



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised October 2018

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 Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

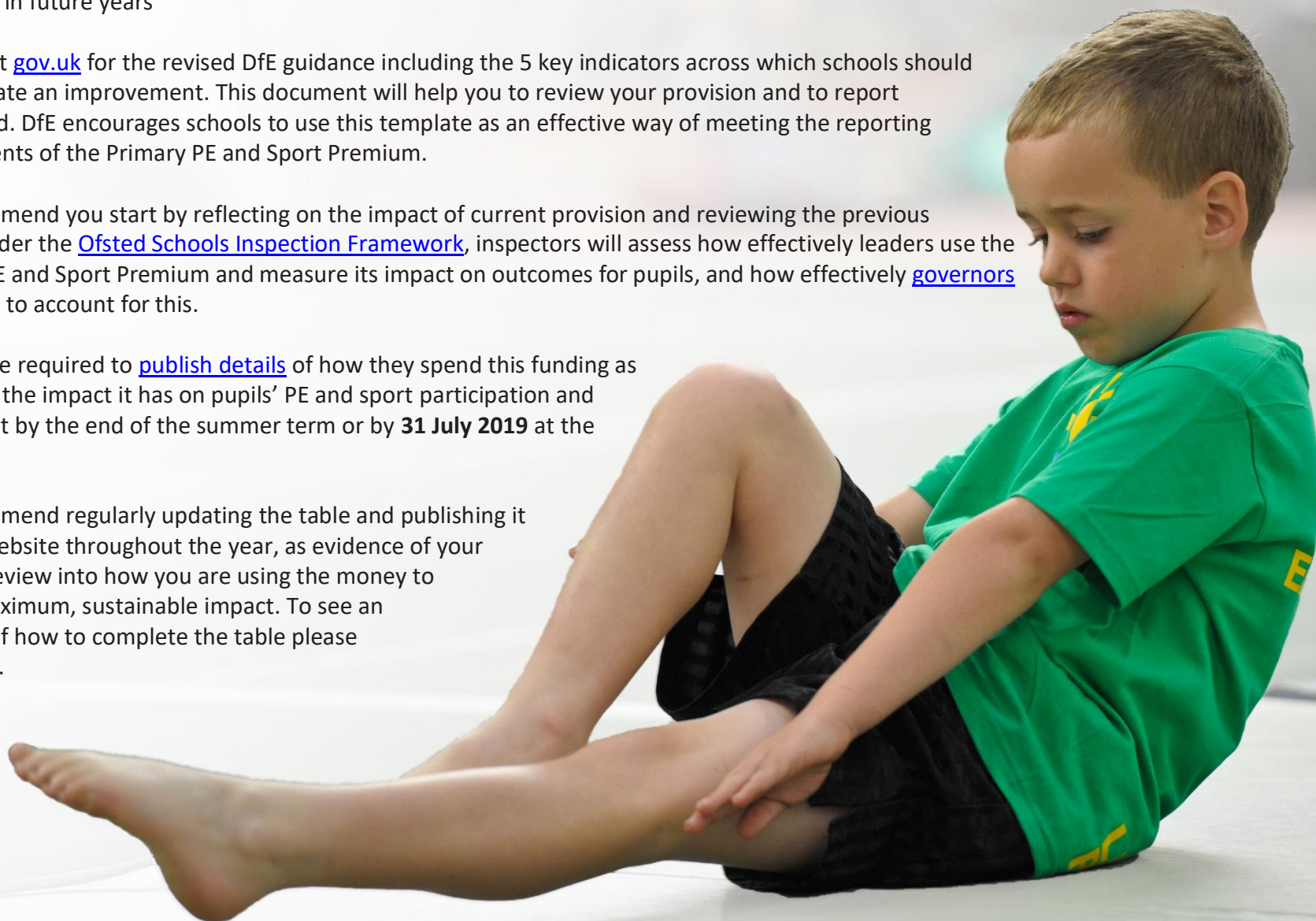
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](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 by the end of the summer term or by **31 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, 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>Forest school: Remains a strength of the school – active, outdoor learning with opportunities to link to the curriculum regularly exploited.</p> <p>Breadth of sporting experiences – also relating to seasonal sports.</p> <p>Number and variety of extra-curricular clubs offered – even with covid-19 restrictions in place – delivered internally and by year 6</p> <p>Participation in competitions – particularly notable as we are a small school – has always been high (prior to 2020-21 covid restrictions on face to face competitions) and will no doubt resume and be a strength once face-to-face</p>	<p>Continue active recovery curriculum.</p> <p>To continue to develop a clear programme of study to support skills progression across the whole-school PE curriculum.</p> <p>To continue to provide CPD for current and new teachers to feel more confident in the planning, delivery and assessment of PE lessons.</p> <p>To acknowledge and embrace the need for specialist coaches in some areas, such as gymnastics and to re-establish these links once again in 2021-22 (interrupted due to covid restrictions on visitors to the school.)</p> <p><b>Notes for '22-23 – to review and consider provision for younger children.</b> E.g some clubs that were offered to older children but not enough uptake could they be widened.</p>
<p>Covid 19: Restrictions and Lockdown 20-21</p> <p>During lockdown, we continued to encourage a healthy and active lifestyle through our remote learning curriculum. Teachers provided a broad range of active learning including, yoga, REAL PE, daily mile, affiliation-led mini competitions.</p>	

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.</p>	
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	
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/ <u>No</u>

## 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: 2021/222	Total fund allocated:	Date Updated:		
<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			Allocated funding: £	Percentage of total allocation:
Intention	Implementation	Impact	%	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence of impact on pupils including wider impact on whole school improvement:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>To provide opportunities for all children to participate in Forest Schools for at least 12 sessions across the year – with whole day sessions considered a double session.</li> <li>To provide opportunities for Foundation and Year 1 children to participate in Forest School for at least 36 sessions.</li> <li>To provide opportunities for all children to participate in Forest School in at least two settings.</li> </ul>	<ul style="list-style-type: none"> <li>Retain trained Forest School specialist – in place.</li> <li>All teachers to take part in Forest School sessions – leading activities and groups.</li> <li>Retain local contacts to extend Forest School provision for Years 4, 5 and 6 to whole school sessions in alternative settings – Ferris's and Poppy's Wood.</li> <li>Senior leaders – KB and RC – to undertake Forest School leadership training.</li> </ul>	<p>£</p> <p>£</p>	<p><b>Evidence:</b> All children in all year groups have taken part in at least 10 Forest school sessions totalling: F/Y1: 32 sessions SO FAR – planned 38 by the end of the summer term. Y2/3: 13 sessions SO FAR - planned 16 by the end of the summer term. Y4/5: 12 sessions SO FAR - planned 16 by the end of the summer term. Y6: 17 sessions SO FAR - planned 20 by the end of the summer term. ALL classes have received more than the target number of sessions.</p> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>Team building, problem solving skills.</li> <li>Outdoor learning</li> </ul>	Senior leaders – KB and RC – will complete Forest School leadership training in October 2022.

<ul style="list-style-type: none"> <li>To provide opportunities for children take part in a variety of clubs at lunch time.</li> <li>To provide the opportunity for children to complete a weekly 'Golden Mile'</li> <li>New playground markings to</li> </ul>	<ul style="list-style-type: none"> <li>Annual audit of lunchtime clubs and uptake.</li> <li>Y6 to lead sports lunchtimes activities: adults to provide supervisory support: <ul style="list-style-type: none"> <li>Football</li> <li>Dodgeball</li> <li>Running</li> <li>Table tennis.</li> <li>Cheerleading.</li> </ul> </li> <li>Gardening Club – KS1.</li> <li>Whole school 'Golden Mile' event to be added to all class timetables, every Friday morning 9am.</li> </ul>		<p>opportunities – linked to the curriculum.</p> <ul style="list-style-type: none"> <li>Positive feedback from stakeholders – children, parents and prospective parents.</li> <li>Increase in children's enjoyment of being healthy and active outdoors – feedback from children.</li> <li>Awareness and working knowledge and understanding of seasonal changes and natural environment, particularly for EYFS.</li> <li>Positive behaviour at lunchtimes – reduced incidents of negative behaviour.</li> <li>Increased healthy lifestyles.</li> <li>All KS2 children were offered the opportunity to take part in at least one lunchtime sporting activity.</li> <li>Sports lunchtimes reinstated after covid restrictions.</li> </ul> <p>Positive impact on children's health and mental wellbeing – all children have improved across the year – it is notable that all children are now running larger and more regular intervals of the course.</p> <ul style="list-style-type: none"> <li>The children are attracted to</li> </ul>	<p>Continue legacy of year 6 sports leaders through the leadership programme – continue to employ KJ to deliver. Look at KS1.</p> <p>Increase the number of opportunities provided each week for all children to complete 'The Golden Mile'. Promote links to cross-country and Douai fun run.</p>
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promote active play at break times and allow for more varied activities and more sustained participation physical activity at break times.	<ul style="list-style-type: none"> <li>Obtain quotes (JL).</li> <li>Obtain and agree plans.</li> <li>Agree contract.</li> </ul>		<p>and use the brightly marked activities in the various areas of the playground.</p> <ul style="list-style-type: none"> <li>The children enjoy and regularly engage in the new activities provided by the new playground markings.</li> </ul>	
<b>Key indicator 2: The profile of PESPA being raised across the school as a tool for whole school improvement</b>				Allocated funding: £
				Percentage of total allocation:
Intention	Implementation		Impact	%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence of impact on pupils including wider impact on whole school improvement:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Embedded and consistent delivery of the REAL PE curriculum – promoting PESSPA through the six cogs: personal, social, health and fitness, cognitive, creative, physical.</li> <li>To provide a broad range extra-curricular activities.</li> </ul>	<ul style="list-style-type: none"> <li>Continue contact with area REAL PE rep.</li> <li>Whole-staff meetings on delivery of the REAL PE curriculum and using the Jasmine platform.</li> <li>Employ KJ to co-ordinate, manage and administer extra-curricular clubs. <ul style="list-style-type: none"> <li>Girls' football – KS2</li> <li>Kwik cricket – 4,5,6</li> <li>Football – KS1</li> <li>Football – KS2</li> <li>Rounders – 4,5,6</li> <li>Netball – 4,5,6</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>All class teaching REAL PE curriculum securely across the school.</li> <li>TAs able to lead small group activities to support progress.</li> <li>Improved teacher practices.</li> <li>Improved engagement of all pupils in PE lessons due to differentiation.</li> <li>Girls' football – KS2 - delivered</li> <li>Kwik cricket – 4,5,6 x2 - delivered</li> <li>Football – KS1 - delivered</li> <li>Football – KS2 - delivered</li> <li>Rounders – 4,5,6 - delivered</li> <li>Netball – 4,5,6 - delivered</li> <li>Running club – 4,5,6 delivered</li> <li>Running club – KS1 and Y3 –</li> </ul>	<p>Yearly subscription to access teaching and assessment materials and Jasmine platform.</p> <p>Seek CPD for use of the assessment tools.</p> <p>Continue to employ sports leader (KJ) for effective running of extra-curricular activities.</p> <p>Add which ones are funded and parent-funded.</p>

<ul style="list-style-type: none"> <li>Continue leadership programme for Y6 pupils.</li> <li>New playground markings to promote active play at break times and allow for more varied activities and more sustained participation in PE lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Running club – 4,5,6</li> <li>Running club – KS1 and Y3</li> <li>Dance – KS1</li> <li>Tag rugby – KS2</li> <li>Tennis – KS1</li> </ul> <ul style="list-style-type: none"> <li>Employ KJ to deliver 10-week programme, one afternoon per week.</li> <li>Obtain quotes (JL).</li> <li>Obtain and agree plans.</li> <li>Agree contract.</li> </ul>	<ul style="list-style-type: none"> <li>Dance – KS1 - delivered</li> <li>Tag rugby – KS2 - delivered</li> <li>Tennis – KS1 -</li> </ul> <ul style="list-style-type: none"> <li>All year 6 pupils were able to undertake the full 10-week programme however, they were able to use their learning to deliver lunchtime sporting activities to KS2.</li> <li>The children are attracted to and use the brightly marked activities in the various areas of the playground.</li> <li>The children enjoy and regularly engage in the new activities provided by the new playground markings.</li> <li>Teachers are able to set up different activities and match-style games in the three marked pitches.</li> </ul>	<p>Continue to employ KJ to deliver 10-week programme, one afternoon per week.</p> <p>Continue to employ KJ to co-ordinate the year 6 children in their running of lunchtime sporting activities and sports day.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Allocated funding: £
				Percentage of total allocation:
Intention	Implementation		Impact	%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence of impact on pupils including wider impact on whole school improvement:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>To purchase REAL PE subscription.</li> </ul>	<ul style="list-style-type: none"> <li>Continue contact with area REAL PE rep.</li> <li>Whole-staff meetings to review delivery of the REAL PE curriculum and use of the Jasmine platform.</li> </ul>		<ul style="list-style-type: none"> <li>All class teaching REAL PE curriculum securely across the school.</li> <li>TAs able to lead small group activities to support progress.</li> <li>Improved teacher practices.</li> <li>Improved engagement of all pupils in PE lessons due to differentiation.</li> </ul>	Yearly subscription to access teaching and assessment materials and Jasmine platform to support CPD training received. Seek CPD for use of the assessment tools.
<ul style="list-style-type: none"> <li>To continue Forest School CPD for all.</li> </ul>	<ul style="list-style-type: none"> <li>All teachers to take part in Forest School sessions – leading activities and groups.</li> <li>KB and RC to undertake forest school leadership training.</li> </ul>		<p>Teachers continue to improve skills and competence in leading some of the low-risk outdoor education activities under the management of the outside provider.</p> <p>Forest school leadership training partially undertaken by senior leaders - KB and RC.</p>	Senior leaders – KB and RC – will complete Forest School leadership training in October 2022.
<ul style="list-style-type: none"> <li>Dance CPD for all teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Employ dance teacher to lead choreography for school production.</li> <li>Specialist dance teacher to lead initial dance lesson and one subsequent dance lesson for all year groups – 2-6.</li> <li>Teachers to take part in and take notes from, including video, specialist dance lessons.</li> <li>Teachers to deliver further dance</li> </ul>		<p>Nature of end of year production reviewed for '21-22 due to needs of leaver cohort.</p>	Carry forward again to '22-23.

	lessons.			
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Allocated funding: £
				Percentage of total allocation:
<b>Intention</b>	<b>Implementation</b>		<b>Impact</b>	<b>%</b>
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence of impact on pupils including wider impact on whole school improvement:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Clubs available after school for years F to 6: e.g. dance and football.</li> <li>Mindfulness sessions for all children from foundation to Year 6.</li> <li>Y6 pupils to continue to plan and execute PE lessons for F/Y1 based on their leadership programme.</li> <li>Remain part of the Sports Affiliation – greater access to sports tournaments and competitions.</li> </ul>	<ul style="list-style-type: none"> <li>Employ KJ to co-ordinate, manage and administer extra-curricular clubs – see above.</li> <li>Employ mindfulness coach (DC) to plan and deliver mindfulness sessions:</li> </ul> <p>See above for leadership programme actions.</p> <ul style="list-style-type: none"> <li>Attend annual West Berks annual conference.</li> <li>Employ KJ to complete the relevant administration.</li> </ul>		<p>See above.</p> <ul style="list-style-type: none"> <li>Unable to deliver due to needs of children – interventions prioritised, such as precision teaching.</li> <li>Access to sporting competitions organised by the reinstated.</li> <li>Access to sports coaches for extra-curricular clubs and free trials reinstated.</li> <li>Woolhampton School has been well-represented at affiliation</li> </ul>	<p>Continue to employ KJ to co-ordinate.</p> <p>Carry forward to '22-23?</p> <p>Continue to employ KJ to co-ordinate and lead.</p> <p>Continue membership.</p>

			<ul style="list-style-type: none"> <li>competitions.</li> <li>Woolhampton School children have performed well and are proud of their achievements.</li> </ul>	
<b>Key indicator 5:</b> Increased participation in competitive sport				Allocated funding: £
				Percentage of total allocation:
Intention	Implementation		Impact	%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence of impact on pupils including wider impact on whole school improvement:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>A sports leader used to organise events, experiences, clubs, competitions for all children.</li> <li>Access to sporting competitions for all pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Employ KJ to manage, organise and administer.</li> <li>See above for details of all events, experiences, clubs, competitions for all children.</li> <li>See above for actions.</li> </ul>		<p>See above.</p> <p>See above.</p>	Continue to employ KJ.