



# 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](http://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](#).



## Park Primary School 2023-24

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: |
|---|--|
| Use of Complete Coaching Solutions coaches to support teacher skills in PE. | Further develop lunchtime activities and behaviour           |
| Development of robust nurture schemes e.g. leadership, aspiration           | Teacher subject development                                  |
| Well-received and well attended after school clubs                          | PE subject lead development                                  |
| Improved playground behavior at lunchtime                                   | Broader range of afterschool clubs for all age groups        |
|   | Active Learning  |

|   |                                    |
|---|------------------------------------|
| 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? | 50%                                |

|   |                |
|---|----------------|
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?   | 20%            |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?   | 40%            |
| 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/ <b>No</b> |

\*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: 2023/24  |   | Total fund allocated: £19290                |   | Date Updated: November 2023  |                                 |
|---|---|---|---|--|---------------------------------|
| <b>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</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:   |                                 |
| School breakfast club is established to encourage pupils to attend school earlier, eat a good breakfast and get involved in activities.   | Encourages children to sit down and eat with friends before school starts. Encourages children who can be late for school to be in earlier and to enjoy breakfast | 300.00                                      | Breakfast club has a stable daily intake. Year 6 – school pays for breakfast club for all children in SATs week.                        | Breakfast club and/or breakfast offered free on an ad-hoc basis to all children who need it  |                                 |
| Sports equipment purchased to use on the playgrounds at break and lunchtime to encourage sporting activities e.g. netball posts, basketball nets, bats and balls.   | Promotes good behaviour. Encourages children to design/play their own games   | 2000 (£760 for CCS)                         | Behaviour is improved when teachers join in/act as a good role model. The children enjoy having an adult to lead/supervise their games. | Coaches to be employed in 22/23 to lead playground games etc. at lunchtime and to upskill lunchtime supervisors. Currently 1 lunchtime a week.   |                                 |
| Swimming lessons at Y4 to ensure all children are water safe and confident  | All children are to be water confident by the end of the program with any that are not receiving additional free lessons.   | 4000 (Not from Sports premium)<br><br>£1560 | Water safety, to know what to do in an emergency.   | Individual children showing greater resilience and transition more equitable and less stressful for these children. Children who arrive after Y4 to potentially do a water safety or swimming catch up. Children who have not achieved national guidance to benefit from additional catch up swimming lessons. |                                 |
| Lunch clubs with coaches.<br>1x KS1<br>1x KS2   | Children and dinner staff to engage in different games and play cooperatively together, CCS to  |   | Dinner staff to eventually lead playground games and behavioural issues to decrease.  | Relies on parents taking children  |                                 |

|   |   |                           |  |  |
|---|---|---------------------------|--|--|
| <p>Outdoor Adventure Equipment. Encourage a different range of movement. Promote sharing, cooperation and teamwork.</p>           | <p>initiate and supervise this. Promote good relationships between pupils and staff. Increase the respect of pupils to dinner staff.</p> <p>Timetable to be put in place to encourage whole-school participation. Seeing development of balance and strength through assessment in PE and teacher judgement during outside times.</p> | <p>£8080 + VAT</p>        | <p>Children have more opportunities to participate in alternative physical activities, including balance, strength and coordination.</p>                 | <p>for any required additional lessons – no cost to family</p> <p>To be added to yearly, depending on budget.</p>                          |
| <p><b>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement.</b></p> |   |                           |  | <p>Percentage of total allocation:</p> <p style="text-align: center;">%</p>  |
| <p>School focus with clarity on intended <b>impact on pupils:</b></p>   | <p>Actions to achieve:</p>  | <p>Funding allocated:</p> | <p>Evidence and impact:</p>  | <p>Sustainability and suggested next steps:</p>  |
| <p>3 after school sports clubs- KS1, LKS2 and UKS2. Focusing on different skills per term.</p>                                    | <p>PE lead to be upskilled and effective in all areas of subject leadership including observation, monitoring of subject, assessment.</p>   | <p>£2340</p>              | <p>Subject lead will be able to assess, monitor and observe teaching across school and ensure robust teaching leading to accelerated progress in PE.</p> | <p>PE lead to further develop skills so as to raise the profile of active learning and keeping fit as part of well-being across school</p> |

| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:  |
| Complete Coaching Solutions sports coaches to be contracted to teach more difficult lessons concentrating in 23/24 on the agreed long-term PE plan. Teachers to observe and participate in lessons to upskill them ready to teach them in 24/25. Rolling programme to be created to ensure all PE skills covered in this way over next 2 years. Park ROAARR curriculum for PE developed alongside this and scheme of work/lesson plans created. | All teachers to be upskilled in all areas of PE over 23-25 so that they can teach robust lessons which will support and develop the learning needs of all children.<br><br>CCS to implement one lesson, teach team second lesson, independent for teacher third lesson. Repeat twice per half term. | £11,700 +VAT                                     | CCS will provide a complete a colour chart for each class they work with every term to inform AfL and summative assessments. This will show if a child is working towards, at age related or greater depth. Teachers will use these reports to guide subsequent teaching.<br><br>New skill set in place. | All teachers over time will be upskilled and more confident to teach the full range of PE leading to more robust teaching, greater achievement and wider fitness / well-being across school. To yearly alter the long-term plan for teachers to have access to coaches skillsets and build on CPD of a PE subject in that term. |
| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Sport to be used as a vehicle towards stronger mental health through and post pandemic.</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:  |
| Additional achievements:<br>FS/KS1/KS2 after school sports clubs offered every term on a rolling programme, CCS to facilitate this at school.<br><br>Nerf Battle within school.<br>Collaboration, teamwork, strategies  | Registers taken to ensure safeguarding and good attendance of pupils.<br><br>NB will change the clubs at least termly and ensure all children get the chance to participate.  | 2340<br><br><br><br><br><br><br><br><br><br>£250 | Children engage well with all clubs and nurture groups, attendance is strong and stable.<br><br><br><br><br><br><br><br><br><br>Coaches to feedback to staff about   | To further extend the scope of after school clubs – range of sports offered.<br><br><br><br><br><br><br><br><br><br>Links to wider community.   |

|  |  |                    |   |  |
|--|--|--------------------|---|--|
| and tactics.   | PE lead will liaise with Coaches to devise nurture sessions e.g. leadership, self-control, aspiration<br>Small groups will ensure greater impact.  |                    | pupils within clubs. Notes and reports made where necessary but may not always be the case. | Evidence of well-being and resilience improving post-covid                     |
| Sports for Champions – Olympian in school.<br>Inspiration and aspirational, competitiveness, new sports and skills introduced  | PE Lead to liaise with company in support  | £450               | Promotion of local clubs within the area.   |  |
| Chance to Shine – Cricket Focus.<br>Specific coaches in school to deliver specialist cricket sessions – links to community clubs and sessions (such as All Stars).   | Delivered by CCS – supervised by PE Lead   | Free               | Promotion of local clubs within the area. Children to celebrate achievements in school.     |  |
| <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:                                       |
| School hosts sports tournaments for local primary schools and take part in athletics tournament.<br><br>Y5/6 Dodgeball tournament interschools.<br><br>Sports coaches to take part in traditional school sports day. | Teachers will focus on athletics in PE summer term.<br><br>School to hold traditional sports days to foster teamwork, a desire to win, being a good loser, aspiration, healthy activity. | £250               | Team work / skill level/ participation/aspiration observed in sports day etc will increase  | To engage with other schools to create more sustainable network of team events |