

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool  
Revised October 2020

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](https://www.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 2021** at the latest.

**\*\* In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).

Key achievements to date until July 2024:	Areas for further improvement and baseline evidence of need:
<p>PE curriculum successfully delivered in all Year groups</p> <p>13 out of 16 teachers and their assistants received substantial CPD training by a professional sports education provider (Premier Education) for 2 half term sessions. Teachers reported increases of confidence and that they learned a broader range of activities to help children to enhance and improve their PE skills. Teachers reported a clearer understanding of progression and how to steadily and systematically develop their class's skills, understanding and tactical awareness.</p> <p>All children throughout school given opportunities to take part in rigorous sports day events. (5 different events organised for 5 separated cohorts)</p> <p>Almost 160 places were offered to join an after-school sports club for Year 1/2, Year 3 / 4 and for Year 5 /6</p> <p>A variety of matches against other local schools were organised and took place:  Year 3 mixed football match#  Year 4 mixed basketball match  Year 5 mixed hockey match  Year 6 mixed football match  Year 5 basketball match</p> <p>Other events were organised and ready but were cancelled for reasons outside our school's control  Year 5 mixed Cross country race (cancelled twice)</p>	<p>We aim to continue with further CPD training from Premier Education's qualified coaches for new teachers and more recently appointed teachers so that teachers have more opportunities to develop their lessons and teaching skills in other areas of sport and PE. (We are reducing this from a full day of CPD offer to a half day – this will see space for 2 class teachers to receive CPD)</p> <p>Stamina remains a problem for the school as many children do not have sufficiently active lifestyles out of school.</p> <p>This will be continued in the next year.</p> <p>These will be continued in the next year; there is a growing list of other schools we can compete against and competitions/events we will participate in.</p> <p>This is always a concern for any organised events but, where possible, events will be rescheduled so children have good sporting opportunities.</p>

Year 6 cross country race (cancelled twice)

Year 2 Football match

Year 6 football match

### Swimming Lessons

Swimming lessons were organised for 2 x Year 5 classes and for 2 x Year 4 classes with the following percentages of involvement and achievements:

85% of Year 5 chn who attended:

45% of Year 5 successfully able to swim 25m and perform self-rescue:

90% of Year 4 chn who attended:

30% of Year 4 successfully able to swim 25m and perform self-rescue:

### PE Lessons

Chn are expected to receive twice-weekly high levels of PE lessons following the Val Sabin scheme and/or teacher's own lessons based on curriculum progression skills shared with all Teachers and on a PE curriculum overview document so that a wide range of sports and skills are covered.

Evidence of success:

A pupil questionnaire (44 pupils in total) was carried out with the following results:

Do you like PE lessons:

Not at all	Sometimes	Half the time	Most of the time	All of the time
2%	10%	12%	38%	38%

Do you feel you can join in the activities?

2%	13%	19%	13%	44%
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Are the lessons challenging?

21%	48%	17%	10%	5%
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Swimming has been mostly successful given that there are only 10 sessions of swim lessons and a high percentage of chn are absolute non-swimmers to begin with a significant number who were afraid of the water to begin with.

The % of attendees is almost all due to the fact that the children are already swimmers or had their own swimming lessons organised by parents.

We will continue swimming lessons for Year 4 next year.

The results of the questionnaire show that 76% of pupils like PE lessons either most of the time or all the time and 12% do not like PE – this is good but hopefully can be improved.

15% feel they can't join in activities which we will look into further and address.

A definite weak area is that 69% do not feel their lessons challenge them; this

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<p>Do you feel you improve your skills during a lesson?</p> <p>9%                      21%                      23%                      26%                      21%</p> <p>Do you think the equipment is good?</p> <p>16%                      35%                      25%                      10%                      18%</p> <p>Do the lessons make you feel out of breath?</p> <p>13%                      35%                      25%                      10%                      18%</p> <p>Do you think you are good at PE?</p> <p>7%                      10%                      14%                      36%                      33%</p> <p>Chess Tournaments</p> <p>Not strictly PE but does involve chn going up and down stairs and learning about competitive events, rules and concentration.</p> <p>There have been 6 tournaments held throughout the year with the highest number of entries being 27 for the 2<sup>nd</sup> Spring competition. The average is about 16 chn entering.</p>	<p>will be addressed in a future staff meeting to make sure the level of challenge is increased.</p> <p>This result is disappointing as I would expect and hope for more chn to feel that they are improving their skills during lessons.</p> <p>This is a disappointing result as I have made sure there is proper equipment for all of the sports (e.g tennis, basketball, etc) and ensured there is enough for each child to have their own racquet, ball etc. I will conduct an inventory of equipment during the summer and see what needs to be ordered in for next year.</p> <p>This is a worrying result. I will speak to staff and try to find ways that chn are more active in the lessons and are tired by the end of them</p> <p>17% do not feel they are good whereas 69% do; this is ok but could be improved.</p> <p>I will continue with chess tournaments next year as they are very beloved of those who take part.</p>
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	<p>Other areas:</p> <p>My next staff meeting CPD will focus on how to ensure progression for Gymnastics lessons. (If possible, a similar event will take place for dance.)</p>
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Did you carry forward an underspend from 2020-21 academic year into the current academic year? /NO \*

Delete as applicable

**If YES you must complete the following section**

**If NO, the following section is not applicable to you**



If any funding from the academic year 2023/24 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2022.

Academic Year: September 2023 to March 2024		Total fund carried over: £0	Date Updated: 4.7.24		
What Key indicator(s) are you going to focus on?					Total Carry Over Funding: £0
Intent	Implementation		Impact		
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated: £0	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:	

Meeting national curriculum requirements for swimming and water safety.	Approx 40% of successful swimmers
N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	
What percentage of your current Year 5 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	40 %
Year 4	30%
What percentage of your current Year 5 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	40 %
Year 4	30%
What percentage of your current Year 5 cohort perform safe self-rescue in different water-based situations?	25 %
Year 4	Data not available at moment.
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?	No



## 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: 2023/2024		Total fund allocated: £19790		Date Updated: 5.7.24	
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					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?:		£9505 for Premier Education = 9505/18540= 51.2%
Children receive 2x planned and high-quality PE lessons per week (1 being an indoor topic the other being outdoor).	13 out of 16 class teachers received at least 1 full term of focused CPD training in delivering a PE topic of their choosing.	n/a	Children have developed clear sense of physical routines and the process of how to learn new skills and what they need to do to improve them. Chn able to compete at higher levels in team games and in individual sports.		Hope to continue our partnership with Premier Education Group so that teachers can receive further CPD training in other PE areas.
Lunch-time activities provided once a week by Premier Education	Lunch-time activities were offered for 1 hour on most Mondays of the whole year (except for 1 <sup>st</sup> half term).	Part of a lump sum of £9505	Teachers report more confidence at planning for progression and how to set this out during lessons over a period of time.		(dance is the area to target across the school; in particular, making dance attractive to reluctant pupils.)
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		
			Approx £900 = 900/9505= 9.4%		

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>Children should expect and receive high quality PE lessons with clear paths of progression seen across the weeks but also across the years. This should lead to high levels of performance whether it be in individual sports or in team games. Progression is planned carefully across a topic so that chn have opportunities to learn, practice and develop the necessary skills for a team game and then build up to playing small group games leading up to more official refereed matches.</p>	<p>In individual classes, due to the quality of PE lessons and the planned-in opportunities to develop and improve their skills, I have observed high levels of competitive skills during games where children have shown fabulous intensity, ability and tactical awareness as well as high levels of team-work.</p>	n/a	<p>Our school has played in 5 matches against other schools, showing very good levels of skill and competitiveness.</p> <p>Clear progression is seen across the years of children's understanding of a variety of sports and the rules to play them competitively.</p> <p>Children arrived in Year 5 with the basic skills understood if not mastered with many children able to display excellent performance standards (in particular, basketball was played with a very high level of skill and intensity; additionally, there tennis levels were good as were their average football skills.)</p>	<p>I wanted to compete more against other schools and this was the case except for cancellations which reduced the targeted number; hopefully next year we can play more events/matches..</p> <p>Increasing children's stamina remains an area to improve as quite a large number of children appear to have sedentary lives and lifestyles at home. The lack of easy access to sports centres and open public spaces is also an issue in our school's neighbourhood.</p>
<p>High quality sports equipment purchased.</p>	<p>Materiel was purchased and ensured for all classes to have access to high quality sports equipment during their lessons (for instance each child had their own football, basketball, tennis racket, badminton racket, etc.)</p>	£812	<p>The majority of children are able to display confident use of the equipment and can develop their skills at a personal pace until they are confident and can take part in team games more effectively.</p>	<p>Unfortunately, the equipment is not cared for very well by staff as the store room is regularly messed up with equipment stored poorly. I have tidied it on numerous occasions. The problem is that the storeroom is too small for the size of school we have become _ I shall try</p>

Sports Day Activities	<p>All year groups had opportunity to perform in competitive events with high levels of intensity and skill.</p> <p>Year 6 and Year 5 pupils were given the opportunities to set out the sports events and activities and to experience organising and supervising sports for 3 EYFS sports days.</p> <p>Year 6 pupils assisted with running Sports day for Years 1,2 and 3.</p>	<p>Money spent on hiring Palmer Park for Sports days, preparation and for coach transport = £3547</p>	<p>Chn demonstrated excellent understanding of the sports and very good awareness of how to communicate good sports habits and skills to younger children; they were able to encourage, motivate and inspire chn to perform to their best</p>	<p>and get rid of any old equipment that is no longer of use.</p> <p>Involving Year 6 and Year 5 pupils in delivering sports to the ypoungest children always works well and is positive for the older and younger children,</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	Prem. Ed Group 51.2% (as before)
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:
Intention is for teachers to deliver high quality PE lessons that allow children to develop skills progressively and then be able to use these in a wide range of competitive and non-competitive events in teams or as individuals.	13 out of 16 Class Teachers received high quality sports training CPD from a professional Sports Company (Premier Education) for at least a whole academic term.	£9505 paid to Premier Education	Teachers have reported an increase in confidence at how to include progression in their teaching and in using a wider range of activities and techniques that allow children to improve their skills.	To be continued in the next year though only for newest teachers since others have now had at least 3 CPD sessions over the past 3 years.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	£1000 subsidy = $1000/18540 = 5.4\%$
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:  Swimming lessons were held for Year 4 and for Year 5 pupils.	Both Year 4 and both Year 5 classes were taken to Rivermead Leisure Centre for a 10-week course of swimming lessons by qualified swimming instructors.	This was paid for by parents	40% of Year 5 are swimmers 30% of Year 4 are swimmers. These figures are low but start from a very low base of children who are water-confident.	Intention to deliver swimming lesson to Years 4 in the next academic year.  A challenge is that chn need more than the 10 lessons to



Bikeability				<p>become swimmers given their starting levels but this becomes very expensive.</p> <p>Bikeability is not a viable option for us as we do not have enough playground time without breaks, PE lessons and lunch-times.</p> <p>I have asked them if they can suggest an alternative location but received no response.</p>
<p>Residential Trips</p> <p>Unfortunately, a residential trip for Year 6s has not taken place due to the cost and the low uptake of numbers of children taking part because of this.</p>	N/A	N/A	N/A	<p>To look for cheaper alternatives to PGL for future Year 6 residential.</p>
After-School Clubs	<p>This year the school offered:</p> <p>Fencing</p> <p>Martial Arts</p> <p>Football</p> <p>Multi-sports</p> <p>Gymnastics</p>	<p>Paid for by parents except for Multi-sports which was part of the Premier Education package paid for by Sports Premium and</p>	<p>The clubs are popular, especially the football, martial arts and multi-sports though the fencing one has had less interest than previously.</p>	<p>Continue with current clubs and see if there is potential for offering extra clubs in the future.</p>

		offered for free.		
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				N/A %
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:
An after-school sports club was run every half-term of the year during which Years 5 and 6 had 2 half-terms; Years 3 and 4 had 2 half terms and Years 1 and 2 had 2 half terms.	Chn were given opportunities to take part in a wide range of team games such as basketball, bench ball, dodgeball.	Part of Premier Education Package	Almost 160 pupils were able to take up one of the spots in the club across the academic year.	To continue offering an after-school multi-sports club as part of the Premier Education package.
As written above, 5x competitive matches were arranged and played against neighbouring schools.	Year 3 mixed football match (9 pupils) Year 4 mixed basketball match (8 pupils) Year 5 mixed hockey match (8 pupils) Year 6 mixed football match (9 pupils) Year 5 basketball match (8 pupils)	N/A	42 pupils were given competitive experience in a focused, refereed, official match.	Intend to involve more local primary schools in more regular competitive fixtures. (3 other different events were unfortunately cancelled)
PE Leadership	PE Lead joined a sports Hub of PE leads in local area and attended a meeting and developed communication links and networking which was used to organise matches.  PE lead has tried to create a positive environment of support			Now that links have been established with more schools, the intention is to offer more matches and events in the future.

	<p>towards colleagues at delivering high quality PE lessons and has helped with ideas, equipment and time.</p> <p>1 x staff meeting on developing progression of skills across lessons. (There was a plan to deliver a further session on teaching gymnastics but was cancelled due to injury.)</p>	TLR £2000	<p>In general, teachers feel more confident at teaching PE lessons successfully with good levels of participation, application and enjoyment on the part of the children.</p> <p>Staff responded positively and were given a clear sequence of how to teach chn progressive skills at hockey and basketball.</p>	<p>Due to the wide range of PE subjects, there will still be individual needs for and from different teachers; some have great strengths at, for example, dance or tennis but feel less confident at gymnastics or athletics, etc.</p> <p>An intention for the future is to tailor specific support for individual needs by researching what teachers do or don't feel confident at teaching.</p> <p>Intention is to have at least 2 staff meetings in coming year: 1 for gymnastics and 1 for dance.</p>
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Trevor Hearfield
Date:	20.7.24
Governor:	
Date:	