



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
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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>A high proportion of pupils are regularly taking part in competitive sport through the Shelley Schools Sports Partnership. Internally all children take part in Quad Kids (annual competitive assessment programme) and sports day.</p> <p>Students introduced to a range of physical activities and sport through curricula and extra-curricular provision</p> <p>Continued professional development of PE staff, providing new teaching ideas.</p>	<p>To engage all pupils in 30 minutes' physical activity each day - kick starting healthy active lifestyles</p> <p>To continue raise the profile of sport across school and encourage more structured play at break and lunch time.</p> <p>Development of the playground area to meet the needs of increasing pupil numbers.</p> <p>Provide a wider variety of sports and experiences to encourage non active children to take part in clubs.</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>N/A</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>N/A</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>N/A</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?	No
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\*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.

<b>Academic Year:</b> 2020/2021		<b>Total fund allocated:</b> £20,648		<b>Balance to Carry forward to 2021/2022:</b> £6,961 (34%)		<b>Date Updated:</b> 12.01.22	
<b>Key indicator 1:</b> 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:
							<b>40%</b>
<b>School focus with clarity on intended impact on pupils:</b>		<b>Actions to achieve:</b>		<b>Funding allocated:</b>	<b>Evidence and impact:</b>		<b>Sustainability and suggested next steps:</b>
<p>Develop and extend the playground to meet the demands of a growing school roll.</p> <p>Develop new active outdoor classroom in EY's playground</p> <p>Continue to offer high quality PE throughout the whole day.</p> <p>KS1 focus on physical and gross motor development through time on trikes, bikes &amp; scooters. Aimed at improving coordination and fitness.</p>		<p>Purchase equipment and remove old equipment (log cabin, benches)</p> <p>Develop active outdoor classroom to encourage active learning and physical development throughout the day.</p> <p>Upskill new young leaders and lunchtime staff to help facilitate structured play at break and lunch time.</p> <p>Encourage children to participate in structured play.</p> <p>Produce a rota for use of the equipment / ball court / so all children can access it regularly.</p> <p>Year 1 to receive 'Balanceability' sessions and year 4 and year 5 to receive 'Bikeability' training. Balance bikes and scooters purchased for children to access during supervised play sessions and</p>		£8,185	<p>Not completed due to Covid 19 lockdown / issues with delivery and availability of resources and building equipment.</p> <p>Pupils more active during break and lunch times and engaged in games with play leaders or lunchtime staff. Less incidents of disruptive behavior reported when children are engaged. Use of field at playtimes means a wider range of sports equipment can be accessed by children at playtimes and there is more space to organise a wider variety of activities.</p> <p>Balanceability cancelled due to Covid 19 isolations.</p> <p>Balance bikes used frequently in outdoor provision and children beginning to become more confident and competent with</p>		<p>Continue to develop playground and outdoor learning area.</p> <p>Yearly training of play leaders and sports crews. Appoint LSA in charge of overseeing playleader activities.</p> <p>Purchase of new or replacement equipment.</p> <p>Further develop playground to meet the needs of increasing numbers of children and encourage more active playtimes</p> <p>Weekly balance bike sessions taking place on a rota basis. Book Bikeability and Balanceability sessions for year 4/5 and year R/1. Purchase more bikes / scooters so more children have access to a range of equipment during</p>

	in the outdoor provision and to improve agility, balance and coordination.		them.	supervised outdoor play.
<b>Key indicator 2:</b> The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation: <b>0%</b>
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Present sport in a positive way throughout the whole school, utilising the skills and interests of staff, parents and children.	<p>Update the display as required to keep it looking attractive and to link in with sporting events.</p> <p>Create a Play Leader display board, to be looked after by the children promoting games and events and displaying pictures of children active at play times.</p> <p>Celebrate sporting successes from both curriculum events and out of school events at celebration assemblies.</p>	£0	<p>Display used throughout the year to promote events, local sports clubs and celebrate achievements.</p> <p>Children's successes and events attended celebrated during assemblies. Sport given a higher profile in school to encourage participation of all pupils.</p> <p>Display removed during school building work.</p>	<p>Site new display and update the as required to keep it looking attractive and to link in with sporting events and to celebrate participation at events.</p> <p>Continue to celebrate sporting successes from both curriculum events and out of school events at celebration assemblies.</p>

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				<b>2%</b>
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
In order to further improve progress and achievement of all pupils the focus is on up-skilling the staff. All PE staff will work alongside specialist PE Coach.  Teachers to use Striver as a planning and progression tool so that children are given high quality PE sessions which are motivating and engaging.	Collaboratively plan and deliver scheme of work alongside specialist staff.  Identify gaps in confidence and expertise in the teaching of PE and provide internal training (from specialist PE teacher) and external and internal CPD	<b>£350</b>	PE lessons are consistently good across all year groups, offering high quality PE sessions to all children.  Striver used to support the planning and teaching of PE, support physical and mental wellbeing and to motivate and engage children of all abilities.	Employ sports coach to support and teach areas of PE that staff feel they are not as confident in.  Monitor use of Striver across year groups. Ensure assessments are being consistently used to track progression.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				<b>12%</b>
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.  Focus particularly on those pupils who do not take up additional PE and Sport opportunities.  Utilise equipment to further improve the quality of teaching and learning throughout curriculum PE and in extra-curricular clubs.	Source high quality coaches Create timetable for coaches to deliver within and outside the curriculum.  Identify pupils who are not meeting the 30 minutes per day target during school time. All pupils to partake in daily mile. Identify staff members to oversee this.  Identify pupils who are below physical literacy expectations and not achieving the 30 minutes per day physical activity benchmark at school	<b>£2,590</b>	A wider range of clubs being offered to all pupils. Clubs attended by a wide range of pupils from all year groups.  Due to lockdown's and staffing changes, daily mile wasn't consistently implemented.  Children with additional needs identified and targeted and movement group began to have a positive impact on motor skills. However, due to Covid bubbles and	Continue to employ sports coaches to provide high quality sessions outside of the curriculum, offering a wide range of sporting experiences.  Implement the daily mile for all children through school.  Staff member to be trained to provide movement group consistently throughout the week.

<p>Offer lower KS1 specific clubs to encourage younger children to participate in high quality sport from a young age.</p>	<p>and target for intervention in movement group, led by PE specialist. Identify and source equipment needed.</p> <p>Identify staff member to undertake activities. Provide appropriate CPD.</p>		<p>staffing issues this wasn't consistently carried out.</p> <p>Attendance at lower KS1 clubs good prior to lockdown</p>	<p>Continue to provide clubs for younger pupils as well as KS2</p>
<p><b>Key indicator 5: Increased participation in competitive sport</b></p>				<p>Percentage of total allocation:</p> <p style="text-align: center;"><b>12%</b></p>
<p>School focus with clarity on intended <b>impact on pupils:</b></p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>Continue to enter a wide variety of inter-school competitions.</p> <p>Membership of SPIN and Shelley College Sports Partnership program.</p> <p>Continue to offer ALL pupils the opportunity to take part in a wide variety of intra-school competitions.</p>	<p>Access competitions via Shelley partnership events.</p> <p>Hire transport for Inter School competition.</p> <p>Organise intra-school competitions during lunchtimes.</p> <p>Upskill young leaders to facilitate/referee (sports squads)</p> <p>Ask Play leaders to find out what activities pupils would like to compete in during lunch times.</p>	<p><b>£2,562</b></p>	<p>Events unable to go ahead due to Covid.</p> <p>Not able to take place due to Covid restrictions and separate bubbles.</p>	<p>Attend a variety of pyramid events. Offer transport for those children who cannot attend due to transport issues.</p>