

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

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](#) 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](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

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
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

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, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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 2021. To see an example of how to complete the table please click [HERE](#).

Created by:



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Details with regard to funding

Please complete the table below.

Total amount of funding for 2024/25. To be spent and reported on by 31st July 2025.	£ 17,750
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Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study	
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 pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2025. Please see note above	73%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	73%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	83%
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?	No

Swimming timetable adapted to allow full term swimming for Y6 &5. Y6 – Autumn Y5- Spring Y3&4-Summer	basketball/multi-sports/volley ball)football CPD for staff on teaching swimming and keeping assessment records . Monitor records so target children can have the extra sessions during summer term- GetSet4PE	Part of the Aspire contract- £16,761 as below	Percentage of Y6 chn able to swim 25m has increased from 23/24	Parents are concerned about children swimming in Autumn 2 & Spring 1 and attendance is impacted by children avoiding swimming days- change swimming timetable so these half terms are not used. Look at updating electrical systems during 25-26 to allow for on-site swimming facilities 26-27
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 0
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:
New PE lead to monitor the implementation of teaching and learning across the school including coaches. Children to fully participate in all PE opportunities and feel proud to be part of the school- appropriate PE kits and footwear where possible so all children can take part To embed physical activity into the school day through active travel to and from school, active break times and active lessons and teaching	Purchase PE kits for PP children so they all have kits to join in every lesson. Walking bus to/from school- WOW scheme to be trialled Health week- Spring term Results and photos to be celebrated/displayed/promoted via by display board in the hall, newsletters, blogs and via school instagram. Put links to website on school website	Costs to be taken from PP funding TBC	More children are wearing own PE kits to lessons and lessons start more promptly- no children unable to participate fully. Families did not engage fully this year. Health/ safety week went well- parents attended some workshops- work in PD books Impact on display in the hall and on newsletters.	School continue to purchase spare kits- better record keeping expected from staff so items do not go home with children School continue to purchase PE tops so parents can access easily and more cost effectively. Bigger push on social media platforms for 25-26- part of school's net zero action plan 25-26 updating families on Active families to become part of admin assistant role- more capacity.

<p>Ensure all children are aware of the importance of a healthy lifestyle, including both diet and regular exercise.</p> <p>Pupils, staff and parents are aware of sporting activities and achievements across the school.</p> <p>Parents and families involved in sporting/physical activities through links to active families on getset4PE website</p>	<p>and newsletters. Encourage children to get families involved. Mention achievements in Cosmic champions assemblies- invite parents in to share the celebration</p>	<p>Getset4pe subscription- as above</p>	<p>Lack of capacity meant active families not used to full potential.</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				95%
Intent	Implementation	Impact	£16,761	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>New PE lead to monitor the implementation of teaching and learning across the school including coaches.</p> <p>Aspire coaches in school to work with staff to develop subject knowledge and confidence in teaching a wide range of PE skills and developing knowledge children need to have a better understanding of how to keep physically and emotionally healthy</p> <p>Ensure staff that go swimming feel confident- deliver CPD</p>	<p>(LF?) to have release time to work with Aspire to develop role and then time to monitor lessons and carry out Pupil voice (possibly get Aspire in 1 extra ½ day per term to work with PE lead)</p> <p>Purchase Getset4PE subscription for the year</p> <p>Aspire coaches in school 2 days per week- PECS & 3 afterschool clubs</p> <p>New staff to shadow more experienced staff a couple of times before taking own class. Always have</p>	<p>Internal cover</p> <p>as above</p> <p>£16,761</p>	<p>Learning walk and assessments completed by PE lead & Aspire- most children working at age appropriate level. Assessments carried out ½ termly.</p> <p>ECTs have received PECS training and are now more confident in teaching PE.</p> <p>Coaches have also work on gross and fine motor skills interventions with targeted children.</p>	<p>Look at ECT timetable and how to add PE development into out of class time allowance</p>

All staff to feel confident taking classes on activity based field trips and outdoor adventures Lunchtime supervisors to be more confident in supervising and leading sporting activities at lunchtime so chn can fully engage and develop sportsmanship as well as a wider range of physical skills	a more experienced member of staff to accompany. Staff to receive training in Ed visits risk assessments with a focus on health and safety for physical activities Pastoral manager to do a refresher training on games	DS to deliver or contact Evolve trainers as part of subscription	In KS2 there have been physical activity interventions to boost fitness in targeted children. All staff received training and more confident to Woodlands adventure visits with classes- pupil & staff feedback	
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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?:
All KS2 children to attend a physical activity day at Woodlands adventure centre KS1 and EYFS to experience an activity day- explore options Wide range of activities offered through enrichment After school clubs- all offered free of charge to children Develop whole school sports day to include some alternative activities Access activities offered at Free@last	Teachers plan for and work alongside team leaders – children to access SEMH as well as physical for the adventure day (<i>currently Woodlands</i>) Research settings that can accommodate EYFS & KS1- looking for physical development opps/ gross motor skills etc. Enrichment weekly to include choices such as Bhangra dancing, tap dance, archery, boxing, hockey Aspire sports 3 days per week- range of inclusive sports clubs Release time for PE lead to plan and resource sports day.	(from PP) (from PP) As above	Pupil voice showed 100% positive feedback. 97% participation across KS2 Feedback from staff showed most children demonstrated good team work skills and resilience. KS1- activity day based in Forest schools on school grounds- pupil voice 100% positive, children talked about working together. Staff feedback- children reacted positively and enjoyed the outdoor space. All classes have had ½ term of weekly Forest school sessions Sports day was inclusive for ALL pupils- 40-50% parents involved.

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?:
<p>Hold whole school house sporting tournaments throughout the year</p> <p>Continued promotion of local sports clubs. Good children take up of sports outside of school.</p> <p>To attend Titan Aston Olympics sports competitions to work alongside and compete against other local schools. Children in all year groups given opportunity to compete and represent the school.</p>	<p>PE lead release time to arrange</p> <p>PE lead to liase and work with Aspire coaches to ensure any skills needed are developed through PE lessons and relevant after school clubs</p> <p>Promotion of clubs through assemblies, visiting coaches, try it out sessions and signposting local clubs to families.</p> <p>Aspire coaches- lunch time- sports coaching leading to interhouse competitions. Across KS1 & KS2</p>	<p>From Aspire funded above</p>	<p>50%+ of pupils from each stage take part in interhouse team tournaments weekly- results announced in parents celebrations and on newsletter.</p> <p>Clubs run throughout the year: Across the year club participation 110/188 = 58% of pupils</p> <p>Pastoral manger has made links with local area school and a tournament has been played. Parents came to watch. Results shared on newsletter.</p>	<p>Sustainability and suggested next steps:</p> <p>Sports clubs to continue 3 days per week- as football is most popular we will split 3 phases with each coach and other sports clubs will be run by school staff</p> <p>Pastoral manager to continue to build links with local schools and develop the area tournament with support from Curriculum Hub team and Aspire coach.</p>

Total funding 24-25= 17,580

Total forecast expenditure= 17, 580