



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2018

Commissioned by
Department for Education

Created by



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Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESPA 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. 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 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, 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 from last year's Primary P.E. and Sports Premium	Areas for further improvement and baseline evidence of need:
<p>Fund PE and sporting specialists to teach PE so that each pupil gets at least 2 hours of high quality taught PE a week, in additional to extra sporting and fitness programmes</p> <p>Fund swimming to ensure all disadvantaged pupils (including those in receipt of PP and those who do not qualify) can meet the end of KS2 requirements for swimming in the National Curriculum.</p> <p>Organise and deliver year 6 led sports clubs at lunchtime that encourages the least active children to participate.</p> <p>Rebrand Breakfast Club to provide all the attendees with the opportunity to participate in active P.E. sessions before school.</p> <p>A clear lunchtime play timetable is in place that encourages physical activity.</p> <p>Adopt an active mile initiative.</p> <p>High quality P.E. is now taking place twice a week for 1 hour per session.</p> <p>Swimming did not take place this year due to COVID.</p> <p>Year 6 organized and delivered successful lunchtime clubs for pupils.</p> <p>Breakfast Club has a sporting theme and increased physical activity-daily mile etc</p> <p>MDSA's have produced a physical activity rota for lunchtime and more children are taking part in P.E.</p> <p>Daily Mile embedded within the timetable.</p> <p>Celebration assembly(ies) are used to celebrate and encourage the participation of wider sporting pursuits, and to encourage all pupils to aspire to being involved in sport</p> <p>Use the weekly newsletter and online blogs to raise the profile of PE across the school.</p> <p>A clear lunchtime play timetable is in place that encourages physical activity.</p> <p>Organise and deliver year 6 led sports clubs at lunchtime that encourages the least active children to participate.</p> <p>Sporting achievements are celebrated through the newsletter and success is celebrated in assembly but child involvement needs to be a priority next year.</p> <p>The profile of P.E. has risen and a P.E. Action Plan has been written by MLT.</p> <p>Year 6 have developed their leadership skills</p>	<p>2, 1 hour sessions of P.E., so that the range of sports can be successfully covered and P.E. is taught twice in a week.</p> <p>Track carefully the impact of Breakfast Club</p> <p>Star of the week for P.E. reintroduced.</p>

Purchase P.E. scheme P.E. Pal and disseminate the training to all staff.
Hire Atlas Sports/Stroud Sports partnership to deliver high quality P.E. sessions across the national curriculum
P.E. PAL is being well used by the teaching staff to deliver P.E.
P.E. assessment is carried out and is now part of the transition process.
Jess Knight has been attending sporting events since the return from lockdown-football, handball, Quad Kids and District Sports.
Atlas staff have also run enrichment sessions in school.

Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved in sport and PE
No after school clubs have been allowed to run since January due to Covid restrictions.
Behavior of the large majority of children at lunchtime is exemplary.
JP has been outside organising football sessions with the more vulnerable children.

To continue to introduce a wide range of competitive sports identified from the Stroud Sports partnership activities
Mixed ability teams represented the school at football, hand ball and Quad kids during the pandemic.

More competitive sport for all year groups and genders.

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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? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.	Not tested due to the pandemic
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	Not tested due to the pandemic
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Not tested due to the pandemic
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 but we are intending to use it this academic year coming.

Action Plan and Budget Tracking 2021-2022

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: 2021/22	Total fund allocated: £16920- including carry forward	Date Updated: September 2021-updated throughout the year		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity				Percentage of total allocation: 64%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Fund PE and sporting specialists to teach PE so that each pupil gets at least 2 hours of high quality taught PE a week, in addition to extra sporting and fitness programmes	Ensure PE sessions are timetabled and time allocated each week.	£2499	PE is delivered each week and children get over 2 hours of PE per week, and additional sporting sessions.	High quality curriculum P.E. takes place.
Provide CPD for the MDSA's to refresh themselves in how to lead sporting activities at lunchtime.	Identify and send the MDSA's on training	£500	Increased levels of regular physical activity outside.	Lunchtimes are happy occasions.
Organise and deliver Sports Monitors and Playground Monitors led sports activities at lunchtime that encourages the least active children to participate.	Train the Sports Monitors and Playground Monitors to lead sporting activities for the pupils at lunchtime.	£1000	Less active children get the opportunity to participate in P.E. sessions at lunchtime.	Some year 6 pupils develop their leadership skills.
Rebrand Breakfast Club to provide all the attendees with the opportunity to participate in active P.E. sessions before school.	Work with the existing Breakfast Club supervisor to rebrand Breakfast Club as a P.E. club. Plan menus that have a healthy eating focus.	£3233	Breakfast Club attendees participate in P.E. before school and improve their physical fitness.	Increased physical activity across the school.

	Increased levels of physical activity before school. Clear tracking of the physical activities completed.			
A clear lunchtime play timetable is in place that encourages physical activity.	A timetable of physical activity is created.	No cost	More children participate in physical activity at lunchtime.	Participation in physical activity is a priority at lunchtime.
Develop the playground use by astroturfing part of the playground and implementing a trim trail and Forest Experience Area.	Astroturf the area by the shelter. Develop a Forest Experience Area. Implement a Trim Trail.	£3600	More play that encourages fitness.	Utilise the spaces developed.
Embed the active mile initiative.	Children track individually how far they have walked or run over a period of time..	No cost	Increased physical fitness and improved mental wellbeing.	Daily mile embedded in practice.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

9%

School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Celebration assembly(ies) are used to celebrate and encourage the participation of wider sporting pursuits, and to encourage all pupils to aspire to being involved in sport	Achievements celebrated in assemblies, including match results, achievements in lessons and pupils' outside sporting achievements. Participants write reviews for the weekly newsletter. Hold termly dance/gymnastic assemblies involving pupils from across all classes that celebrate the pupil's skills.	No cost	All pupils at some points in the year have the opportunity to take part or be involved in assemblies Parents have attended assemblies Dance and gymnastic prowess is encouraged.	Sporting achievement is celebrated Dance and gymnastic prowess is encouraged.

<p>Use the weekly newsletter and online blogs to raise the profile of PE across the school.</p>	<p>P.E. Star of the week is reintroduced into Golden Assembly.</p> <p>On-going inclusion of sporting achievements each week, from home and as part of school.</p>	<p>No cost</p>	<p>Newsletters and blogs have information and celebrations of sporting success.</p> <p>Wider Impact:</p> <ul style="list-style-type: none"> • Pupils are proud to be involved in assemblies and on the blog which impacts on improvements in self-esteem and confidence. • Increased self-esteem/confidence are having an impact on learning across the school. 	<p>The profile of P.E. is raised..</p>
<p>After school sporting events are re-introduced for KS1 and KS2.</p>	<p>A range of after school sporting clubs is offered to all children and a register of attendance is maintained.</p>	<p>No cost</p>	<p>After school sports clubs have been formed for KS1 and KS2</p>	<p>Increased levels of P.E. by the pupils.</p>
<p>A survey of activity levels is carried out by the P.E. Subject Leader, to identify the groups/individuals that need targeting to increase their activity levels.</p>	<p>A comprehensive survey data is compiled for the pupil's activity rates</p>	<p>No cost</p>	<p>Increased sporting participation by less active pupils.</p>	<p>Improvements in personal fitness levels and wellbeing.</p>
<p>Targeted children with low fitness levels are invited to attend a free place at P.E. Breakfast Club.</p>	<p>Targeted children attend Breakfast Club</p>	<p>£1560</p>	<p>Fitness levels of targeted children rise.</p>	<p>Continue with this provision.</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:
				11%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Subscribe to Atlas Sports/Stroud Sports partnership to deliver high quality P.E. sessions across the national curriculum and the opportunity to attend enrichment sporting opportunities.	Work closely with Atlas Sports to embed high quality P.E. lessons., when the representatives from Atlas come into school. Sign up to the Atlas enrichment package.	£600	Sporting opportunities have been increased. High quality P.E. lessons are delivered.	A range of sports are participated in by all children.
High quality dance resources to aid the delivery of the dance strand of the National Curriculum.	Research and purchase high quality dance resources. Create an after school dance club.	£1000	The quality of dance lessons improve. Increased opportunities to participate in dance sessions.	The quality of dance lessons improve.
Annual subscription to P.E. Pal	Pay the annual subscription fee	£250	A quality P.E. SOW and assessment tool	A quality P.E. SOW and assessment tool
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				13%
School focus with clarity on intended impact on pupils:	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 in sport and P.E.	Undertake all opportunities that is offered through the Stroud Sports partnerships	Already accounted for.	A wide range of sports offered.	Staff have better confidence to get involved in sporting activities and putting on extracurricular sporting clubs

Payment of playing field license fee.	Sporting events and lessons can take part at the playing field.	£150	Sports Day can take place and summer sports. Community cohesion is encouraged.	Sporting events can take place on grass.
Participation in active outdoor learning.	Arrange for the children to become actively involved in outdoor learning (Forest Experience-Hawkwood College)	£700	Increased outdoor learning and fitness levels of the children. Stronger community links.	Outdoor learning will impact on the fitness levels of the children.
Offer a range of sports across the curriculum	Purchase new sporting equipment	£720	A wide range of sporting events taught across the curriculum	Children become involved in learning a range of different sports
Develop the quality of gymnastics lessons.	Purchase and provide training on how to use high quality gymnastics equipment.	£700	High quality gymnastics sessions in action.	Safe storage of gymnastics equipment
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 3%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To continue to introduce a wide range of competitive sports identified from the Atlas opportunities	To identify termly sporting opportunities with other schools via Atlas Arrange for teams to be chosen and letters sent, alongside transport arranged Attend events and support children	Already included	Increased levels of participation and wider sporting opportunities.	Members of staff to gain experience of a wide range of Sports.
To ensure that all year 6 children meet the swimming and water safety expectations	Organise additional booster swimming sessions for year 6 pupils	£500	Most year 6 pupils reach the swimming and water safety expectations.	Booster swimming sessions happened every year.