



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised October 2017

Commissioned by  
**Department for Education**

Created by



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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:
<ul style="list-style-type: none"> <li>• Developed the PE portfolio with further evidence of child participation and ensured a broad and balanced curriculum for all children</li> <li>• Competing in festivals as part of Points Network at Westfield School (Futsal Cup, Change for Life, Tag Rugby, Kwik Cricket, Athletics, Games)               <ul style="list-style-type: none"> <li>• Increased opportunities for active lifestyles within the school day (Sport specialist to run running lunchtime activities 4 days a week and embedded '1K a Day')</li> <li>• Sports coach expert taught all pupils in order to give confidence and increase abilities</li> <li>• Key skills being met – progression and coverage throughout school</li> <li>• Being part of the Points Network to enable children to access sports they would not usually participate</li> <li>• All children in Y4-6 accessed a 9 week intensive swimming course [add in % of 25m swimmers]</li> <li>• Updated policies and procedures</li> <li>• Rebranded the use of houses across school and utilise these for inter-house competitions and raising profile of PE</li> <li>• Introduced interhouse competitions every half term</li> <li>• Invited sports personalities in to assemblies to meet the children and inspire them</li> </ul> </li> <li>• 16/17 achieved a Bronze School Game Award</li> <li>• Staff using resource bank for lesson ideas as well as asking PE coach and specialist for help and ideas.</li> <li>• Tracking system in place to assess children in PE, particularly looking at the fundamental movements skills.</li> <li>• Increased number of clubs taking part over the year.</li> <li>• Increased in the number of clubs on offer and the range of sports on offer.</li> <li>• More children accessing dinner time provision through Sports Coach</li> </ul>	<ul style="list-style-type: none"> <li>• Improving quality and quantity of assessments across school – use of Real PE scheme to support this</li> <li>• Continue to update staff on the breadth of skills on the Real PE scheme and to ensure they are highly competent at teaching the scheme</li> <li>• Increase children’s understanding of healthy living and wellbeing, including raising their own aspirations for leading a healthy lifestyle</li> <li>• Interschool competitions to be introduced and participated in</li> <li>• ‘WOW Living Streets’ national scheme to be introduced to encourage children actively travelling to school, with live leader boards</li> <li>• Further sport CPD for those not confident and new teachers in specific areas – link to Real PE scheme</li> <li>• Increase use of and integration of assessments within PE</li> <li>• Continue to create strong links with Points Network, ensuring PE lead attends relevant CPD and attending end of year games</li> <li>• Continue to develop sports crew/play leaders</li> <li>• Sports specialist to continue to deliver a variety of sports and activities throughout the school</li> <li>• Notice board to be within sports hall and to include information on PE/activities in school/achievements/sports leaders</li> </ul>

<ul style="list-style-type: none"> <li>• Have entered a range of different competitions over the year (September 19-March 20). <ul style="list-style-type: none"> <li>• A variety of gym equipment for all children to keep active during break times and lunch times</li> <li>• Staff fully trained at teaching the breadth of skills on the Real PE scheme</li> <li>• Sports specialists to deliver a wide range of sports and physical activities throughout the school</li> <li>• Established sports leaders/play leaders to deliver games and activities for each year group</li> </ul> </li> </ul>	
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Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	
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 students today and for the future.

Academic Year: 2020-2021	Total fund allocated:	Date Updated: July 2020		
<b>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</b>				Percentage of total allocation:
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Improvements in participation within curriculum and extracurricular in order to be active and broaden range of skills.</p> <p>To nurture a lifelong commitment to achieving a healthy lifestyle through healthy eating and exercise.</p>	Provide a wider variety of focussed sports clubs at lunchtime and after school to all pupils ( <i>After school: Karate, Football, Netball, Basketball, Dance, Kwik Cricket. Lunchtime: Yoga, Boxercise, Walking Club, Dance Fitness</i> )	£	Due to Covid 19 after school clubs haven't be available.  Pupil voice reflects increased enjoyment and awareness of being active.	Monitor clubs and children's responses to new activities.  Lunch time staff to continue to have multiple training opportunities over the year to develop their skills in managing the children and activities.
	Provide sports activities during breakfast club for all pupils, including PP ( <i>Table tennis, benchball, yoga</i> )	£	More children are participating in sports activities before school and lunchtimes.	Target activity groups for inactive children to be set up at lunch times. This will give them the opportunity to get involved and try different sports/activities.
	Embed '1K a Day' throughout school so that all children walk at least 5K a week	-	Children only having fruit as break time snacks from October.	
	Encourage healthy eating at lunchtimes and in PSHE lessons.		A wide range of activities and sports available at breaks and lunch times: specific games and sports with DB, gym equipment rota for all school to use & extra equipment on the yard	Continue to provide a wide range of activities and sports at break/ lunch times: specific games and sports with DB, gym equipment rota for all school to use & extra equipment on the yard
	Join and engage with the 'Living Streets WOW' scheme to encourage, increase and celebrate active travel to school		Due to Covid 19 WOW scheme hasn't yet been completed	WOW scheme is ensuring that more children are actively

				travelling to school and/or increasing the amount of activities they do
<b>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: 0%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To maintain a high profile of sports in our school in assemblies (<i>Sport Relief, Olympics, World Cup, sports day, certificates for festivals, trophies etc.</i>)</p> <p>To further embed a sense of pride and belonging within a house team and in representing the school.</p> <p>To recognise the less academic children who have an exceptional attitude towards PE or have a specific skill.</p> <p>Children to be inspired by sports people from a range of sports, including females and lesser known teams.</p>	<p>Participation in all sporting festivals is always celebrated during whole school assemblies.</p> <p>Introduce and embed inter-house competitions half-termly to celebrate children's achievements in PE (<i>futsal, basketball, gymnastics, tag rugby, cricket and hockey</i>)</p> <p>Staff to lead by example in the correct kit and footwear.</p> <p>Children's sporting abilities to be recognised by teachers and sports coach – each half term, children awarded a most improved certificate</p> <p>Invite professional sportspeople in to meet the children, talk about their sports experiences and offer</p>	- - - -	<p>Increased numbers of children accessing a range of sports and sharing their achievements positively.</p> <p>An improvement in children having the correct PE kit across school.</p> <p>Increased numbers of children sharing out of school sporting certificates, trophies and achievements.</p> <p>More girls are wanting to continue into professional sports (football, gymnastics, dance).</p> <p>Positive verbal responses when having discussions with children about their PE lessons and the activities =</p>	<p>PE boards to be displayed within the hall to show information on PE/lunch times &amp; break times/sports leaders/achievements</p> <p>Continue to give PE kit reminders</p>

	<p>opportunity to ask questions.</p> <p>A focus on PE curriculum with a 'something for everyone' approach, combining team, individual and striving for personal best.</p> <p>Clear progression of skills and introducing new methods of deliver to ensure that skills are transferable across sports</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:
				Add in %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To increase training and development opportunities for all staff to ensure quality first teaching.</p> <p>To continue the support for practitioners in order to gain confidence and improve their knowledge and skill set.</p> <p>To introduce and embed an effective, robust assessment system to ensure children are progressing and deepening their skill set.</p> <p>To continue to increase training and development opportunities for staff, to ensure that all children have access to high quality and sustained physical activity as part of their broad and balanced curriculum.</p> <p>Supporting practitioners to gain confidence, improve their knowledge and refine their skill set. ALL staff to have the opportunity to work with an specialist coach.</p>	<p>PE specialists (Sports lead) to support practitioners in improving and widening their skill sets and confidence in the delivery of physical activity, quality PE lessons and modelling good practice to staff.</p> <p>Staff to observe the teaching of PE from trained specialists in order to broaden their understanding of unfamiliar sports –DB.</p> <p>Assessment CPD organised through Real PE to train and empower all staff to make quality judgements and specify next steps for children</p>	<p>£14,013</p>	<p>This year we have secured the employment of a TA/Sports Specialist to work alongside the PE lead to enable staff full opportunity to observe her lessons and give support to those staff members who need it.</p> <p>Upskilling of practitioners with staff showing more confidence and competence at teaching PE</p> <p>Practitioners delivering high quality PE specific to an area of sport</p> <p>Improved attitude towards learning and participation within physical activity</p> <p>Data analysis shows children are increasing their skill set across a broadening range of activities</p> <p>Real PE worked with all teachers on how to deliver the scheme and skills within this.</p>	<p>Team teaching with DB within PE to up level and develop knowledge further within a variety of sports and active lessons.</p> <p>Staff audits on ability within PE to be given out at the beginning of the year. This will help us to understand which members of staff would benefit from team teaching first to up level their skills and knowledge.</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>Children to access the full coverage of sports and experience a broad balance of PE organised across the year.</p> <p>To increase the number of children, especially girls, who participate and compete in sports at school.</p> <p>To provide a variety of sports clubs and lunchtime activities which all children, especially PP, can access.</p>	<p>Implement a rigorous long-term plan for all year groups and monitor teaching</p> <p>Introduce and embed inter-house competitions half-termly to celebrate children's achievements in PE (<i>futsal, basketball, gymnastics, tag rugby, cricket and hockey</i>)</p> <p>Provide sports activities during breakfast club for all pupils, including PP (<i>Table tennis, benchball, yoga</i>)</p> <p>Provide a wider variety of focussed sports clubs at lunchtime and after school to all pupils (<i>After school: Karate, Football, Netball, Basketball, Dance, Kwik Cricket. Lunchtime: Yoga, Boxercise, Walking Club, Dance Fitness</i>)</p> <p>Prioritise PE focus and create a sense of excitement for competitions through posters, discussions and Dojo</p>	<p>-</p> <p>-</p> <p>As above</p> <p>As above</p>	<p>Ranges of children are attending clubs and increasing numbers – registers are being taken. Rotation of children each term.</p> <p>Children accessing a wider selection of sports at more points in the school day</p> <p>Pupil voice reflects increased enjoyment and awareness of being active.</p> <p>More children are participating in sports activities at breakfast club and lunchtimes.</p> <p>DB delivers lunch time activities for each year group to give them the opportunity to try a variety of sports.</p>	<p>Continue to gather evidence about the impact of competitions on children's attitude towards PE. Continue to foster links between local clubs and the activities that we promote.</p> <p>Due to Covid 19 a number of actions were not achieved this year.</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>To increase the amount of competitive sport opportunities for all pupils.</p> <p>To increase participation figures across school in competitions, both in and out of school</p>	<p>Subscribe to Points Network for competitive school sports and attend tournaments and competitions offered.</p> <p>Teaching PE skills that link to inter house and external competitions to increase confidence and capabilities of children</p>		<p>Participation in interschool competitive sports calendar organised by PE coordinator</p> <p>All classes have opportunity to attend a competitive or celebratory sporting event.</p> <p>More children are attending sports events and an increased number of competitions are being won by school</p>	<p>Continue to enter competitions with a wider spectrum of activities and identify opportunities for PP/FSM and SEN children across the school.</p> <p>Specific target groups to be set up at lunch times/after school for clubs and competitions (SEN, girls, behaviour)</p>