



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.

Academic Year: 2023/2024	Total fund allocated: £17,621	Date Updated: 17.9.24
Key achievements to date: (2021 – 2024)		Areas for further improvement and baseline evidence of need:
- Reinstated top up swimming provision for KS2 Pupils - Range of activities and resources available to pupils during social times continues to keep break time instances of poor behavior to a minimum - Redesigned timetable to ensure all pupils receive one lesson a week from games specialist - Installation of activity trail KS1 and activity Gym in KS2, multi games units, climbing and further fitness apparatus.		- Increase the % of pupils meeting swimming markers - Increase in semi-formal daily exercise of those least active - To increase the breath of sports clubs available to pupils after school hrs - Increased opportunities for inter school sport

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	46%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	27%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	78%

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.

Key indicator 1: The engagement of all 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				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Increase participation rates in activities such as games, dance, gymnastics, swimming and athletics through the curriculum and extra-curricular activities and coaching Protect PE Curriculum Time Lunchtime Duty Staff to support structured play at break times	- Employing external specialist to deliver units of work - Purchase of sports supplies to facilitate the above and below - Each pupil receives 2hrs of curriculum PE a week, one indoor and one outdoor lesson, delivered as a foundation subject covering a broad range of topics including games, dance, gymnastics and athletics - Provide PE and 'well being' across the broader curriculum offered to pupils - Ensure Pupils are participating in structured positive activities during lunch breaks - Training for lunch time staff - Purchase of outdoor equipment KS1 & 2	£5,000 £1, 100 £0 £4,000	- Coaches to support after school provision. - School introduced a new BB club this year running weekly for children in upper KS2 - PE lesson continued to take place and we removed the limitation issues with sharing equipment and exercise spaces. - The National Curriculum states that PE provision should "<i>build character and help to embed values such as fairness and respect.</i>" We know that engaging with the stories and experiences of others is a powerful tool for this wider PE provision and gives a safe space for learners to understand their own values, emotions and experiences	- Development of outreach work with local sport partners and NGBs - UKS2 to participate in 'fitness' themed activities to promote lifelong enjoyment and engagement of physical activity - Widen range of sports and health related opportunities through internal and external recruitment - Promote intra competitive activities to take place under lead of sport coach

			better – quote from Lyfta website which the school offers to all years 1- 6 • Pupils are active and engaged in structured organised lunch time activities • Yoga was introduced this year at lunchtimes by an external coach to promote health and well-being.	
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Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
• Providing CPD on how to teach PE effectively	• Ensure the vision for PESS is developed to whole school community • Work with partner school to introduce the concept curriculum. • Share effective practice • Ensure professional learning opportunities are provided as required to up skill staff • Identify the positive impact that PESS has on SMSC and health • Facilities available to pupils during social time to enable the quality of	£500	• Hard to reach pupils to have engagement in volunteering and leadership opportunities • CPD sessions	• Use expertise within the Multi Academy Trust to upskills staff and provide CPD opportunities • Network with Slough Public Health to reduce increasing obesity rates.

- Review the quality of our extra-curricular provision. - Pupils provided the opportunity to officiate and lead in sports activities Sport/Junior Leaders	their structured and un - structured social times - Range of activities offered - Quality and qualifications of staff providing the activity - The time of day when activities are offered - Partnerships and links with clubs - Junior Leader roles expanded from just keen sports people to include all they wanted to organise and run competition and support in class delivery.	£1,800	We invested in Yoga during this period all KS1 and KS2 pupils attended during lunch times a 6-week block of yoga instruction	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Improved quality of children's physical education in Key Stage 1 and 2 to ensure they are competent and confident.	- Whole staff professional learning to include teachers, teaching assistants and lunchtime supervisors - PE Lead from Trust to deliver PE sessions to staff - PE Subject Leader to attend CPD sessions - PE subject leader to provide updates throughout the year in staff meetings. - PE subject leader to plan and undertake a series of lesson observations - PE subject leader to meet with a	£0	- Observations of PE sessions - Almost all pupils, when questioned, said that PE lessons were really challenging and exciting and that they really enjoyed PE. - PE coach has attended numerous CPD sessions and achieved Level 3 FA Coach qualification - A series of whole staff CPD sessions were scheduled for the summer programme but did not take place due to COVID Pandemic	- PE subject Leader to support new staff in school with planning for delivery of physical education. – - Arrange team teaching opportunities and supportive lesson observations in order to develop the quality of teaching, learning and assessment. – - PE Subject Leader to monitor and to provide support as appropriate in order to ensure progress and achievement are maintained by all pupils

	broad range of pupils to talk about their PE lessons and to ascertain their knowledge and understanding of the subject. -			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Pupils to experience activities of an Outdoor and Adventurous Activity theme (OAA) such as climbing, kayaking) on an offsite setting. Healthy Minds Programme (HMP)	• Visits to local charity run OAA centers for pupils in Years 6 • Pupils to obtain qualifications, achievements standards marks in these activities The HMP aims to support pupil's healthy minds through • practical activities • discussions • breathing techniques • super brain yoga • movement to music • short guided meditation • reflection	1k £500	Evidence • Year 6 experienced a wide range of activities in their summer term and some funding was used to support these activities. Evidence: All year 6 pupils participated in the HMP which: boosts confidence and motivation • improves self-awareness and relationships • more memory recall • increases intelligence • clear, sharp mind • better decision making and life choices • turning negative thinking into positive thinking	• Links to local clubs and societies to provide pathways for young people to OAA activities • Links to mindfulness programmes and relaxation techniques (yoga etc)

			time-out for pupils to relax, and learn to still their minds and body	
Key indicator 5: Increased participation in competitive sport				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Use of after school sports club to promote L1 competition Organise local 'friendly' fixtures in football and netball	- Attend school games fixture meetings - Enter competitions on offer - Prepare pupils for events/competitions - Facilitate house competitions in variety of sports engaging all pupils	£500	Due to recruitment challenges the school was only able to retain the services of a sports coach on two days per week and made the decision to run weekly inclusive after school clubs rather than inter school fixtures. Intra school games were facilitated during lunch breaks by the sports coach which enables more children to experience structured competitive competition.	Embed a house system with points system to encourage competition and roles within leading, managing an officiating sports competition