

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

September 2024

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](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.

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<sup>st</sup> July 2020** 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 2020. 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 2024:	Areas for further improvement and baseline evidence of need:
<p><b>Increased confidence, knowledge and skills of all staff in teaching PE and sport:</b></p> <ul style="list-style-type: none"> <li>● CPD explored how to incorporate Dance into lessons and how to support SEND.</li> <li>● Staff CPD meeting to recap skills and format of Real PE with a focus on assessment in PE.</li> <li>● Staff attended a yoga specialist session to promote wellbeing and staff given ideas to incorporate into the classroom.</li> </ul> <p><b>Broader experience of a range of sports and activities offered to all pupils:</b></p> <ul style="list-style-type: none"> <li>● Pompey in the Community supporting ECT's initially and other year groups who required their expertise – Yr's 3, 4 and 6. As well as school council.</li> <li>● Yr 5/6 play and sports leaders trained at the start of the year to promote sport involvement at lunchtimes.</li> <li>● Swimming lessons given to Yr's 4 and 6 to ensure a higher percentage meet national curriculum expectations.</li> <li>● Yr 4 and 6 residential offering opportunities to experience a wider range of opportunities and physical activities such as abseiling.</li> </ul> <p><b>Increased participation in competitive sport:</b></p> <ul style="list-style-type: none"> <li>● Variety of events attended across the city including basketball and football.</li> </ul> <p><b>The profile of PE and sport is raised across the school as a tool for whole-school improvement:</b></p> <ul style="list-style-type: none"> <li>● Continued participation in the Hampshire school games throughout the year.</li> <li>● PE leads have successfully arranged and carried out staff led after-school clubs, which are free to children to promote involvement in sport.</li> <li>● Bikeability teachers in for one week (3-06-24 – 7.06.24) to support and encourage Yr 5 and 6 pupils when travelling on their bike.</li> <li>● Walk to school week completed across the school to promote daily exercise.</li> <li>● Joe Wicks visited the school to raise the profile of exercise and healthy living. 13/5/24</li> <li>● Colour run celebrated across the school to start the beginning of sports week. 17/6/24</li> </ul> <p><b>The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school:</b></p> <ul style="list-style-type: none"> <li>● Sports offered at break, lunch and afterschool clubs – PE lessons led by teachers and specialist PE coaches (PIC).</li> <li>● Sports week (17.06.24 –21.06.24) led by PE leads. Opportunities given to all year groups to partake in a range of activities.</li> </ul>	<p><b>Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p> <p><b>Broader experience of a range of sports and activities offered to all pupils:</b></p> <p><b>Increased participation in competitive sport:</b></p> <p><b>The profile of PE and sport is raised across the school as a tool for whole-school improvement:</b></p> <p><b>The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school:</b></p>

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><b>N.B.</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 2020.</p>	
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</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>	

## 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: 2024-2025		Total fund allocated: £		Date Updated:	
<p><b>Key indicator 1:</b> 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:
<b>Intent</b>		<b>Implementation</b>		<b>Impact</b>	
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:			
<p>1. Use brain breaks through allocated time each week when year groups complete a walk/run and use of the woodland area. This will enable the children to have increased physical activity on a daily basis to develop mental wellbeing.</p> <p>Introduce the woodland area during lunch with one member of staff to complete sensory circuit. This will enable children to have a structured physical activity during lunch and encourage physical wellbeing.</p> <p>2. Change for life leader to train new member of staff to complete change for life for September</p> <p>3. TA training to enable Change for life/Golden mile to be completed in an after school with selected children. PP children can be chosen and invited from class teachers and allocated to the club.</p>		<p>Encourage staff to sign up to woodland area timetable and provide one for Dinner ladies to use once sensory circuit is complete.</p> <p>Leader to train new staff in September.</p> <p>Ask staff who would like to be trained in change for life then organise for September with the possibility of an after school club running after the training.</p>			

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	
<p>1.Continue to work with lunch time supervisors to guide in activities and ensure communication with captains/playleaders to share inclusive and engaging activities with a range of pupils.</p> <p>2.Survey sent to staff to identify then to identify support from PE lead and CPD.</p> <p>3.Have time given and allocated at beginning of year so that teachers and PE lead can observe good practise and share across the school during for CPD. Observe some lessons face to face/record and use for provide CPD.</p>	<p>Consider not 'sport' based activities to make play inclusive. I.e 0 and x's with chalk, Large Jenga, Target throwing, golf, team games (blind folded puzzles) and to utilise the woodland area. Half termly meetings with lunch staff to ensure physical activity occurs during lunch.</p> <p>Send out Google form Autumn 2 to address what support staff need through PDM's. From this assess support needed and work with SLT to add to monitoring schedule.</p> <p>Request for time from SLT when observations can take place. From observations – offer support where needed and share good practise in PDM's.</p>		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:	
Intent	Implementation		Impact	
<p>1. ECT's to work alongside PITC to have targeted CPD for PE where needed.</p> <p>2. All staff asked where they would like to use PITC to support PE lesson and plan across the year as required.</p> <p>3. Continue to use experts to showcase skills that teachers can use for their weekly lessons.</p> <p>4. PE leads to plan a sequence of dance lessons to show in PDM to support staff in the teaching of the subject. To include ways to adapt/challenge/progressions and engage (particularly UKS2)</p>	<p>Discuss with ECT's and PITC when they can offer support to ECT's and any other staff that require support from PITC –</p> <p>ECT – autumn 2 – year 5 and 6</p> <p>Year ¾ - cricket spring</p> <p>Year 5 – spring term – Joy of Moving</p> <p>Beth (whom has a dance degree and experience) to lead a PDM in which she models how to plan and deliver a dance lesson.</p> <p>Ask PITC to deliver PE days to showcase sports and new ideas for staff to try out.</p>			

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			Percentage of total allocation:
Intent	Implementation	Impact	
<p>1. Identify equipment needs of each cohort and develop equipment accordingly. Lower beams to allow for adaptations, dotted feet, wobble board etc</p> <p>2. Have opportunities for all children to experience new sporting activities by having guest visits. To identify visits from local sporting athletes to come and present workshop?</p>	<p>Complete a checklist of resources and what is needed throughout the year.</p> <p>Ask PITC to offer sporting activities/ have a sporting visitor throughout the year to offer new experiences.</p>		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
Intent	Implementation		Impact	
<p>1. Plan events across the year ensuring each year group has the opportunity to attend sporting events.</p> <p>2. Identify a coach to train a football team- lunchtime or after school then continue to try different schools to have a friendly football match. CHD (UKS2) to hold a 'welcome' day where they take responsibility for hosting a friendly game against other schools.</p>	<p>Events and Dates to be added when given.</p> <p>Liaise with cluster schools once football team is established to organise a friendly football match with years 5/6/.</p>			

Signed off by	
Head Teacher:	<i>Zoe Killick</i>
Date:	<i>08/09/24</i>
Subject Leader:	<i>Martine Pottinger</i>
Date:	<i>08/09/24</i>
Governor:	
Date:	