

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department  
for Education

Created by



YOUTH  
SPORT  
TRUST

It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

**Intent** - Curriculum design, coverage and appropriateness

**Implementation** - Curriculum delivery, Teaching (pedagogy) and Assessment

**Impact** - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA 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
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

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.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).

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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£458.55
Total amount allocated for 2021/22	£16,750
How much (if any) do you intend to carry over from this total fund into 2021/22?	£
Total amount allocated for 2022/23	£
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£

## Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p><b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</b></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 pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.</p> <p>Please see note above</p>	%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	%
<p>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?</p>	Yes/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 pupils today and for the future.

Academic Year: 2020/21		Total fund allocated: 16, 750		Date Updated: 6.4.22	
<p><b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>					Percentage of total allocation: %
Intent	Implementation		Impact		
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>		<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>To ensure that all children have access to PE and physical activity in school and are supported in their development.</p> <p>Focusing on mental health and wellbeing on all children through PE and Sport related activities within school.</p>	<p>EYFS children are receiving 1x explicitly taught PE lesson a week using our Real PE scheme. They have access to outdoor provisions throughout the day with balance bikes, scooters, climbing equipment and outdoor PE resources. The children go outside during the day for at least 30-minute sessions often guided by adults and supported in their physical development (not including lunch time outside play). All children are assessed in this area against the Development Matters Standards- pupil progress meetings to ensure that we are supporting the children during each step of their development. Children in EYFS have a Physical Development morning each week, focusing on different aspects of Physical Development.</p> <p>All KS1 children are receiving 2x PE lessons per week. This is either with</p>		<p>Real PE subscription- £495</p> <p>Sports coach- £3500</p>	<p>In PE lessons, the children are learning to work more collaborative with each other and understand the importance of PE. From observations, the children are interacting more in the lessons and are focusing more on the lesson objectives. Due to Real PE being embedded in our curriculum, the children have now been using it for a number of years. This has impacted in the children being more confident when in PE lessons and able to push themselves further than before as they now understand the basics and foundations of the scheme.</p> <p>All children are talking part in Physical activities during the week. Often, many of the lessons that are taught across the curriculum have an element of physicality to them-</p>	<p>Carry on using the sports coach for KS1 children to develop the children further. This is enabling the children to have different opportunities in PE and provides them with areas of sports that they might not have done before. The coach has high expectations of the children and is able to challenge them further (focusing on guiding, support and challenge lower attainers as well as higher achievers).</p> <p>Keep the lessons fun and engaging for all of the children to encourage positive mental wellbeing and promote happy, healthy children. Carry on with Real PE and use this to support the children in all areas of their development.</p>

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	<p>their own teacher or with a specialist PE coach. During the week, the children are using Real PE for their lessons, supporting not only their physical development but their social, emotional and mental wellbeing.</p> <p>During the week, the children have regular Gonoodle and Yoga sessions in their own classes. This is to support their mental wellbeing and physical development.</p> <p>Football is run on a Monday after school and we have a multisports club on a Wednesday and Thursday lunchtime.</p>		<p>enabling the children to be active throughout the day even if they do not have timetabled PE sessions.</p>	<p>Complete a range of observations on PE lessons to monitor the engagement levels of the children. Pupil voice audit to see the different opinions that the children have on PE.</p> <p>Real PE- implemented and working throughout school. Regular PE lessons using Real PE taught by all staff.</p> <p>Discuss with EYFS staff about the impact that their Physical Development morning is having on the children in Nursery and Reception.</p>
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**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement** Percentage of total allocation:  
%

Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Develop PE notice board in school so that when parents are allowed back to school, we can share and explore PE further.</p> <p>Offering after school and lunchtime clubs to all children throughout school.</p> <p>Giving the children chance to experience PE and Sports opportunities as enrichment activities.</p>	<p>Regular updates on newsletter and Class Dojo about activities related to PE and Sport at Ashbrook. When any activities happen at school, these will be updated on Class Dojo to showcase what the children have been learning.</p> <p>Update PE board in school to show the different strands of Real PE and the fundamental skills that the children will be learning in their lessons.</p>	<p>Specialist PE coach- £3500- same as previous allocation.</p>	<p>Real Play to promote play along with PE activities for children at home and at school.</p> <p>Active English and Maths to ensure that fitness, movement and PE is part of the whole school and used throughout the curriculum.</p> <p>PE coach offered to all KS1 children during lessons- giving children a chance to complete activities and</p>	<p>Continue with PE coach to offer extra and additional sessions to pupil premium children- raising the profile.</p> <p>Real Play implemented at home- details sent to parents to engage and give them chance to join in with continued learning from school.</p> <p>PE is shared throughout school-</p>

	<p>PE specialist coach working with KS1 children one afternoon a week. Football after school club and lunchtime multi-sports club offered to all children.</p>		<p>topics that they might not have done before.</p> <p>PE board has been updated. This now included the different strands from Real PE and the different fundamental skills that the children will learn throughout the lessons. Due to this being in the hall, the parents are then able to see what we are doing in the lessons and the different learning that Real PE brings to the children.</p> <p>Clubs offered to children and parents to give the children a chance to achieve and progress in interests. Uptake for the after school curricular activities is good and children from all different classes and year groups attend. Promotes children working collaboratively with older and younger children. We have Football on a Monday after school and Multi-sports on Wednesday Lunchtime. Children from Reception also take part in lunchtime club.</p> <p>Parents are notified with anything that changes or is happening via Class Dojo. Each class has their individual page and we have a whole school page.</p> <p>Whole school Sports, wellbeing and fitness week- June. In this week, we will have a variety of different outside agencies offering children the chance</p>	<p>more updates from lessons and activities for parents to keep them in the loop of what the children are learning in PE.</p>
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			to take part in a range of different sports and fitness activities.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
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Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Teachers and support staff confident when teaching PE and physical activities.</p> <p>Teachers and support staff know the next steps for the children and how to progress the children further.</p> <p>Use Real PE to promote fitness, social and emotional skills as well as collaborative and independent learning.</p>	<p>Real PE sessions taught throughout the whole school (EYFS- KS1).</p> <p>Observations and discussions with teachers on a regular basis about PE lessons. Discussions about how it is going and what we need to work on further.</p> <p>Assessment of children in PE to see where they are achieving and where more progress needs to happen- complete this in line with whole school data drop (three times a year).</p> <p>Staff meeting with all staff to discuss Real PE and the implementation of it throughout school.</p> <p>PE lead at school to observe, monitor and evaluate the effectiveness of PE in school and how to support teachers in their</p>	<p>Real PE subscription- £495- same as previous allocation.</p> <p>Subject leader training day cover-</p>	<p>All classes are using Real PE in school (EYFS- KS1). After discussions with teachers, monitoring, lesson observations and pupil voice, it is clear that teachers are confident when teaching using Real PE and are ensuring that they are using it to the full potential. When discussing Real PE and how it is supporting the teachers, it is clear that it gives secure and informative instructions for the lessons as well as aiding demonstrations and showing the children and adults exactly what they need to do to hit the objective.</p> <p>All teachers have had training on Real PE and how to use it. When the subject leader training had occurred, all teachers were then given updated information and training on using the scheme.</p> <p>After attending the Subject Lead Real PE training day, a staff meeting was conducted to share with all staff the updates and changes to the scheme. During this time,</p>	<p>Staff questionnaire to get the most recent ideas from the staff about PE and how they can supported further.</p> <p>Analysis of data- see if there is anything else that we can do to promote children's understanding, love of PE and physical development.</p>

	<p>delivery. Subject report written for subject to evaluate the successfulness and support the progress of the children.</p> <p>Real PE display board in the hall. This will support the teachers with the lesson objectives and give them chance to access the scheme without using the computer or internet.</p>		<p>we looked at the different parts of the scheme that people were unsure of and we were able to go through this in more detail.</p> <p>During this year, we are now using the whole of the scheme. This means that we able to use Real Dance and Real Gym with the students in KS1. After observing teachers, it is clear to see how excited and enthusiastic they are about PE and using the Real PE scheme. During one lesson observation, a KS1 teacher expressed how much learning was happening during the lesson and was sharing this with the children as well as giving verbal feedback using the Real PE board display to support her.</p>	
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation:

Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Giving children more opportunities within PE and Sports- finding their own way and developing their own love of PE.</p> <p>Ensuring that there is a love of PE and physical activities throughout school.</p>	<p>After school and lunchtime clubs available to all children- football and multisports.</p> <p>Whole school Sports and Health Living Week- gives children a chance to focus their whole week on sports and fitness as well as thinking about keeping their minds and bodies healthy.</p>	<p>Specialist PE coach- £3500- same as previous allocation.</p> <p>Real PE/gym/play subscription-£495- same as previous allocation</p>	<p>The children are excited to join in with PE and sport related activities. They are given opportunities to develop a love for PE and physical activities without always doing sport and sport related games.</p> <p>New equipment has been introduced to the whole school to give children opportunity to find their own passion and join in with something they might not have seen</p>	<p>Pupil voice to see if the children want something different in PE. Give the children a chance to give their opinions about the lessons and if there is anything they would like to add or change.</p> <p>Link the Real PE and Specialist PE coach so that</p>

	<p>Sports week during Summer 2 children to participate in a range of different sports and activities during this week. During this week, the children will be participating in a range of different workshops and activities to showcase the range of PE and Sports activities that are available but are different than things they might have experienced before.</p> <p>Sports day with the Junior school- this will promote children working as teams and giving them a chance to work with older children too,</p> <p>New equipment for PE lessons- ensures that all children have the highest level of equipment for their lessons and all children are able to access the learning.</p>	<p>New equipment for PE and sports in school-</p> <p>Stickfit workshop-</p> <p>Karate workshop-</p> <p>Paceball workshop-</p>	<p>before.</p> <p>Healthy Living Week gave the children a chance to focus on their mental health and wellbeing rather than physical. It gave children a chance to see how to be healthy throughout their whole body as apposed to just exercise and sport.</p> <p>Completing all of the workshops will give the children a chance to be able to experience activities, sports and active sessions that they might not have experienced before.</p> <p>As part of the enrichment week, children will get to experience different sports and fitness as well as promoting their fitness and wellbeing. Due to the variety of workshops, it gives the children a chance to develop something that they enjoy and promote a love of PE.</p>	<p>the fundamental skills in PE are matched with the sports that the coach is offering to the children for example: balancing in Real PE to link with gymnastics for Specialist PE coach or ball skills in Real PE could be linked with football, basketball or cricket in Specialist coach lessons.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Whole school sports day to happen in Summer 2.</p> <p>Bringing in more competitive activities and ideas when the children are independently playing.</p> <p>Giving the children chance to have a personal goal and set a personal challenge during physical activities.</p>	<p>Whole school sports day to happen in Summer 2. Children to have a chance at completing a range of different sports and activities, competing with each other and other children (older and younger). Involve the juniors in this sports day to give the children chance to work with older children and children who may have more experience with the different activities.</p> <p>When the children are playing outside or during their lessons, challenge the children to have a personal goal to work towards- challenging themselves further during the activities- discussing personal best with the children to give them a chance to work towards something independently.</p> <p>Model and encourage the children to work as a team during physical activities and independent sport. Give children the chance to independently be competitive and work out how to beat each other and themselves.</p> <p>Sports week- Summer 2- this will include a joint sports day with the junior school.</p>	<p>Specialist PE coach- £3500</p> <p>Joint sports day-</p> <p>Cover for organising sports day-</p>	<p>The children in classes are giving themselves more chance to work out a personal best. The children are understanding the rules for games more and working out rules for their made-up games- giving themselves rules and ways to win points.</p> <p>Using the Real PE scheme, the children are able to have a chance to work on their personal best. It gives the children chance to develop their skills further and work in competing against themselves. Because the Real PE scheme doesn't have a sports based element and it is skills based, the children are able to compete against each other in a more controlled and smaller way. This is due to having set tasks and giving them goals to work towards.</p> <p>Children are achieving more in the lessons because of wanting to beat their own personal best. They are competing with each other and trying to complete everything to the best of their ability, whilst also enhancing their understanding of the basic skills which could lead into sports.</p>	<p>Pupil voice to see how we can improve on giving the children their own challenges and working through to give them their own personal best.</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	P. Chinellato
Date:	16.3.23
Governor:	
Date:	