



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by

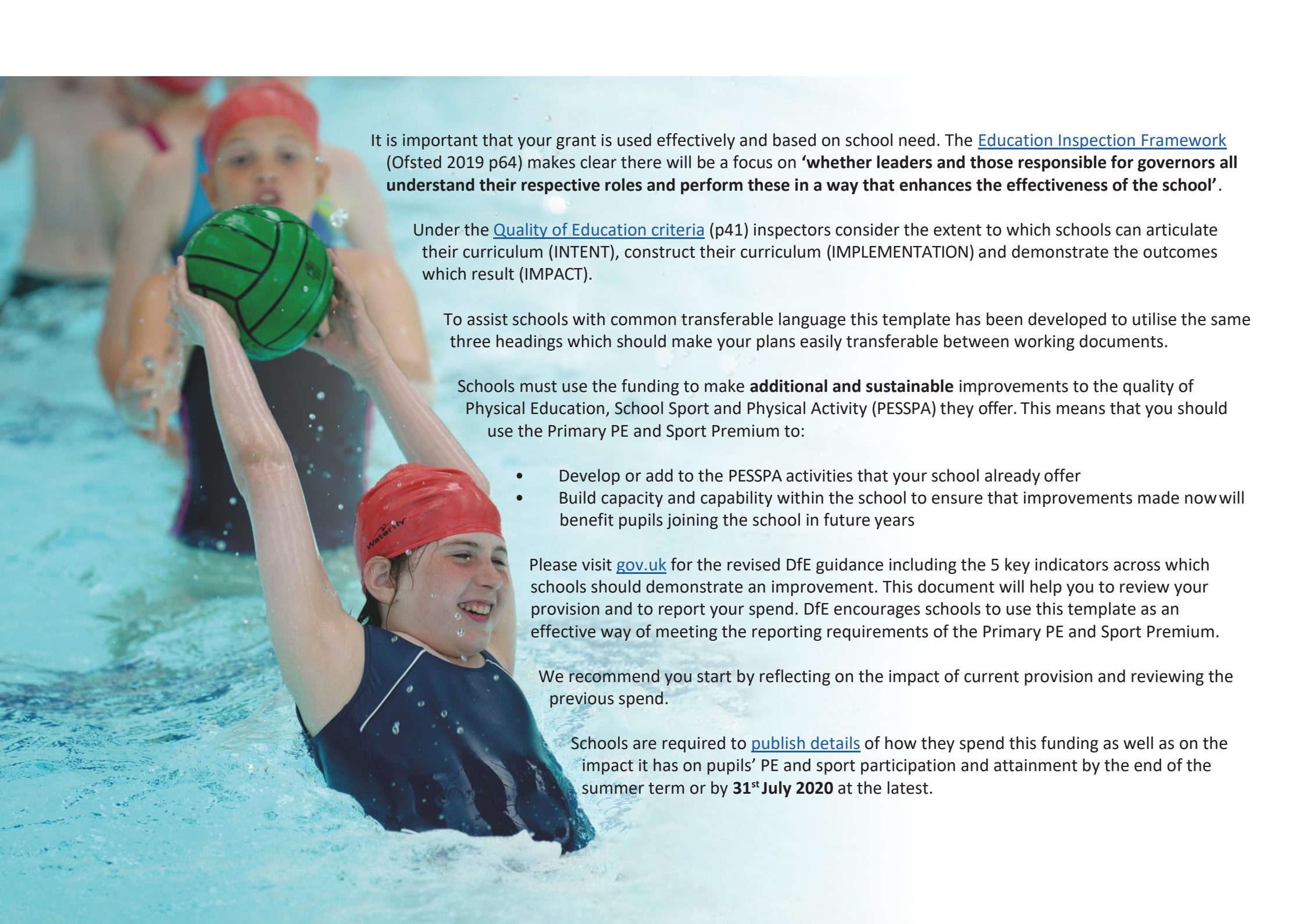


Department
for Education

Created by



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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

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

- Develop or add to the PESSPA 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 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.

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. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2020. 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 pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2024:	Areas for further improvement and baseline evidence of need:
<p>All children were able to access varied sporting opportunities after school.</p> <p>New gymnastic equipment</p> <p>Football & Netball courts remarked</p> <p>New Netball equipment including posts, bibs, balls etc.</p> <p>Introduction of Football club open to all KS2 children</p>	<p>Skills development of teaching staff- staff audit completed – areas of need developed following the staff questionnaire</p> <p>Development across MAT PE opportunities/activities for pupils & staff</p> <p>Enhanced learning of sport through our termly enrichment days.</p> <p>Further extra-curricular sporting activities through sports fixtures at local schools</p> <p>Improve the sport equipment held at school to offer more opportunities in learning different sports</p>

Meeting national curriculum requirements for swimming and water safety.	
<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.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2024.</p>	30%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	30%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	30%

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?

Yes, diving skills

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 pupils today and for the future.

Academic Year: 2024/25		Total fund allocated: £17,200		Date Updated: 17/09/2024	
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>					Percentage of total allocation:
					91%
Intent	Implementation		Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?		Sustainability and suggested next steps:
Provide the opportunity for children to access varied sporting opportunities after school.		£5,700	Provide Free After School Clubs		Continue with clubs – vary activities depending on children’s level of interest.
Enable the children to have the opportunity to take part in more structured team sports during their lunchbreak		£1710	Provide Free Lunchtime Clubs		Continue with provision – develop into friendly lunchtime competitions between teams.
Increase the amount of sports equipment we have within the school and invest in new equipment to provide a variety of sports on offer.		£1000	Increase amount of PE equipment		Increase equipment to teach gymnastics and appropriate storage provision for items. Ensure training given about how to use the new gymnastics equipment to maximise gross motor skills development.

Provide younger children with specific motor skills through sport		£2850	Provide EYFS skills in sport session	Continue with weekly provision building sessions to improve confidence and interpersonal skills
Provide targeted children with specific team building skills through sport intervention		£2850	Mentoring Provide targeted pupils with team building skills	
Provide outdoor activities to all children in KS1 & lower KS2	Provide Forest School activities for children	£4665	Provide sessions to improve <ul style="list-style-type: none"> • Learning about the natural environment • Learning in problem solving skills • Encourage emotional wellbeing • Encourage children to have a positive impact on the environment and to respect & care for the natural world 	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				N/A
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

Give children the opportunity to enhance their learning through sport	Introduction of Inter schools sports fixtures	N/A £50.00	<ul style="list-style-type: none"> Girls in yrs 1 & 2 taken to local primary schools for sports fixture. Mixed year 5 & 6 Football events. 	<p>Participate in future Central Bristol events aimed at this age group.</p> <p>Affiliate to the Bristol Schools for Football</p> <p>Investigate local sporting heroes to visit the school.</p> <p>Organise an End of Year celebration to acknowledge sporting success in and outside of school</p> <p>Introduction of the sports leader scheme</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:
				7%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

Staff to increase knowledge and confidence in teaching PE.				PE coordinator led staff CPD in areas highlighted in staff questionnaire and monitoring visits.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
2%

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Increase children participation	Increase the range of activities offered at lunchtime & After school clubs	N/A	After school clubs: Children have been given the opportunity to: <ul style="list-style-type: none"> Learn new skills Interact with children they might not usually play alongside Lunchtime clubs: <ul style="list-style-type: none"> Key children benefit from being given a structure to their lunch breaks 	Through pupil voice asking which sports/ activities else they would like to try.
Ensure the PE plan includes the introduction of new activities to enhance the children’s sporting experiences.	New equipment to support teaching of new sport/activities	N/A	<ul style="list-style-type: none"> Greater enjoyment and participation of unfamiliar sports, such as badminton and skipping. 	Introduce further opportunities to increase inclusion.

To ensure all children leave year 6 being able to swim 25m/ or is confident and safe in the water.	Top up swimming for year 6 children to have extra opportunity to learn to swim before they attend secondary school.	£626.50	What is the difference in the % of children able to swim 25m+ 30%	To start swimming lessons earlier in the school year & provide top-up sessions later in the year if necessary. Swimming also offered from Year 5 To promote local swimming lessons to families.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				N/A
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Fixtures and tournaments throughout the academic year, giving as many children as possible the opportunity to participate in sporting competitions	Local Sports Partnership	N/A	<ul style="list-style-type: none"> Girls in years 2, 3 & 4 taken to local football matches 	Increase levels of confidence with number of whole sports activities & competitive fixtures. Both hosting and travelling to other local schools Particularly aiming for more girls participation

Signed off by	
Head Teacher:	R James
Date:	
Subject Leader:	J Ford (PE Lead)
Date:	
Governor:	
Date:	