



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised October 2017

Commissioned by  
**Department for Education**

Created by



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](http://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>Children from all year groups have the opportunity to access after school clubs and after school competitions.</li> <li>All children receive at least 2 hours of PE per week either in focused sessions or by accessing the outdoor environment (Foundation)</li> <li>Children had greater access to PE opportunities throughout the country wide lockdown restrictions.</li> <li>Children getting through to the next stages of competitions including athletics, running, netball and tri-golf.</li> </ul>	<ul style="list-style-type: none"> <li>To use the extra funding effectively and ensure that ALL children benefit.</li> <li>To work with Pennine Sports and bikeability to give the children skills for life.</li> <li>To work alongside the Pennine Sports Partnerships coaches and upskill our own teachers.</li> <li>To involve ourselves in the virtual competitions if we cannot attend any physical competitions.</li> <li>Make inner school competitions and class competitions a bigger focus.</li> </ul>

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?	n/a
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?	n/a
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?	n/a
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?	Yes/ <b>No</b>

## 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> 2020-21		<b>Total fund allocated:</b> £18,690.00		<b>Date Updated:</b> November 2021	
<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: 45%
<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>	
<ul style="list-style-type: none"> <li>Year 5 play leaders are being developed</li> <li>Every year group has dedicated hall time and PE units, at least 2 session per week</li> <li>Variety of after school sports activities throughout the year</li> <li>Extra PE equipment purchased for school to deal with COVID restrictions</li> </ul>	<ul style="list-style-type: none"> <li>Use Peninne Sports link to provide play leader training and support</li> <li>1 unit with trained Peninne sports partnership coach per year. Remainder from school staff.</li> <li>School staff and coaches provide opportunities for children to access a variety of after school clubs</li> <li>Children will use the equipment to make sure they are as active as possible during school.</li> </ul>	<ul style="list-style-type: none"> <li>Part of our £3000 allocation from PSP</li> <li>£5425</li> <li>£2416</li> </ul>	<ul style="list-style-type: none"> <li>Play leaders in place to provide support and opportunities for all ages of children in school</li> <li>Feedback from teachers that have received sports coach sessions.</li> <li>Children having access to expert coaching as well as regular in school teaching of a variety of PE</li> <li>Throughout the year we will provide the following; football, dance, running, netball, basketball, cricket, rounders, rugby, gymnastics</li> <li>Children will engage in a range of different PE activities</li> </ul>	<ul style="list-style-type: none"> <li>Yearly programme</li> <li>Sport coach provide training for teachers to use in future sessions.</li> <li>After school clubs generally through the goodwill of school staff</li> <li>For children to be able to keep active and maintain the amount of PE sessions after the restrictions are lifted</li> </ul>	

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				44%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Wherever possible school staff to carry out club in their 'bubbles' to comply with COVID-19 restrictions.</li> <li>As above improvement to resources and storage so equipment is readily available to all</li> <li>Staff training and attendance of meetings with the pyramid</li> <li>Adequate resourcing of PE equipment</li> </ul>	<ul style="list-style-type: none"> <li>Encouraging staff to engage in after school clubs and ensuring staff feel valued for doing so.</li> <li>As above</li> <li>HP to attend meetings as part of PSP. Staff members to attend training as part of their own professional development.</li> <li>As stated in above section</li> </ul>	<ul style="list-style-type: none"> <li>£0</li> <li>£1537</li> <li>Supply costs £180</li> <li>£3189</li> </ul>	<ul style="list-style-type: none"> <li>Participation of children in after school provision and competition</li> <li>Equipment is stored correctly, does not get damaged and will not need to be replaced as often.</li> <li>Staff to improve their own skills in PE and feel more confident and have up to date training and information.</li> </ul>	<ul style="list-style-type: none"> <li>Continuation of good will from staff</li> <li>As above</li> <li>To continue to be part of the PSP and to go on training that is applicable and appropriate.</li> </ul>

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				80%
<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>
<ul style="list-style-type: none"> <li>Staff to work alongside the PSP coaches in after school clubs to upskill themselves</li> </ul>	<ul style="list-style-type: none"> <li>Staff to volunteer their time to help run after school clubs</li> </ul>	<ul style="list-style-type: none"> <li>£19,000</li> </ul>	<ul style="list-style-type: none"> <li>Staff will have the confidence and understanding of how to organise after school provision for PE</li> </ul>	<ul style="list-style-type: none"> <li>To continue to run after school clubs once the PSP coaches are not doing it anymore</li> </ul>
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				4.8%
<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>
<ul style="list-style-type: none"> <li>Following the national curriculum for year 1-6</li> <li>F1 and F2 have access to physical activity in their own dedicated playground</li> <li>Additional sports added to curriculum/after school bike ability for Year 5, juggling, cross country. Year 6 residential, would include ghyll scrambling, via ferrata, archery, climbing, abseiling, high level walking, and orienteering</li> <li>School sports and health week for all children to take part in.</li> </ul>	<ul style="list-style-type: none"> <li>These are currently being achieved</li> <li>Children to take part in a variety of different sporting events throughout the week as well as learning about benefits of staying healthy and creating their own healthy snack.</li> </ul>	<ul style="list-style-type: none"> <li>£1152 for year 5 bike ability</li> <li>£205</li> </ul>	<ul style="list-style-type: none"> <li>Year 5- 32 accessing bike ability</li> <li>315 children to access the trim trail</li> <li>98 foundation stage children accessing dedicated playground</li> <li>Average 170 children accessing after school club provision per week.</li> <li>Children to take part in events that they would not usually do.</li> <li>Children to have a healthier mindset when it comes to food.</li> </ul>	<ul style="list-style-type: none"> <li>Identify sporting opportunities which both enthuse members of staff and the children.</li> <li>Bike ability to be an annual event</li> <li>Residential to be annual events</li> <li>If successful carry this event out every year.</li> </ul>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Variety of out of school competitions at local level, local authority level and county level. See separate sheet on website under Sports Premium.</li> <li>Develop intra-school competition during summer term in KS2</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing commitment from staff to attend competition opportunities</li> <li>Identification of whole school participation</li> <li>Programme of events and house participation</li> </ul>	<ul style="list-style-type: none"> <li>Part of PSP membership</li> <li>£100</li> </ul>	<ul style="list-style-type: none"> <li>See separate sheet</li> <li>Number of events taking place with a variety of children in competition</li> </ul>	<ul style="list-style-type: none"> <li>Continuing support of school staff to attend out of school competition</li> <li>Developed as part of a sports week.</li> </ul>