



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

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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:
<ul style="list-style-type: none"> <li>Increased engagement in physical activity</li> <li>Increased enjoyment of physical activity</li> <li>Teachers in school upskilled and confident delivery of PE curriculum</li> <li>PE scheme has embedded skills in the school curriculum and is now being personalised and developed to meet the needs of the children</li> <li>Improved performance seen in inter-school and county level competitions has raised children's enjoyment and support for PE</li> <li>Positive engagement of girls through use of in school role models</li> <li>Wide range of sports clubs available at the school</li> <li>Breakfast club involves physical activity</li> <li>Breaktimes – girls now far more active at break times and increasing mixed games seen</li> <li>Improved playground markings (active /sensory trail) engage children in daily mile</li> </ul>	<ul style="list-style-type: none"> <li>Lack of access to a swimming pool has reduced swimming to one year</li> </ul>

Meeting national curriculum requirements for swimming and water safety	<p>Please complete all of the below:</p> <p><i>As we swim in Year 4&amp;5 summer term with Year 6 booster sessions, due to COVID these numbers remains unchanged</i></p>
<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><b>74%</b></p> <p><i>NB: figures lower due to Covid impacting access to pool during Summer 2020. This cohort lost one year of swimming sessions</i></p>
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	<p><b>63%</b></p>

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	33%
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?	No

## 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: £42163 (£ 19259 Sports Premium rest school budget)	Date Updated: September 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:
				31%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated	Evidence and impact:	Sustainability and suggested next steps:
Increased engagement of pupils in physical activity at break times	<ul style="list-style-type: none"><li>Three Rivers Play Rangers work with two staff one lunchtime a week focused on active play</li><li>PSD provides a lunchclub activity one lunchtime a week</li><li>Additional playground markings have supported active play</li><li></li></ul>	£1600	Children all engaged in physical activity during the break times in school  Twitter pages reflected engagement in PE challenges  Active mark achieved – Gold standard	.
Children participate in Daily Mile	<ul style="list-style-type: none"><li>Daily Mile key feature of each class with route established so that children can participate without impacting on other sporting activities.</li><li>Engage interest in daily mile by teachers potentially running with children</li><li>Link daily mile to the topic eg run to Norway with Vikings topic etc.</li></ul>	£12000	More children now able to run for the length of time and less walking stops.  Children engaged and now ask for the daily mile to happen if a different adult is in the room.  Percentage of children who exercised hard enough to breathe faster higher than Herts average questionnaire (85% school – 76% Herts)	Keep positive focus by allowing children to have a voice.  Active trail supports children who are less reluctant to run

<b>Children active and engaged in sporting activities</b>	<ul style="list-style-type: none"> <li>Pastoral staff organise activities at break time with focus on positive sporting attitude</li> <li>School to achieve Schools Games Mark – evaluating provision and using the platform to enhance provision</li> </ul>	No cost	<p>Children highly engaged and active throughout break – wider variety of games played and children continue with games on days play rangers not available.</p> <p>A number of children have made positive connections with play rangers and now attend local sessions increasing physical activity out of school.</p> <p>89% children said they find it easy to be physically active at break time</p>	Maintain working relationship with the Three Rivers Play Rangers – with focus on continuing to engage ‘Girls’ in physical play and those not engaged
<b>Breakfast Club and after school club has a physical activity daily</b>	<ul style="list-style-type: none"> <li>PE teacher supports the breakfast club twice a week offering a physical element to the activities available</li> <li>After school club children access to outdoors and any school clubs running</li> </ul>		<p>Observations of the club.</p> <p>Both clubs popular and over subscribed</p>	
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				46%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated	Evidence and impact:	Sustainability and suggested next steps:
<b>School has clear balance of Physical Education (PE) , School Sport (SS) and Physical Activity (PA)</b>	<ul style="list-style-type: none"> <li>PE developed around the skills of the games, needs of the children using the foundations of the REAL PE scheme; a skills based programme focusing on developing core physical and agility skills.</li> <li>School Sports are a key aspect of the wider curriculum with a wide range of after schools clubs delivered at no cost to parents many of which support</li> </ul>	£20000	<p>99% of YM children responded they have done a sport listed in the past week</p> <p>A higher percentage of children reported they go swimming at least once a week compared to Herts – 59% v 44%</p> <p>Mindful practise embedded in the</p>	<p>From September 2022 we will have focused sports teaching for 4.5 FTE days/week maintaining our increased profile of PE and sport</p> <p>Maintain the balance achieved as we review curriculum in light of new criteria.</p>

	children's physical and emotional wellbeing <ul style="list-style-type: none"> <li>Physical Activity is a key element of learning from EYFS to Year 6 supported through play rangers, daily mile, 2 hours PE</li> <li>Emotional wellbeing, alongside physical wellbeing is aspect of learning with strong focus on the two alongside each other.</li> <li>Forest School teaching embedded across the school</li> </ul>		school and children engage in this practise daily.  Each year group participates in at least 6 weeks Forest School each year with additional staff trained to maintain sustainability.  5 staff now trained to deliver Forest School sessions	Focused sports teacher developing the P.E teaching skills of early career teachers
<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				16%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated	Evidence and impact:	Sustainability and suggested next steps:
<b>Use of specialist Sports Coaches (Primary Sporting Development) to work alongside teachers to increase teacher knowledge and confidence.</b>	<ul style="list-style-type: none"> <li>Specialist teaching 1 day/week to work alongside the dedicated PE teacher</li> <li>All newly qualified, trainee and early career teachers supported with PE teaching</li> <li>Specialist teachers model initially progressing to team teaching and finally observing teachers and giving feedback to teachers</li> <li>Skills focus adapted each year to ensure balance of skills and teaching expertise is achieved</li> </ul>	£6680	Lesson observation notes indicate that teaching is consistently 'good' or better and staff are increasingly confident delivering skills  Increased confidence teaching PE and positive learning relationships established  Teachers increasingly confident, meeting the needs of SEND children and including them in lessons  9/10 boys and 8/10 girls enjoy physical activity	From September 2021 we will have dedicated PE teaching for 4.5 days/week FTE supporting teachers  Continue to survey staff to identify next area of focus for staff.  Ensure early careers teachers and those new to a year group are the focus for support



<b>Use of specialist staff to meet the needs of vulnerable children with 1:1 or very small group interventions – PE focussed but linked across the curriculum</b>	<ul style="list-style-type: none"> <li>SEND children and Post LAC children with poor co-ordination and weak core have individualised learning plans 1 afternoon/week</li> <li>SENDCo to liaise with PSED around individual needs to ensure best provision possible.</li> <li>Small group activities with active maths focused on engaging children's learning</li> </ul>	Inc in PSD costs	<p>SEND children more comfortable in PE – relationship has been established and their needs can be met more appropriately.</p> <p>Inclusive practise developed for SEND children as observed in lesson observations supported by PSED coach who is specialist in sport for disabled children.</p>	<p>Maintain relationship with PSED</p> <p>SEND children known by PE specialists allowing improved support during PE sessions</p>
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				2%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated	Evidence and impact:	Sustainability and suggested next steps:
<b>Annual Health &amp; Wellbeing Week and Feel Good Week</b>	<ul style="list-style-type: none"> <li>Whole school focus wellbeing week annually</li> <li>Health and Wellbeing week (sport focused) annually</li> <li>Staff able to model and share their own positive engagement with PE</li> </ul>	none	Children were active everyday and all children engaged positively	<p>Annual event</p> <p>New equipment purchased to support moving forward</p>
<b>Mindful core breathing</b>	<ul style="list-style-type: none"> <li>Daily Mindful breathing techniques 3 x day</li> <li>PSHE Jigsaw scheme includes focused mindfulness session each week which children engage with across the school</li> <li>Whole school focus wellbeing week annually</li> <li>Forest School teaching embedded across the school</li> </ul>	£800	<p>Children and teachers confident applying the core breathing technique as a basic approach to managing anxiety.</p> <p>Staff comfortable teaching about the brain and how to calm the brain</p>	Staff now trained and process embedded in school policy and training



<b>Free After School Clubs – wide variety many involving sports</b>	<ul style="list-style-type: none"> <li>All teachers to run afterschool/lunchtime club – no charge. PPG children priority access</li> <li>PSD employed to run after school club – dodgeball</li> </ul>	Inc in PSD costs	<p>Opportunity for up to 280 afterschool club spaces available to children,</p> <p>61% children responded they had joined a sports after school club</p>	PSD staff work closely with school and able to offer ongoing support
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				6%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<b>Engagement in the Rickmansworth Sports Partnership increasing opportunities for engagement in competitive sports – inter and intra school.</b>	<ul style="list-style-type: none"> <li>Participate in after school competitive leagues for football, girls football, netball, rounders, kwik cricket and golf</li> <li>All local competitions available entered including kwikcricket, tag rugby, tri golf, athletics, gymnastics competitions, funruns.</li> <li>Attendance by PE leader at the local PE partnership meetings (termly)</li> </ul>	£2300 Annual membership + £300 travel costs	<p>School has won a number of competitions and awards reaching county finals in a number of events. Reputation as a sporting school is growing</p> <p>High engagement with all children participating in inter-school activities.</p> <p>Strong success in girls' football as league league winners and Tag Rugby (County finals attended)</p> <p>83% YM children responded they had taken part in competitive sports compared to 68% Herts average</p>	The PE leader will continue to support wider PE across the school and support the teams in after school competitions. School will maintain engagement with the local sports partnership.
<b>Gymnastics Club</b>	<ul style="list-style-type: none"> <li>Qualified gymnastics coach on the school staff who runs two gymnastics clubs each week.</li> <li>All children welcomed to club with most competent representing the school and ALL children presenting in a school display.</li> </ul>	None	<ul style="list-style-type: none"> <li>Increase in demand for gymnastics places resulted in extra gymnastics club.</li> <li>Strong achievement at Three Rivers Gymnastic Competition</li> </ul>	

