



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised December 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](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. 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>Sports coaches offering a range of activities to support with skills development in Curriculum PE sessions from Nursery to Year 6 – each week. This continued during National Lockdown.</p> <p>Team and individual inter-school activities provided during Summer Term 2021 – Tennis, Football</p> <p>Range of before and after school clubs for year groups through 2020-21</p> <p>Range of lunch time activities to support cooperation, collaborative skills</p> | <p>Outside provision – sustainability with regards to trim trails etc</p> <p>Making links to outside bodies for sports/clubs in order to promote awareness of sporting opportunities locally</p> <p>Extend the range of sports offered</p> <p>Continue staff training especially with a new Subject Lead</p> |

| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below*: |
|--|------------------------------------|
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>Questionnaires to parents for Y6 1,2,3 – questions</p> | 83.5% |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> | 67% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 39% |

| | |
|---|----|
| 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 |
|---|----|

*Schools may wish to provide this information in April, just before the publication deadline.

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: 2022/23 | | Total fund allocated: £18000 (exact amount to be confirmed) | | Date Updated: Sept 2022 | |
| Key indicator 1: 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: % |
| School focus with clarity on intended impact on pupils : | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: | |
| <p>Opportunities to raise engagement through Funtime – school PE providers in very structured, engaging and educational sessions.</p> <p>Lunchtime sessions with all ks1 and ks2 children on rotation.</p> <p>All classes from Nursery to Year 6. Full programme of activities for Reception, KS1 and 2. This includes skills progression, team building, and structured game play. The second hour is delivered by Classroom teachers.</p> <p>After school – twice a week sports coaches provide multi-skills and specific game sessions.</p> <p>Netball/Football matches after school, friendlies between local schools.</p> | <p>On-going training for the coaches – liaise with Funtime.</p> <p>Measure the children’s resilience and cooperation in other PE/Games sessions and how these are applied across the curriculum</p> <p>Commitment and dedication of staff within school to raise the profile and also to lead the after school sessions.</p> <p>Attendance is monitored by PE Lead – targeting certain chn who may need encouragement to partake – identify certain children.</p> <p>PE Lead to arrange with support from coaches</p> | £17,870 | <p>Monitoring from Coaches, class teachers and new PE Lead (supported by SLT)</p> <p>Questionnaires/Evaluations from pupils to measure engagement</p> <p>Evaluations from staff to measure their confidence and ability to deliver PE and school sports sessions.</p> <p>Evaluate questionnaires and range of children.</p> <p>To include the Sports coaches in the questionnaires too.</p> <p>Evaluate what is on offer and where?</p> | | |

| Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
|---|--|--------------------|--|--|
| | | | | % |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>In class– children share their extra-curricular achievements each Friday</p> <p>Noticeboard to display – opportunities locally/club links/active club links</p> <p>Sports Days annually for each phase – parents attend.</p> <p>Scooter Experience for whole school N to Y6</p> <p>Training for staff – PE coaches to lead</p> <p>Newsletter highlights the achievements and involvement of the children</p> <p>Role models – prefects and playground leaders</p> <p>Links with local sports men and women</p> | <p>Prioritizing sports achievements and involvement</p> <p>Noticeboards to update and to purchase outside noticeboard.</p> <p>Evaluate sports day – link to outcomes for pupils</p> <p>Follow up questionnaires for staff</p> <p>Headteacher to be informed</p> <p>To be carried out Spring 1 2023</p> <p>Assemblies</p> | <p>£850</p> | <p>Morning sessions every Friday</p> <p>Sports board</p> <p>Feedback from children, enjoyment measured.</p> <p>Booked.</p> <p>Staff questionnaire / voice</p> <p>Evidence in newsletter</p> <p>Assembly folder</p> <p>Newsletter</p> | |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|--|--|--------------------|--|--|
| | | | | % |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>PE lead to evaluate the assessment of PE skills that Funtime will lead on – providing full overall assessments of PE Skills and full termly individual sports assessments.</p> <p>Staff Meetings focused on increasing teachers skills in delivery of PE and School sports</p> <p>Release time for subject leader to observe lessons with Funtime education coach</p> <p>PE lead to attend Beacon PE Lead sessions during academic year- after school</p> | <p>Model best practice. Support from Funtime providing a useful feedback report for staff on children</p> <p>Staff Training in Summer term 2023 and into Aut 1+2 2023– part of PE Action plan</p> <p>Scheduled into monitoring plan. PE subject leader to arrange.</p> <p>Time dedicated to monitor, evaluate. observe, train</p> <p>Feedback best practice to rest of staff at future staff meeting</p> | | <p>Monitoring follow up sessions – to see skills taught</p> <p>Staff meetings minutes Staff questionnaire</p> <p>Timetables Photo evidence</p> <p>Action plan completed Monitoring cycle evidenced</p> | |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | % |

| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
|---|---|--|---|--|
| <p>Additional achievements:</p> <p>Scooter Experience for whole school N to Y6</p> <p>Outdoor equipment in KS1 and KS2 to improve and ensure safety is critical</p> <p>Tennis / badminton / tag rugby</p> | <p>Book to experience - summer term</p> <p>Purchased skipping ropes and Utilise PE equipment on rotation provided outside to support with engagement and team work skills.</p> <p>SLT meets with subject leader / School council meetings</p> <p>Built into yearly plan Funtime education build into after school activities on offer – finding out what children would like to attempt</p> | <p>£850</p> <p>Cost to be received</p> | <p>Feedback from children, enjoyment measured.</p> <p>Children accessing the equipment Minutes from School council</p> <p>Evaluating children's voice Photo evidence</p> <p>Club registers Photo evidence</p> | |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|--|---|--|---|--|
| | | | | % |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>Netball matches after school, friendlies between local schools.</p> <p>Funtime coaches leading matches after school throughout the year.</p> <p>Football matches – league matches</p> <p>Transport to some of the activities. Teacher release for activities</p> <p>Membership of Bury Sports– football, netball, cross country, rounders</p> | <p>PE Subject leader and Sports coaches to co-ordinate</p> <p>Coaches to support</p> <p>Parents to support transport</p> <p>PE lead to notify staff.</p> <p>Cover for class Car insurance to transport pupils</p> <p>Yearly subscription paid Meetings attended Participation in leagues / competitions</p> | <p>League membership - TBC</p> <p>As above</p> | <p>Matches played – see newsletters.</p> <p>Children taking part in additional competitive sports played during and after school.</p> <p>Team sports practiced at lunchtime</p> <p>Newsletter Club register</p> <p>Newsletters Minutes of Bury Sports meetings League / competition results</p> | |