



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
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Commissioned by
Department for Education

Created by



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](#).



Park Primary School 2021-22

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 Minikicks coaches to support teacher skills in PE Development of robust nurture schemes e.g. leadership, aspiration Well-received and well attended after school clubs Improved playground behavior at lunchtime	Further develop lunchtime activities and behaviour Teacher subject development PE subject lead development Co-Jo support for well-being 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?	20%

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?	Yes/ No
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*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: 2021/22		Total fund allocated: £19290		Date Updated: January 2022	
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					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:	
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. Gets 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	Behaviour is improved when School Therapist is acting 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	
School therapist/PSA working with small groups to develop resilience, aspiration and responsibility	Promote important life skills	500		Individual children showing greater resilience and transition more equitable and less stressful for these children	
Swimming lessons at Y3/4 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)		Relies on parents taking children for any required additional lessons – no cost to family	

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement.				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>Sports coach engaged as a teaching assistant /HLTA to lead on and develop PE curriculum in conjunction with PE lead. HLTA will lead on lessons to teach skills and be supported / observed by class teacher to upskill teachers.</p> <p>PE lead to lead on Creating Active Schools Pilot</p>	<p>ROAARR curriculum to be embedded in 21-23</p> <p>PE lead to be upskilled and effective in all areas of subject leadership including observation, monitoring of subject, assessment.</p> <p>All teachers will incorporate active learning into their class teaching across a range of subjects.</p>	<p>12000</p> <p>+£2000 funding from pilot</p>	<p>Subject trackers will show evidence of learning at greater depth/ARE increasing across school</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>

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:
Kixx sports coaches to be contracted to teach more difficult to teach lessons concentrating in 21/22 on Gym and Dance. Teachers to observe lessons to upskill them ready to teach them in 22/23. Rolling programme to be created to ensure all PE skills covered in this way over next 3 years. Park ROAARR curriculum for PE developed alongside this and scheme of work/lesson plans created.	All teachers to be upskilled in all area of PE over 21-23/24 starting with Gym/Dance so that they can teach robust lessons that support and develop the learning needs of all children	4000	Kixx will provide a detailed report for each child they work with every term to inform AfL and summative assessments. Teachers will use these reports to guide subsequent teaching.	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
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Sport to be used as a vehicle towards stringer mental health through and post pandemic.				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:
Additional achievements: FS/KS1/KS2 after school sports clubs offered every term on a rolling programme Sports coaches lead a series of nurture groups in school across the year impacting on different life skills using sports as a focus e.g. teamwork, self-esteem, behavior management,	Registers taken to ensure safeguarding and good attendance of pupils. DC will change the clubs at least termly and ensure all children get the chance to participate. MLT will discuss the nurture needs	3000 2300	Children engaging very well with all clubs and nurture groups, attendance is strong and stable. Coaches write very detailed	To further extend the scope of after school clubs – range of sports offered Evidence of well-being and

gifted and talented sports skills. GW to deliver Co-Jo nurture groups initially to UKS2 and then across school to develop life skills. PE subject leader to work with Kixx to identify funding to match fund with SP/DFC to build a trim trail/MUGA on the KS2 field	of all children regularly. PE lead will liaise with Coach Gary to devise nurture sessions e.g. leadership, self-control, aspiration Small groups will ensure greater impact.		reports of the impact of clubs and nurture sessions. Teachers receive a copy along with the pastoral team/SENCO to assess impact. Teachers reflect on changes to classroom behavior and learning behavior as a result of the nurture offered.	resilience improving post-covid
Key indicator 5: Increased participation in competitive 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:
School to host football tournament for local primary schools and take part in athletics tournament Sports coaches to take part in traditional school sports days	Coach Gary will coach the UKS2 football team with the aim of winning the tournament again Teachers will focus on athletics in PE summer term. 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