



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:
<ul style="list-style-type: none"> - Recruiting a sports apprentice. - New physical equipment - playground trim trail, playground equipment. - Comprehensive programme of extra-curricular sporting & creative activities Range of 'Enrichment Sessions' for children to take part in to learn new skills. (tri golf, curling, archery) - Dance workshops - Pre pedal sessions for EYFS - Change 4 life sessions – focusing on physical wellbeing and health. - Transition sports festival - High profile regarding physical well-being, including 'Fitness Fridays' - Competition with other Infant schools - Professional development for teachers alongside expert coach - Physical interventions throughout the school. - Wide range of Afterschool sports clubs available to the children - Imbedding of the REAL PE curriculum improving teachers skills and knowledge when delivering PE 	<ul style="list-style-type: none"> - Use sporting events to grow an interest and love of sport. - Cross curricular lessons in PE - Continue to progress with improving confidence, knowledge & skills of teaching staff in PE teaching – REAL P.E training/team teach. - Support a P.E apprentice – train them to teach PE lessons with increased confidence, support physical activities during break and lunchtimes, support physical interventions, run afterschool clubs. - Continuation increase the participation in competitive sport (in an age appropriate way) - Broaden access to a range of sports

Academic Year: 2023/2024	Total fund allocated: £ 16,260	Date Updated: July 2024		
Key indicator 1: 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				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Sports Apprentice	Employ Sports Apprentice - Sports Apprentice to engage children in physical activity through; - active play time at lunchtimes - Supporting P.E lessons - Leading physical intervention groups. - sports afterschool clubs Children will be supported to develop gross and fine motor skills. Give Play leaders and MDS training.	£8361.65	Throughout the year our sports apprentice has been supporting P.E sessions. At the beginning of the year he began by observing, and supporting. He has begun to take small groups in Real P.E lessons. She took responsibility for assessing too. She has lead physical intervention groups, supporting children to develop fundamental physical skills. March 2024 Pupil interviews: “Yes, I love it!” What do you learn in P.E? Exercise, training your body, balancing, travelling in different ways, jumping and landing July 2024 .“I really enjoy PE lessons” “they are fun” “We learn and practice different skills” “We like having different coaching teaching us.”	N.S Give training in the REAL PE curriculum. Have them lead physical intervention groups and assess children’s ability. Continue to support sports apprentice to develop his skills and knowledge. Apprentice to support teachers in P.E sessions, supporting with pupil development and progress and assessment.
Active Lunchtimes K11 Engagement of all pupils in regular physical activity.	Sports Apprentice to support children to keep active and develop their ABC skills during lunchtimes. Rota to be set up to support children to develop specific skills. Skipping to be included in this.	Sports Apprentice £483 – equipment £200 – play leaders	Throughout the year our sports apprentice has been leading: • Active lunchtimes Range of physical equipment and skills have been used and focused upon. March 2024 Pupil interviews: “They help me when I have no one to play with.” “We do not have enough equipment.” July 2024 Pupil interviews “We would like to play football” “Can we have more equipment like balls?”	Give Training – MDS and Year 2 play leaders to be trained. Children will continue to have access to physical play equipment Buy more outdoor equipment N.S . Set up a rota of playground games/ skills which will be developed and progressed throughout the year.

<p>After School Sport Clubs</p>	<p>Sport clubs will be provided for all children. Clubs on offer will be rotated to ensure a broad range for children. Clubs will be delivered by Positive Impact, teachers and our sports apprentice.</p> <p>Ensure all children are invited and given the opportunity to attend at least one club throughout the year.</p>		<p>We have had a range of sports clubs this year. Autumn – Multiskills and Football Spring – Dance Fit and Multi skills Summer -Dance, football, dodge ball, cricket, athletics Reception have had access to sports clubs from the Spring term. Parent questionnaire –</p> <p>Key findings:</p> <ul style="list-style-type: none"> - A total of 48 children attended a sports club this half term. (cricket, Athletics, Dance, Multiports) - Athletics are split 50% boys 50% girls - More PP children attended but we could encourage more to take up the places. 	<p>Children have accessed a range of sporting clubs this year. They have been well attended. The questionnaire has given valuable feedback into how we can improve after school clubs.</p> <p>N.S</p> <p>Sports apprentice to lead all sport ASC's. A timetable to be put in place so that clubs can start promptly each term.</p>
<p>Health, wellbeing and educational outcomes</p> <p>K11 Engagement of all pupils in regular physical activity.</p>	<p>Children to access physical opportunities which help to develop their health and wellbeing.</p> <ol style="list-style-type: none"> 1) FS pre pedal - 6 weeks focus on supporting children to develop their balance, co-ordination and gross motor skills. Developing and improving skills to effectively ride a bike. 2) Change 4 life sessions for KS1. Children to be educated about the importance of keeping active, food groups, calories, lifestyle. 3) Well being festivals. targeted sports/activity afternoons each with a theme e.g. health & fitness, mental health, resilience. 4) Competitions to be set up 	<p>£600</p>	<p>Prepedal – Children took part in a 6 week block.</p> <p>Pupil Views: <i>"It was so much fun! I loved learning how to glide and do the monster steps."</i> <i>"It was a bit tricky, I kept wobbling."</i> <i>"I loved it, I was so good at lifting my legs up and gliding."</i></p> <p>Change 4 life sessions: Pupil Views: <i>"We learnt which foods are healthy and how much of each group we should eat."</i> <i>"You shouldn't eat too much sugar and fatty foods like take aways"</i> <i>"Mr Nixon showed me how to do lots of exercise."</i> <i>"We have been learning about food groups, and what groups are healthy."</i></p> <p>Wellbeing festivals: 1 festival each term focusing on team work, resilience, healthy eating and movements</p> <p>Pupil Views:</p>	<p>Children have developed their core and co-ordination skills. The skills which children have developed will support them to be able to ride a bike.</p> <p>N.S</p> <p>Mental Health to be highlighted through the benefits of sport (not many children understood this benefit.</p>

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Real P.E scheme to be embedded throughout the school.</p> <p>Teachers to be confident with delivering the sessions.</p> <p>The multi ability cogs to be promoted throughout the school.</p>	<p>Real P.E</p> <p>Continue to embed Real P.E in school.</p> <p>Staff confidence audit to be sent out.</p> <p>Team teach for all teaching staff to guide through successfully teaching and assessing using Real P.E.</p> <p>Attendance at Create real PE conference for PE lead</p>	<p>£695 for Real P.E membership</p> <p>Real Gym - £1300</p> <p>Gym - £845</p> <p>Dance - £845</p>	<p>A sustained commitment is established to improve the quality of existing PE teaching through continuing professional development in PE, so that all primary pupils improve their health, skills and physical literacy, and have exposure to a broader range of activities. A needs-led staff development plan is established including provision of relevant externally provided training, supporting resources and teaching aids. An evidenced increase in staff confidence and positive perception has led to an increase in quality of learning and teaching, with individual staff taking greater responsibility for their own future development.</p> <p>Findings -</p> <p>Teachers have continued to teach P.E using the REAL PE scheme.</p> <p>Teachers are now more confident in teaching the scheme of work and how it is delivered.</p> <p>Monitoring July 2023</p> <p>Teachers – we feel more confident in the teaching of PE. We need more of certain equipment so all in the class can have the use more easily.</p> <p>Pupil interviews – children were asked about their P.E learning and experience.</p> <p>Overall children comment:</p> <p><i>Children enjoy PE lessons and understand that it is an important subject to learn. They all knew how to stay safe in these lessons and felt supported in their learning. Most of the children liked to do physical activity outside of PE lessons.</i></p> <p>Lesson Observations:</p> <p>Real P.E lessons were observed across the school.</p> <p>General comment</p> <p>Teachers are using the videos to effectively model the skills to the children. Children were engaged in the lessons and understood the learning that they were being asked to do.</p>	<p>Now that teachers are all fully trained in using Real P.E, teachers will continue this throughout next academic year. – More training required for new staff members and refresher on certain aspects of the curriculum to improve existing teachers’ knowledge.</p> <p>Assessment – use the Real P.E assessment in P.E.</p> <p>Summative assessments each lesson to see the improvements.</p> <p>NS –</p> <p>Refresher training for all staff to keep the confidence of staff learning and CPD addressed.</p> <p>New staff to learn the RealPE scheme of work.</p>

			<p>Assessments Assessments were used to identify children’s starting points. This aided teachers lessons. Good progress was being made across the school. Teachers were then planning for this.</p> <p>Staff Feedback All teaching staff were using Real P.E. Information from a staff questionnaire found that teachers were still enjoying using the Real P.E scheme of work . Teachers are liking using the videos to support their modeling and teaching.” “teachers know the sequence of lessons and how they flow to improve the skills.”</p>	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Children to have opportunities to engage in a range of new physical activities and opportunities	<p>Experience days - broaden children’s experiences. Throughout the school year a range of events and experiences for the children to engage in different physical activities</p> <p>Enrichment sessions</p> <ul style="list-style-type: none"> - Year 1 and 2 children to learn new skills in archery, cricket, curling and tri golf. - FS – Pre Pedal <p>Sessions to teach children new skills.</p> <p>Children to engage in new physical experiences.</p> <p>Children to develop their balance, core, coordination and social skills.</p>	<p>NWA</p> <p>KS1 - £1200</p> <p>FS - £420</p>	<p>Children across the school have taken part in a range of new physical/sporting activities this year.</p> <p>Pupil questionnaire – year 1 and 2 Enrichment sessions: Sessions included Boccia, cricket, golf, archery. All children questioned enjoyed the session and said they would like to do them again.</p> <p>What did you learn? How to use a bow and arrow How to hold a golf club Throwing the ball accurately.</p> <p>What did you enjoy most? I liked throwing the ball at the sticks (wicket) in cricket. I loved archery, it was really different. I liked doing the golf, I can use the stick to hit the ball. I loved the Boccia, we had to roll balls into hoop</p>	<p>Children have gained experience in a range of physical activities. Children have gained confidence in new physical activities.</p> <p>NS Give more skill based lessons to EYFS – Footie bugs or Rugby tots.</p> <p>Books session again to keep the enrichment ongoing next.</p>

			<p>Pupil questionnaire – Reception Pre-Pedal I liked learning riding a bike. I haven't done this before it was fun. It helped me balance.</p>	
Multi-cultural dance	Improve multi-cultural aspects of PE by involving external providers and delivering multicultural sports activities	Education group £1500	<p>Dance workshops – St Patrick dance, Chinese New Year, Maypole. Children took part in a dance workshop where they learnt a dance sequence, connected to a theme of a celebration.</p> <p>Pupil views: "I loved using the chinse umbrella.....I liked watching the person perform.....the maypole was so fun..... the ribbons were fun to tie around."</p>	<p>Children developed their dance skills, and also enhanced their understanding of cultural events.</p> <p>NS Asking local dance teacher to enrich the curriculum by doing dance workshops for each year group.</p>
Increased participation in competitive sport.	Included in NWA infant competitions. Links made with other Infant schools.	Included in NWA core offer - £1500	<p>Children were supported to develop their agility skills. They then worked to achieve their personal best. During the final session they took part in a competition where their scores were noted and compared to other local schools. School came second overall a great achievement</p> <p>Pupil questionnaire: <i>"I liked the running, we had to see how fast we could run, and I kept getting better and better each time!"</i> <i>"the distance throwing was really fun."</i></p>	<p>Children learnt about how to compete against others and achieve their personal best.</p> <p>NS - Attendance of the celebration of sports competitions at the end of the year.</p>

			Children were awarded certificates.	
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