



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department for Education

Created by



YOUTH SPORT TRUST



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

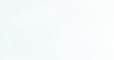
the table please click [HERE](#)

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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:
<ul style="list-style-type: none"> • A wide range of sports activities offered as part of the curriculum and beyond. • External support in specialist areas to upskill internal staff and provide more opportunities. • OPAL project has led to provision of a broad range of physical activities at unstructured times. • All children year 2 to 6 have accessed at least one competition within the partnership. • Profile of sport and physical activity in school remains high with a high profile presence within the Rutland Sports Partnership • Children in all year groups access forest school provision • On track to achieve Platinum Sports' Mark 	<ul style="list-style-type: none"> • To continue to provide all children with opportunities for extra-curricular sport and external competitions, listening to pupil voice so we provide a wide range, motivating all children to be active. • Continue to provide CPD for our sports leaders encouraging all children to get active this year. • To monitor and evaluate curriculum PE monitoring inclusivity. • To provide more structured opportunities through the school environment for physical activity both at break and lunchtime. • To monitor and evaluate access to competitions and after school activities to reach all pupil groups • Offer additional Energise sessions to target low-activity pupils in Term 1 and 2 through SPPAN

Meeting national curriculum requirements for swimming and water safety.	
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 pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.	72%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	52%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	40%

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/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 pupils today and for the future.

Academic Year: 2023 / 2024		Total fund allocated: £17,232		Date Updated: July 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:
					%
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:
To ensure that all children in curriculum PE sessions learn more, know more and remember more across all areas of physical activity.	<ul style="list-style-type: none"> Reformed long term plan ensuring progression of skills through all areas taught. Small steps planning in place detailing sequence of lessons taught across the school. Monitoring of planning and delivery by PE lead looking at responsive teaching in this subject. 		No cost internal cover provided	In pupil voice, pupils could discuss the importance of skills taught and how you need to practice to get better. Further work to be done on ensuring that pupils are clear on the exact objective or each session and how they can accelerate their progress in PE.	This will feed into the planning going forward so that it is robust and well sequenced.
To participate in full offer from Rutland schools sports partnership providing further opportunities for physical activity supporting teaching and learning of high quality PE both within and beyond the curriculum.	<ul style="list-style-type: none"> All children have access to opportunities for physical activity through inspire, develop and excel opportunities in partnership with Rutland SGO. 		£2275	All children have been carefully tracked to ensure that they have participated at least once in the interschool competitions within the SPPAN. All children accessed forest school.	Next year, subject leaders will further streamline the key vocab within each sequence of learning and plan a clear lesson structure for PE which will include an emphasis of the key objective and skill and progression in this.
					We will continue to be part of the SSPAN.
					Further target low activity children through additional SPPAN sessions and Urban Movement.

<p>To establish 2 nominated sports champions in school to encourage all children to get active. This will be supported through the schools sports partnership and involve all nominated sports leaders.</p>	<ul style="list-style-type: none"> • Leadership programme for sports leaders through Rutland schools sports partnership following the programme get active. 	<p>£400 for resources and transporting of leaders.</p>	<p>Sports leaders successfully led Multiskills for KS1.</p>	<p>The model is sustainable going forward.</p>
<p>To ensure all children are challenged in swimming and increase confidence in teaching swimming by all teachers. 75 % of year 6 children able to swim 25 m at end of academic year.</p>	<ul style="list-style-type: none"> • Employ a swimming teacher for weekly KS2 swimming sessions, ensure school staff have accessed appropriate CPD. 	<p>£625</p>	<p>Target almost met with 72% meeting the required distance- this is 1 child who did not make this.</p>	<p>Continue to use this model for the leadership of key events in the school community.</p>
<p>External coach to lead one session weekly as an extra curricular sports session. Vary age ranges and sports offered to link to competition calendar and provide a wide variety of sports.</p>	<ul style="list-style-type: none"> • External coach running one external sports club weekly. 	<p>£580</p>	<p>A wide variety of sports have been offered throughout the year and teams have successfully engaged in a number of competitions such as rounders, basketball, netball, gymnastics etc.</p>	<p>Sustainable with continuation of SP funding. Swimming is offered throughout KS1 and KS2 which will continue. Staff have and will continue to access appropriate CPD. Next year's calendar of competitions to be linked to sporting offer in school.</p>

<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation: %</p>
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Intent	Implementation	Impact	Impact	Sustainability and suggested next steps:
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>To provide physical learning linked to well-being and mental health needs as part of the whole school mental health strategy . To screen targeted year groups using active lives survey to gather pupil voice on activity levels and link to mental health .</p>	<ul style="list-style-type: none"> • 3 mental health and well being focused days planned across academic year. Jump rope to be used as one of the physical activities to encourage all children to re engage with skipping. 	<p>£1000</p>	<p>Mental health days were planned in and successful. Children had a skipping session and then continue to practice these skills each playtime/lunchtime.</p>	<p>Model to be replicated in future years. Continue to refer to the skipping workshops and children to continue to teach one another the skills each class was taught.</p>
<p>To link our sports champions into school parliament meetings to raise the profile of school sport and increase activity levels during unstructured time.</p>	<ul style="list-style-type: none"> • Sports leaders to liaise with School sports partnership to lead a variety of activities across 6 terms using individual passports. 	<p>£200 for equipment needed.</p>	<p>School Parliament has sought voicework from sports champions. Impacted on Opal (below) and additional physical activities.</p>	<p>Continue to use the individual passports set up.</p>
<p>To introduce children to taster sessions exploring holistic health of individuals.</p>	<ul style="list-style-type: none"> • Children across the school to be engaged in a variety of sessions exploring holistic health. 	<p>£400</p>	<p>Sessions delivered by MH practitioner. Well received and gave children additional strategies to support mental health and wellbeing.</p>	<p>Taster sessions to be rebooked.</p>
<p>To introduce a project called OPAL – Outdoor play and learning encouraging all children to be active through play at break times and lunchtimes.</p>	<ul style="list-style-type: none"> • This will be implemented by a member of the SLT and a nominated staff member working with a mentor provided through the organisation. 	<p>£2750</p>	<p>Opal project implemented in stages to ensure sustainability of each stage. Impact is seen across lunchtimes and unstructured times. Increased resilience of pupils, problem solving and creativity in play. Sharp reduction in playtime incidents of poor behaviour as all children are engaged.</p>	<p>Project resources purchased and will sustain the project going forward. Training will be ongoing and access to resources online is also ongoing.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
To provide CPD for all teaching staff on responsive teaching in PE lessons enabling all children to learn more and know more.	<ul style="list-style-type: none"> Support to be provided through PE lead and SLT. 	£300 for staff release time	Lessons observed show staff adapting lessons to respond to the needs of the children. As a result, children acquire skills rapidly.	Ongoing part of the school improvement plan so this is sustainable going forward.
Training for all staff on how to use whole class feedback in PE and build this information back into PE lessons.	<ul style="list-style-type: none"> Support to be provided through PE lead and SLT. 	Included in previous cost.	Teachers feedback to pupils in the moment and at the point of learning- the quality of the feedback has improved.	Ongoing part of the school improvement plan so this is sustainable going forward.
PE lead to continue to keep updated on subject knowledge to lead staff across the school.	<ul style="list-style-type: none"> To engage with the training offered through Rutland schools sports partnership. 	£200 supply cover for release	Subject leader changed midway through the year- training will continue to be accessed next academic year. New lead used release time to get to grips with the subject.	SSPAN will continue to provide training opportunities through ongoing membership.
To ensure all teachers leading swimming trained on the ASA level 2 teaching of swimming.	<ul style="list-style-type: none"> To be implemented through the schools sports partnership. 	£500	EYFS teacher is trained.	This will impact on swimming going forward as EYFS teacher will be able to lead sessions.

To share Rise gymnastics resources with all teachers providing new ideas for progression of core skills.	<ul style="list-style-type: none"> To be implemented through external coach 	£1270	RISE gymnastics was delivered across the school and class teachers were able to observe these sessions and build their own subject knowledge.	CPD will continue to support teachers in their delivery of gymnastics.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
%

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:
<ul style="list-style-type: none"> To ensure all children have access to physical activity across a wide range of sports. Year 6 children to have access to completing level one and two bike ability developing knowledge and skills to enable all pupils to stay safe when cycling. 	<ul style="list-style-type: none"> To provide opportunities for all children to participate in a range of sports extra-curricular and in curriculum time. Participation will be tracked to ensure that all individuals have these opportunities. 6 week programmes offered by trained coaches 	<p>£500</p> <p>£150</p>	<p>Tracking shows 75% of PP children have access to a range of extra-curricular activities. 80% of all children take part in extra-curricular clubs and activities. All children have accessed a range of sports in curriculum time.</p> <p>Offered to all children in Y6.</p>	Continue to target and track all pupil participation in extra-curricular clubs.

<ul style="list-style-type: none">• To develop personal confidence and team building skills.	<ul style="list-style-type: none">• Children across school to access external outdoor and learning skills through links with local armed forces.			
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