

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

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Commissioned by



Department
for Education

Created by



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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 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 2025:	Areas for further improvement and baseline evidence of need:
<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport:</p> <ul style="list-style-type: none"> ● Staff CPD meeting to recap skills and format of Real PE with a focus on assessment in PE. ● Some staff completed sessions with PITC to improve confidence with different aspects of PE <p>Broader experience of a range of sports and activities offered to all pupils:</p> <ul style="list-style-type: none"> ● Yr 5/6 play and sports leaders trained at the start of the year to promote sport involvement at lunchtimes. ● Swimming lessons given to 6 to ensure a higher percentage meet national curriculum expectations. ● Yr 6 residential offering opportunities to experience a wider range of opportunities and physical activities such as abseiling. ● Year 5 completed bike ability – May ● 10 chdn from years 3,4,5 – attended sailing opportunity for 10 weeks at Andrew Simpson Centre. <p>Increased participation in competitive sport:</p> <ul style="list-style-type: none"> ● Variety of events attended across the city including basketball and football. ● Variety of after school clubs run by staff and outside agencies. <p>The profile of PE and sport is raised across the school as a tool for whole-school improvement:</p> <ul style="list-style-type: none"> ● Continued participation in the Hampshire school games throughout the year. ● PE lead have successfully arranged and carried out some staff led after-school clubs, which are free to children to promote involvement in sport. ● Walk to school week completed across the school to promote daily exercise. ● Athletic ambassador to meet Year 6. <p>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:</p> <ul style="list-style-type: none"> ● Sports offered at break, lunch and afterschool clubs – PE lessons led by teachers and specialist PE coaches (PIC). ● Sports week (23.06.25 –27.06.24) led by PE lead. Opportunities given to all year groups to partake in a range of activities. 	<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport ECT's to continue to have support from PITC as in order to increase confidence in teaching PE.</p> <p>Ensure Joy of moving is requested from PITC for future academic year in order to ensure children have experience and understanding of the importance of music. Beth (whom has a dance degree and experience) to lead a PDM in which she models how to plan and deliver a dance lesson so that staff can go onto plan and teach exciting and fun dance lessons and feel confident in doing so.</p> <p>Broader experience of a range of sports and activities offered to all pupils: Share and Plan where support equipment would be best used throughout the school to support individual needs by talking to staff and SENCO and offering ways to use equipment in order for inclusion throughout PE lessons. Reach out to other athletes and encourage them to come in and talk and work with the children so that children have a positive role model and someone to aspire to.</p> <p>Increased participation in competitive sport: Continue to offer competitive sports across the school year and encourage sports captains/lunch times supervisors to support younger children and train them at lunchtimes etc – give out events during a meeting with staff and discuss how children will be supported- coordination to practise skills and give chdn the best possible chance to achieve their best during these events.</p> <p>The profile of PE and sport is raised across the school as a tool for whole-school improvement: Work with lunchtime supervisors to play games with the chdn and encourage sensible play with the new equipment and increase physical activity throughout the school day. Time allocated to work with supervisors and sports captains - just before lunch. PITC planned across the year to support teachers that request sport specific support in order to include ways to adapt/challenge/progressions and engage (particularly UKS2) so that staff are upskilled and teaching in different ways through a professional coach. Ideas shared during PDM during the next academic Year of good practise and use of challenge/support during PE lessons that were observed in order for all teachers to gain ways of improving their PE lessons and as whole school seeing what makes a successful lesson.</p> <p>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</p>

	<p>60 minutes of physical activity a day, of which 30 minutes should be in school: Continue to offer brain breaks as a place for reward/brain breaks/ part of PSHE etc. as a way of keeping children physically active throughout the school day. Active Literacy/Maths lessons on the woodland area in order to maximise areas in school that will engage children physically. If a member of staff is able to commit to once a week next academic year to run change for life we will continue as previously if not offer staff the opportunity to run as after school club again so that all children have the opportunity to understand the importance of a healthy lifestyle.</p>
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Meeting national curriculum requirements for swimming and water safety.	
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 2020.	60%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	51%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	61%
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?	Yes

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>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?:	
<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. Offer TA training to enable Change for life to be completed in an after school with</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>Children who have received Child of the week for celebration assembly have been given the opportunity to go to the woodland area on Friday Lunch treat. Going for gold, Sophies Legacy and golden mile</p> <p>As there is not a member of staff who could commit to once a week for this activity, I decided to run afterschool event for 2 half terms to invite selected chdn.</p>			<p>Children enjoy their time on the woodland area especially when the time is given for brain breaks and quite time to at one with nature.</p> <p>The children are able to complete the circuit with minimal adult support which ensures inclusion for all.</p> <p>Numbers of children who have accessed Autumn 1 - 112 Autumn 2 - 84 Spring 2 - 84 Spring 2 70 Summer 1- 84 Summer 98</p> <p>The children who did attend the session enjoyed the variety in different physical activities that change for life offers. Children were offered a healthy snack and given info on healthy life choices which should impact</p>	<p>Sustainability and suggested next steps:</p> <p>Brain breaks will be continued to be offered to pupils throughout the day, using the woodland area, where appropriate in order for children, particularly those with high energy needs, to remain physically active throughout the day and regulate behaviour through positive experiences.</p> <p>The woodland area will used to promote physical activity through offering a space for active literacy and maths lessons, with a view to increasing engagement in the pupils learning and offering physical enrichment.</p> <p>Change for Life will continue to be offered as a targeted provision within the school, whether during the school day or as an afterschool activity. This will ensure that children</p>

selected children. PP children can be chosen and invited from class teachers and allocated to the club.	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.		on their choices at home. Spring 1 – 22 asked – 8 attended Spring 2 – 22 asked – 10 attended	can be supported in developing healthy habits as well as understanding the importance and benefits of a healthy lifestyle. It will promote physical activity through the use of engaging non-competitive games and challenges.
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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>Consider not 'sport' based activities to make play inclusive. I.e O 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>Equipment ordered for playtimes. Sports Captains beginning to use the games with small groups of selected chdn. Children enjoy the smaller focused group and opportunities for inclusive games to be enjoyed by all. List of equipment/inclusive games – jenga, twister, giant snakes and ladders, target game.</p> <p>Staff able to express their views and have the opportunity to share where they would like support in future CPD. Dance specialist offered ideas and how to plan teach Dance within lessons. Staff requested support with Dance/invasion games/ support SEN.</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>Request for time from SLT when observations can take place. From observations – offer support where needed and share good practise in PDM's.</p>		<p>Lessons observed Summer 2 PE lead aware of how and what is being taught in PE and the impact this has across the school- clear progression seen across year groups ensuring chdn use previous learning to ensure high quality teaching across the school.</p>	<p>staff are continuing to develop their skills whilst fully supported by a qualified professional. Staff will share insights during Professional development meetings to enable all of the team to develop best practice when delivering PE and understand the elements which ensure a successful lesson.</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:

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. 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 Year 3/4 - cricket spring 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>	<p>ECT's worked with PITC and gained extra support in the teaching of handball and now feels confident when teaching to the class.</p> <p>8.11.25 – 13.12.25 weekly for one hour each – session 1 – coach observed ECT Session 2 – ECT observed coach teaching a lesson Session 3 – ECT worked with coach to plan future lesson. Session 4 ECT – taught lesson with coach. Session 5 – ECT taught lesson, coach observed Session 6 - discussion of how to move forward.</p> <p>Due to change on in PITC staffing, unable to support other members of staff</p>	<p>ECT's to continue to have support from PITC as in order to increase confidence in teaching PE.</p> <p>Ensure Joy of moving is requested from PITC for future academic year in order to ensure children have the experience and understanding of the importance of fitness.</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 so that staff can go onto plan and teach exciting and fun dance lessons and feel confident in doing so.</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</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</p>	<p>Focused on skill of catching - Wobble boards/ throwing and catching support ordered. Just started to use and implemented into the curriculum within Year R.</p> <p>Children have a sporting role model that</p>	<p>Share and Plan where support equipment would be best used throughout the school to support individual needs by talking to staff and SENCO and offering ways to use equipment in order for inclusion throughout PE lessons.</p> <p>Reach out to other athletes and</p>

<p>having guest visits. To identify visits from local sporting athletes to come and present workshop?</p>	<p>offer new experiences. Fiona's son to visit – Athlete.</p>		<p>they can aspire to and support them in being physically active as they get older.</p>	<p>encourage them to come in and talk and work with the children so that children have a positive role model and someone to aspire to.</p>
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Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
Intent	Implementation	Impact	
<p>Plan events across the year ensuring each year group has the opportunity to attend sporting events.</p> <p>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>Liaise with Nicci Quinin – Hampshire school games event coordinator. Sign up for events to support opportunities for children – organise events throughout the year.</p> <p>Liaise with cluster schools once football team is established to organise a friendly football match with years 5/6/. Emailed and replied they would get back to us when convenient.</p>	<p>Active 60 – Year ½ - 10.10.24 5 boys and 5 girls Handball – 8.11.24 – 10 chdn year 5 Badminton festival 6.11.24 – 10 chdn ¾ Basket ball 19.11.24 – 5/6 Ball skills – Year ¾ qo chdn 26.11.24 Dive into football – Year 5/6 10 chdn Alternative sports festival KS 1 4.2.25 10 chdn Girls football tournival – 8m chdn ¾ Watersports – 9 chdn 3/4/5 28/4/25 – 10 weeks. Racket skills – 10 chdn – KS1 29.4.25 Girls football – 9.5.25.- ¾ 8 chnd 10 children form KS2 given the opportunity to complete watersports for 10 weeks- sailing – water competency. Confidence gained and skills for future sporting life.</p> <p>Have reached out to local schools who appeared interested but as yet to contact us to gain opportunities with them.</p>	<p>Continue to offer competitive sports across the school year and encourage sports captains/lunch times supervisors to support younger children and train them at lunchtimes etc – give out events during a meeting with staff and discuss how children will be supported- coordination to practise skills and give chdn the best possible chance to achieve their best during these events.</p>

Signed off by	
Head Teacher:	Zoe Killick
Date:	

Subject Leader:	<i>Martine Pottinger</i>
Date:	06/07/25
Governor:	
Date:	