

# 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 **31<sup>st</sup> 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:	Areas for further improvement and baseline evidence of need:
<p>Increased participation in TPA Inter-school competitions across a wide range of sporting areas</p> <p>Increase sports participation across the school particularly within team games.</p> <p>The number of pupils taking part in after school sport has increased significantly.</p> <p>An increase in the amount of physical activity undertaken by every pupil.</p> <p>Increased participation in competitive sport</p> <p>Growth in the range of traditional and alternative sporting activities.</p> <p>The quality of overall provision has improved so that all teaching in this area is at least 'Good' or better.</p> <p>The school is better equipped for a variety of sports and external lighting enables afterschool activities to take place.</p> <p>Increased confidence, knowledge and skills of all staff in teaching PE and variety of sports.</p>	<p>Increased ongoing CPD opportunities for class teachers TA's across all areas of the PE curriculum. We have increased ongoing CPD opportunities across all areas of the curriculum. Both teacher and TA's have taught many lessons PE at The Green – leading on the provision. They have also taught Dance lessons throughout the year</p> <p>Improvement of the quality of sports provision across the school including lunchtimes and during P.E lessons – with particular challenge and focus for the KS2 pupils. Sports provision has improved across the school including lunch time and PE lessons.</p> <p>To develop a sports leader Playground Pal - to lead structured games at lunchtimes – further developing mini sports leaders (KS2 pupils) within the playground Not able to achieve due to Covid restriction, will move it to next year's planning</p> <p>Preparation for School Games Mark Application (2020/21) the government led awards scheme that aim to reward schools for their commitment to development of competition across their schools. All in place and ready for the next academic year.</p> <p>Continuing developing the skills of our children to enable more children to participate in competitive sports events led by Richmond School Games Partnership will move it to next year's planning, limited opportunities available due to Covid restrictions</p> <p>The engagement of all pupils in regular physical activity amounting to at least 30 minutes each day.</p> <p>To increase the number of pupils involved in competitive sport.</p>

	<p>The number of pupils taking part in after school sport has increased significantly. An increase in the amount of physical activity undertaken by every pupil. Participation in competitive sport has also increased</p> <p>To focus on healthy lifestyles. The knowledge of healthy lifestyles across the school has improved due to the number of theory lessons taught in the classrooms.</p>
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<b>Meeting national curriculum requirements for swimming and water safety.</b>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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 2022.</p>	70%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	70%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	50%
<p>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?</p>	N/A

## 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: £18,500		Date Updated: 30 <sup>th</sup> September 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 pupils undertake at least 30 minutes of physical activity a day in school					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"> <li>- To use a range of online resources to ensure that pupils are engaged in at least 30 minutes of regular exercise per day so that pupils fitness levels improve across</li> <li>- Increasing physical activity by introducing engaging and interesting play equipment for ALL children.</li> <li>- Promote all initiatives from local organization to encourage students to partake in Physical Activity outside of school hours.</li> <li>- Full participation in physical activities during lunchtime and play times.</li> </ul>	<ul style="list-style-type: none"> <li>- Purchase engaging and interesting playground equipment</li> <li>- Monitor all classes to ensure that the use of purchased online resources is being used consistently across the school</li> <li>- Provide CPD opportunities for staff so they have the confidence and skill to deliver 30 minutes of fitness across the school day</li> <li>- Classes take part in physical activities throughout the school day such as the Daily Mile, Super Movers, Go Noodle.</li> </ul>	£2000	<ul style="list-style-type: none"> <li>- Pupil interviews and evaluations demonstrate that the fitness levels have improved across the school</li> <li>- Pupils attitudes to fitness have improved and they are able to discuss how their fitness has been improved because of the physical activity they are undertaking</li> <li>- Improved level of fitness across the school</li> <li>- Improved understanding of healthy choices and a healthy life style.</li> </ul>	<p>Purchased basketball to mount to atrium to use for PE sessions and during lunch breaks. Basketball mounted to outside fence to continue develop their skills.</p> <p>Weekly Newsletter updates on a regular basis including sports events and activities offered in the local area.</p> <p>Purchased football pitch barriers to use during lunch times in the car park to extend physical activity offer.</p>	

<ul style="list-style-type: none"> <li>- The Daily Mile KS1 and KS2</li> <li>- Encourage scooting/biking to school to minimize car use</li> </ul>	<ul style="list-style-type: none"> <li>- The Daily Mile to get all pupils undertaking at least 15 minutes of additional activity per day</li> <li>- Purchase additional scooter racks and bike racks for safe storage, Monthly Car Free Day with "Golden lock Challenge" and badges</li> <li>- This year we will purchase a new javelins for Athletics KS2, Netball and basketball boards and hoops</li> <li>- To develop a KS2 sports leader to lead structured games – further developing sports, support the staff and the pupils at different events.</li> <li>- To organise and lead TPA football teams Autumn I organise a TPA football trial for boys/girls KS2 only</li> <li>- Purchase of</li> </ul>	<p>£5000</p>	<ul style="list-style-type: none"> <li>- All pupils involved in 15 minutes of additional activity every day. Improved fitness levels across the school</li> <li>- More children seen on bikes and scooters; High number of participation in Car Free Days</li> <li>- More children seen on bikes and scooters; High number of participation in Car Free Days</li> </ul>	<p>Daily mile during PE lessons for all year groups.</p> <p>Car Free Golden Lock Challenge – each half term we organise a car free day to encourage more scooting and walking. One bicycle/scooter chosen to win the golden lock challenge price. All participants receive badges.</p> <p>School street posters by children and continuous encouragement in newsletter and assemblies to walk, scoot and bike to school.</p> <p>Joined Richmond sports for competitions and held trials for girls and football teams.</p> <p>Rugby competition attended with Year 5 and Year 6.</p> <p>Lesson observations and subject deep dive show evidence of outstanding PE teaching – learning journey evident.</p>
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	<a href="http://www.sportsleaders.org/accredited-awards/primary-leaders-licence-1">www.sportsleaders.org/accredited-awards/primary-leaders-licence-1</a> <ul style="list-style-type: none"> <li>- Outstanding P.E. teaching and pupils engagement within sport skills will be developed in eye ball coordination, balance and agility, understanding of games and team work</li> <li>- Registration for School Games Mark Application (2021/22) the government led awards scheme that aim to reward schools for their commitment to development of competition across their schools.</li> </ul>			
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**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement** 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:
Achievements celebrated in assembly (match results plus notable achievements in lesson, competitions. Etc.)	Celebration assembly - to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies.	£500	Many pupils at some point in the year have taken part in assembly.	PE boy/girl each lesson; PE certificate every month in assembly. Newsletter paragraph about any competition - summary and results.
Purchase notice board to raise the	Develop PE board display to raise	£400	The notice boards are full of	

profile of sports achievement across the school	the profile of PE and Sport for all pupils and visitors.		information matches/clubs/results and pupils are keen to get involved.	
Ascertain which local personalities the pupils relate to and invite them to school.	To date there have been 2 local personalities who have spoken in assembly.	£400	Role models – local sporting Personalities so pupils can identify with success and aspire to be a local sporting hero.	

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 undertake a series of lesson observations and feedback to staff to build a positive approach to teaching and learning. In order to improve progress and achievement of all pupils the focus is on upskilling the staff.	Teachers will be encouraged to take part in CPD courses throughout the year. Mr Wojtek to help teachers and TA's improve their confidence and knowledge when teaching PE, breakfast and lunch time clubs. To observe all teachers during PE lessons, to provide specific feedback and support and recommend CPD training for areas where teachers lack confidence or skill	£3000 - Staff development – Supply Teacher to cover PE Leader time table	Better subject knowledge for Teaching staff - Increased confidence levels and better subject leadership skills enabling the subject leader to lead professional training for all staff - Subject leader supporting less experienced teachers or those lacking in confidence in this area.	Sharing planning with staff to ensure all understand main objectives and help with teaching lessons.  Local student teachers from St Marys to complete work placement in PE.
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:

<p>Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved - focus particularly on those pupils who do not take up additional PE and Sport opportunities.</p>	<p>Running lunch time sessions. Organising a competitions with other schools.</p> <p>Reviewing lunchtime sports club and inter-house activities.</p> <p>Providing a wide range of after school clubs: Gymnastics, Netball, Football, Cricket, Dance, Multi-skills, and Karate. We offer a wider range of sport activity: Archery, Trio Golf,</p> <p>Restarting swimming lessons with Y6 groups Autumn 1</p> <p>Further Dance development through the dance scheme</p> <p>Undertaking specific CPD courses which are offered through the sports partnership with an aim to get more staff upskilled and involved.</p>	<p>Specialist Coaches, Lunchtime , afterschool clubs sessions £3000</p>	<p>Wider range of clubs available to all pupils, increased participation, pupils increased their skills and gained further knowledge.</p> <p>More staff involved in extracurricular activities and all teachers feel more confident teaching new activities and programmes of study</p>	<p>Joined Richmond school sport for competitions – attended football for boys and girls Y3-Y6; rugby Y5/6.</p> <p>Organised local school competition in both football and rugby for year 6.</p> <p>Rich and extensive morning and after school club programme with a range of sport activities on offer.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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 develop competitive sport with other schools, to provide opportunities for extra-curricular sport competitions and establish relationships with other schools	To enter Richmond School Games Competitions throughout the year. Sports Day Event Liaise with nearby schools, such as Archdeacon, Stanley School, Trafalgar and Orleans Primary School to arrange mini-events between the schools.	Cost of transport/buses to competitive events £1,000 Prizes and Trophies = £123.50 Staff cover PPSSA annual Subscription £250	The fitness levels have improved across the school because of the physical activity they are undertaking This has given our children more confidence and ability to compete against other schools, and to improve their own standard of sporting ability.	Joined Richmond school sport for competitions – attended football for boys and girls Y3-Y6; rugby Y5/6. Organised local school competition in both football and rugby for year 6.
Opportunities for a greater number of children to participate in a sporting competition. Increase numbers of sports teams across KS1 and KS2 To introduce additional competitive sports identified by pupils in recent survey in order to engage more pupils.	All competitions are run by school staff by which training sessions would take place prior to each competition. Participation in inter school leagues/ competitions Identify staff member to work alongside PE Leader to develop sport teams Arrange friendly competition - inter/intra school - use the local sport partnership.	Competitions Package £1250  £300  £1000	Engagement in sports across the school has improved in Key Stage 1 and 2.  Pupils gained competition experience and they have perfected previously acquired skills.	

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Signed off by	
Head Teacher:	Petra Gollob
Date:	September 2021
Subject Leader:	Wojciech Muziol
Date:	September 2021
Governor:	
Date:	