

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by





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 2022** 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 2022. 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 <u>July 2021</u> :	Areas for further improvement and baseline evidence of need:
<p>Engaged more SEND & PP pupils in after school clubs and enrichment activities</p> <p>Children more regularly active at lunchtimes</p> <p>Improved understanding of fitness and health across the school</p> <p>Developed range of high quality CPD for staff in autumn 2020 and spring 2021</p>	<p>Address the increased need for children to be regularly active throughout the school day, owing to Covid-19.</p> <p>Invest in enhanced package of support and training from a sports specialists working with all teachers, focusing on those newly qualified.</p> <p>Once Covid restrictions lifted in summer 21: Sports tournaments and swimming lessons to resume</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 2020.</p>	83.3%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	73.3%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	83.3%
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

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: 2021/22	Total fund allocated: £18,110	Date Updated: September 2021	
Key indicator 1: The engagement of all 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			Percentage of total allocation: 75%
Intent	Implementation	Impact	£13,350
Children have opportunities for regular physical activity in school as part of their learning on Wellbeing	<p>All YR1 – 6 pupils have 2 x 60 min PE lesson and access a broad and balanced curriculum. Monitored by specialist sports lead, Mrs. C. Adams</p> <p>Coaching for teachers from specialist sports lead, Mrs. C. Adams.</p> <p>Creation of enhanced TA Role to support active lunchtime provision. (Funded by restructure of lunchtime supervisors.)</p> <p>Specialist sports lead to set up regular lunch time challenges, with specific guidance and support targeted at PP children.</p>	<p>£13,350</p> <p>£100 admin/hourly costs</p> <p>Pupils achieving as expected and above</p> <p>Good numbers at clubs and children more active during morning and lunch breaks</p> <p>Highly trained staff – clear progression and planning in developing skills in a wide range of activities.</p> <p>Children engaged in active play for an extra 15 minutes daily on top of their current daily exercise.</p> <p>Children able to be physically active during lunch breaks, exercise breaks throughout school day and at lunch times.</p>	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			Percentage of total allocation:
			25%
Intent	Implementation	Impact	£4,750
All pupils take part in a broad range of learning opportunities	<p>Commitment to high quality PE by developing expertise amongst current staff – appointment and training of a sports lead to take over this academic year.</p> <p>Accessing additional competitive and non-competitive opportunities through the Windsor Sport and PE Partnership.</p> <p>All classes to take part in at least one Festival per year. (Internally facilitated if impacted by covid)</p> <p>Children who attend clubs to be chosen to represent the school in festival or competitive sport for that term – priority given to disadvantaged children.</p> <p>Additional sports equipment for SEND and PP children during external exercise breaks/Outdoor Climbing Trail</p>	<p>Included in Sports Partnership</p> <p>Excellence in sports – motivation and engagement from children</p> <p>Opportunities for all children to enjoy competitive sports</p> <p>Learning more effective – children also more active at break times. Children more engaged and active during break times; learning more focussed owing to regular exercise breaks.</p>	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	£1,275
Consistent high-quality learning across the school	Regular CPD opportunities through the SSP for PE coordinator and staff.	Included in £13,350 already budgeted in section 1	High quality teaching in all aspects of the PE curriculum Pupils achieving expected and above in PE. CPD schedule set up for the year	
	Specialist sports lead providing lunch time clubs for PP children and those who are less active. 2 x 30 minute sessions every Wednesday.	£42.50 per week X 30 weeks: £1,275	Progression in PE skills and knowledge developed in line with year group curriculum expectations.	
	High quality multi-sports clubs afterschool, subsidised for PP children, and additional CPD opportunities for staff across school to observe and take part.	Included in £13,350 already budgeted in section 1	Confidence in developing their knowledge of the subject and how to use curriculum manuals to plan a sequence of skill progression for their year group	
	Sports Lead, developing the implementation of the Complete PE curriculum through modelling outstanding PE lessons. CPD in PE scheduled throughout the year.		Trips to tournaments and festivals booked in throughout the year, exposing teaching staff across school to models of best practice.	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			Percentage of total allocation:
			%
Intent	Implementation	Impact	£1,500 (to be funded through roll-over funds from previous academic year)
Disadvantaged children have access to a wide range of outdoor education	<p>Forest School training to develop well-being and broader opportunities for disadvantaged children.</p> <p>Outdoor learning equipment</p>	<p>£1,100</p> <p>£400</p>	<p>Forest School sessions to be available for children from Sept 21. Broader training opportunities for staff across school, to increase number of PP children who can take part in Forest School sessions.</p> <p>Disadvantaged children access outdoor education – greater confidence and resilience. Improved attendance for PP persistent absentees.</p>

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:	
			%	
Intent	Implementation		Impact	Included as above
<p>More children gaining experience of the sport through competition. All children in the school will participate in at least one competitive event per term.</p> <p>More children achieving success at a higher level. Pupil surveys will track the increased motivation and desire to participate in competitive sport.</p> <p>Y6 children being supported by Sports Lead to set up and run sports groups at lunchtimes.</p>	<p>Specialist sports lead have appointed Y6 'Play Leaders'</p> <p>Effective communication of PE and sports activities through notice boards and website. Specialist sports lead to oversee the Play Leaders and ensure that children's knowledge and skills are continuously developed through this initiative.</p>	As above	<p>Greater resilience</p> <p>Understanding of importance of healthy lifestyle and exercise to manage stress and anxiety during lockdown</p> <p>Greater sense of well-being and achievement through sport, which has been a motivating factor in completing remote learning during the pandemic.</p>	<p>Continue to be fully engaged in the sports partnership activities.</p> <p>Continue to introduce new children to competition and nurture talent</p> <p>Signpost children to community clubs</p>

Signed off by	
Head Teacher:	D. Hudson
Date:	13 th September 2021
Subject Leader:	Claire Adams
Date:	13 th September 2021
Reviewed	16 th July 2022