



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised December 2017

Commissioned by  
**Department for Education**

Created by



**YOUTH  
SPORT  
TRUST**



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](https://www.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:
<p>Sports data heavily affected by Covid, but in the previous full year we had school sports teams representing our school in a range of sports consisting of Football, Boccia, sitting volleyball, new age curling, bowls, goalball, tennis, rounders, archery, netball, kwik-cricket, rugby, handball, indoor canoeing, sportshall athletics and dodgeball.</p> <p>After school sports club attendance data heavily affected by Covid, but in the previous full year most of our children attended at least one after school sports</p> <p>Leadership data heavily affected by Covid, but in the previous full year we had Young Leaders on both sites delivering lunchtime sporting activities.</p>	<p>Ensure we get back to PE when it is safe to do so.</p> <p>Train Young Leaders as soon as possible.</p> <p>Most PE at the start of the year will be athletics so we can build up the children's fitness levels.</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	60%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	40%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	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?

NO

\*Schools may wish to provide this information in April, just before the publication deadline.

## 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.

Academic Year: 2020-21	Total fund allocated: £19,140 Paid for £12,717.97 Total fund left: £6,422.03	Date Updated: July 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:
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>BA Lunchtime:</p> <p>To provide structured and active playtimes.</p> <p>To encourage and develop children's participation of sports.</p> <p>To provide more opportunities for children to participate in sporting activities.</p>	<p>BACT to deliver a wide variety of sports and physical activities to engage all pupils over both sites during 2 lunchtimes at each site.</p> <p>To ensure that children are actively taking part.</p>	<p>**</p> <p>BURTON ALBION</p> <p>TOTAL COST FOR THE YEAR: £4330</p>	<p>All extra-curricular delivery data will be collated and monitored through termly review meetings with BACT to ensure outcomes are met.</p> <p>Children will become more active and fitter over a period of time. Through a wider range of sporting activities on offer at lunch time to all children.</p> <p>BACT coach will keep registers on a half termly basis and target children who have not taken part in extracurricular sports.</p> <p>One session will target girls participation during lunchtimes.</p> <p>Increase the importance of the lunch time supervisor's role and raise the profile of sporting activities during lunchtimes.</p>	<p>Lunchtime staff are confident and competent to lead and engage children in practical activities.</p>

To maintain the delivery of Wake Up Shake Up/Go Noodle/ Take 10/ Joe Wicks program/Running across the whole school.	Every class to take part in physical activity during the school day.  All classes to provide a timetable outlining their daily slot for physical activity.		All children will participate in physical activity.  Ensure the timetable allows for this session to take place every day.	ST and PP to provide ideas/ resources to enable achievement of this across the school.
To ensure Victoria School is fully resourced with suitable PE equipment for the upcoming academic year.	Carry out an audit to assess the quality and quantity of resources available at present, and to perform a gap analysis to identify resources required/future spend/ ongoing.  Resources purchased as a result of the audit.	£135.98 £17.45 £142.05 £306.45 £384.40	Audit and gap analysis of resources available across both sites.  Gaps identified and suitable resources identified and purchased.  Lunchtime staff have access to equipment quickly and conveniently during busy lunchtime session – again pupil engagement is optimised.  All pupils are enabled to access the PE curriculum to optimum level with both sites fully resourced.	Resources will be hardwearing and sustainable for future use. Resources will be distributed where required to ensure future stock is available.
EYFS: Outdoor equipment To develop fundamental movement skills and body strength (core muscles/pivot joints/shoulder joints). To meet Early Learning Goals which in turn will enable them to access the National Curriculum in Y1 +. For example, in order to write, a child needs to be able to maintain their own balance in sitting without using their hands. They need to have good control of their trunk and shoulder muscles and be able to reach forward in a controlled way, these skills are best development through outdoor opportunities to develop gross motor skills.	Children to meet the statutory requirements for EYFS – PD skills is a prime area of development and part of how we assess if children have met GLD at the end of the year. Daily access to the outside area and new resources as part of continuous provision in line with EYFS curriculum  To order a large shed to ensure that sustainability.	£2012.07          £1000	Children will meet ELG for PD More children will meet ELG for other areas of curriculum such as Communication and Language, EAD and writing. Children will be ready to access of NC. (Impact will be able to be measured next cohort when all resources have arrived and outdoor area is fully set up)	Storage is needed to house new equipment Storage already available needs to be made watertight Extension of EYFS outdoor area (moving fence) so children have more space to access new equipment. Surface where old sandpit was is made safe.
<b>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:

School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To consistently link PRIDE values throughout PE lessons.</p> <p>To observe all staff to ensure a variety of high-quality PE lessons are being taught.</p> <p>To ensure planning shows a coverage of the PE National Curriculum over the year.</p>	<p>Regularly refer to PRIDE values throughout PE lessons and competition.</p> <p>ST to carry out filmed observations across both sites to ensure PE lessons are delivered to a high quality and the PRIDE values are evident.</p> <p>ST to ensure that all planning uses the National Curriculum, objectives as well as individual objectives and success criteria.</p> <p>ST to monitor assessments are carried out on a termly basis and the evidence of the success criteria is helping to make judgements on progress made.</p> <p>ST to review timetables each term to ensure 2 hours of PE is allocated.</p>		<p>Achievement through pupil voice.</p> <p>Enthusiasm for PE is increased throughout the school through sporting display boards and assemblies.</p> <p>Observations were filmed and ST provided feedback. and support where needed.</p>	<p>All children continue to use these values in their PE lessons and when representing the school at sporting events.</p>
<p>To plan and develop sports provision Action Plan.</p> <p>To review and evaluate Action Plan so far. (Summer ii)</p> <p>To ensure PE &amp; Sport Premium is being managed, delivered and documented accordingly.</p>	<p>Write a comprehensive whole school action plan, to cover both sites.</p> <p>Evaluate the effectiveness of the plan at strategic points throughout the academic year.</p> <p>Maintain records; review the plan, where necessary, and update Senior Leaders on progress where appropriate.</p> <p>PP and ST to monitor PE across both sites to ensure a consistent provision is delivered.</p> <p>Allow sufficient management time to facilitate the organisation of PE and Sport Premium Project across both sites. (ST)</p> <p>Design, plan deliver and evaluate a whole-school programme for Health, Fitness &amp; Safety week, including detailed timetables</p>	£400	<p>Fully resourced Action plan. Periodic review of action plan, escalating concerns where necessary and in a timely manner to ensure successful delivery.</p> <p>PE and Sport Premium lead is given adequate time to ensure the effective delivery of the project in its entirety. The provision of increased funds from the PE and Sport Premium is managed effectively across the school to maximise outcomes for all staff and pupils.</p>	<p>To use in service staff to cover class.</p>

To plan and develop Health, Fitness and Safety Week. (Summer i)	and outline objectives; contact external agencies to arrange activities both on and off-site.	£1650	All staff to be provided with time tables for the week's activities.  Activities cancelled due to isolation.	
To promote PE by purchasing staff t-shirts to be worn during the delivery of PE lessons.	Continue to order shirts where needed e.g. new staff - use of TAG to support local companies.	£114.57	Children to be inspired by staff members and the staff to feel like they are part of a team.	Staff to continue to wear school shirts in all PE lessons.
Delivery of the Premier League Reading Stars programme to target disengaged readers through the power of sport to increase reading levels Year 6.	Identify pupils that would benefit from the intervention.  BACT to deliver an assembly to promote the programme and raise the profile of reading and literacy in the school.  BACT to co-ordinate the visit of BAFC first team players to the school to celebrate the programme and recognise achievements made by pupils.	**	Year 6 to receive the intervention.  Reading results show improvement.	
Delivery of the Move and Learn project to all Year 5.	BACT to provide children with the knowledge and understanding of a healthy life style through theory and practical sessions.  BACT to deliver 6 week Move and learn, teacher support programme in the Summer term. The programme will enable 2 members of staff to gain confidence and greater knowledge and understanding of the subject area.	**	Children will be provided with a booklet at the end of the unit and have a better understanding of a healthy life style.	



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To support continual professional development to ensure optimum outcomes for pupils.</p> <p>Provide CPD opportunities for school staff to improve their confidence and knowledge of PE and sport. This will impact on pupils through higher quality PE lessons resulting in increased engagement and attainment levels.</p>	<p>Attend ESSSP training sessions - Shooting Stars (ST)</p> <p>FA (MM)</p> <p>Share good practice which drives the effective development of PE (for example, cascade training to staff)</p> <p>ST to send out a request form to all staff asking requirements for PE CPD.</p> <p>Staff to complete questionnaire suggesting areas for development.</p> <p>All staff to attend training on 'Complete PE' new scheme of work.</p> <p>Forest Schools (FK &amp; JM)</p>	<p>£1,875.00</p> <p>£150</p>	<p>Qualification obtained; Staff skill set increased.</p> <p>Staff confidence in the subject increased; increased judgement scores in lesson observations.</p> <p>Pupil interaction increased.</p> <p>Increased confidence of non-specialist staff in the delivery of specific PE subjects.</p> <p>Increased pupils experience of PE through more competent and confident delivery of lessons.</p>	<p>Opportunities provided through online training.</p>
<p>Ensure consistent and high-quality delivery of PE and Sport by working with specialist providers to enhance the current level of provision. (tennis)</p>	<p>Qualified sports coaches to provide relevant, plentiful and high-quality PE lesson.</p>	<p>Funding carried over from last year's cancellation.</p>		<p>Staff to gain knowledge of how to deliver tennis sessions and implement this into future planning and delivering of the sport.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>BA After School clubs:</p>	<p>To use specialist training and interventions to engage all pupils.</p>	<p>**</p>	<p>Understanding of requirement to establish lifelong participation in physical activity and school sport.</p>	<p>Staff to run sports activities after school to ensure the children continue to have a wide range of sporting opportunities.</p>

<p>To promote and affirm the requirement to establish lifelong participation in physical activity.</p> <p>To raise the profile of after school clubs.</p> <p>To provide opportunities for pupils to engage in a variety of sports and activities.</p> <p>Ensure consistent and high-quality delivery of PE and Sport utilising specialist PE deliverers to enhance the current level of provision during extra-curricular sessions.</p>	<p>To ensure as many children as possible attend extra-curricular clubs and registers to be kept.</p> <p>Create a varied long term extra-curricular plan that provides opportunities for pupils to experience a broad range of sports and activities.</p> <p>Audit, plan and develop after school activities, using staff, coaches and volunteers.</p> <p>PE Co-Ordinator to meet with BACT on a termly basis to review provision and observe extra-curricular sessions.</p> <p>Ensuring that the schools termly calendar provides extensive opportunities to participate in extra-curricular clubs.</p>		<p>All young people engaged in physical activity. Greater understanding of healthy lifestyle benefits.</p> <p>Specialist training and interventions in place to engage all pupils in physical activity.</p> <p>Engagement and enjoyment at lunch and break times increases.</p> <p>Barriers to participation are decreased. Take-up of extra-curricular PE is increased; pupil performance and confidence in PE is increased.</p> <p>Varied extra-curricular sports programme in place.</p> <p>Pupil engagement in physical activity is increased over the year.</p> <p>More after school opportunities which are accessible to pupils. New opportunities to target non team playing members.</p> <p>The range of extra-curricular opportunities is increased and include those requested by pupils – Sports Council.</p> <p>A registers is kept for all after school extra-curricular sessions to enable us to evidence the number of pupils that have engaged in sport and physical activity and those who need to develop – club tracker.</p> <p><b><u>Summer i &amp; Summer ii due to Covid</u></b></p>	
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Develop and implement a healthy active lifestyle through the delivery of Health, Fitness & Safety week and School Games Days.	<p>Extend the range of opportunities for pupils to sample new areas of sport.</p> <p>Pupils are enthused, and actively involved in a wider variety of sports.</p> <p>Pupils make healthy lifestyle choices that are celebrated and shared.</p>		<p>Increased wellbeing of staff and pupils through positive engagement and socialisation in sporting/competitive experiences.</p> <p>Increased school profile in the community.</p>	
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
No after school competitions attended due to Covid.				