including those with SEND</p>	£500	<p>Learning walks and staff CPD indicated that staff are aware of complex SEND needs but require more training for some individual requirements.</p>	<p>Further strategic CPD to be carried out to ensure all teachers feel confident accommodating complex SEND needs.</p>
	<p>Gross motor skills (sensory specific) equipment and interventions.</p>	£1000	<p>Sensory Room has been set up to include gross and fine motor sensory activities. Children are accessing this regularly.</p>	
	<p>Fine motor skills interventions.</p> <p>Physical supports to provide inclusive PE lessons, training for staff on inclusive PE.</p>			
<p><b>Key indicator 5: Increased participation in competitive sport</b></p>				<p>Percentage of total allocation:</p>
				15.5%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Continue to develop links with other schools for inter-school matches and attend county run tournaments</p>	<p>Cross-cluster and partnership matches to take place.</p> <p>Mini-bus needs to be serviced and insured to enable team to travel to events</p> <p>Mini-bus test</p> <p>PE leader to sign up to different sports workshops and festivals to give children the opportunity to deepen their understanding and skills of different sporting activities.</p>	<p>£2800</p>	<p>Adverse weather has led to the postponement of cross-cluster matches.</p> <p>Windale no longer has regular access to a mini-bus.</p> <p>Weekly cricket workshops out with a specialist coach.</p> <p>Sports Day was revamped following involvement from children across school. All activities were competitive in nature which motivated the children. Additional points were allotted for soft-skills such as co-operation and enthusiasm.</p>	<p>Cross-cluster tournaments to be within walking distance and with a wet-weather contingency plan.</p> <p>PE leader to research further opportunities for competitive sport outside of Windale.</p> <p>Sports Day to include all children from Reception – Year 6.</p>