



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
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Commissioned by
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Created by



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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 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](#).



Academic Year: 2022/2023	Total fund allocated: £	Date Updated:		
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: %
Intent:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Improve physical activity levels in all our pupils.	All pupils to have 40-50 minute specialist PE sessions a week. Provide a specialist CA to enhance pupils' attainment in PE lessons		A wide range of activities offered to engage all the pupils. Mindfulness and fitness sessions provided to improve health and wellbeing. Pupils and staff more active. Minimized obesity.	Continuously monitor physical activity levels and identify the most appropriate target groups to achieve maximum impact. PE CA to support teaching and learning within lessons.
	All pupils to access 2-3 20 minute wake-up sessions throughout a day.		Activities delivered as morning and afternoon sessions.	Daily mile and wake up sessions to be continued daily.
Ensure maximum uptake of extra-curricular activities to engage as many pupils as possible.	Actively encourage target group to engage in extra-curricular sessions.		Sensory sessions have been set up to target the least active pupils. Challenging opportunities for Gifted and Talented pupils (French skipping rope, table tennis...).	End of year meeting with PE lead, SLT and OT team to identify strengths and areas for improvement.

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:
Ensure pupils are healthy and happy students.	Target inactive pupils identified with Change 4 Life activities to improve the health of young people. Incorporate physical activity into topic-based games (eg.: move around in carnival games.)		Pupils more alert. Brain function improvements, improved concentration and learning. Improved behavior and readiness to learn. Increased pupil Engagement.	Specialist planning and delivery shared with all staff. Topic-based movement ideas shared with all. Use of online apps (eg.: Get set, Moves...).
Develop pupils' social skills and facilitate their involvement in wider community sporting opportunities	Set up Sport Leadership groups. Access sport and leisure opportunities such as: companion cycling, look out center, Powerleague.		Improvements in pupil's self-esteem and confidence. Impact on attainment levels.	Continue to establish which pupils will gain the most from the sports premium funding.
Build confidence and feeling of belonging to the school through ensuring all pupils represent the class in some form.	Organise intra/inter-school opportunities such as: class competitions, Cedars and St Richard schools' Sportsability competitions.			Continue to engage in School Games competitions.

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:
Develop teachers' skills and knowledge in activities that will engage and inspire pupils to take part in life long physical activity.	Deliver training for teachers to ensure high quality wake-up and soft play sessions are provided. Ensure staff are confident to deliver engaging activities. Use Sports Premium where appropriate to provide training. PE teacher to liaise with OT and Physiotherapists.		High quality lessons delivered in engaging activities. Happy engaged pupils. A bank of videos organized for staff to conduct high-quality sensory circuits.	Training delivered to all staff on active play in soft play rooms and at breaks. Ensure curricular and extra-curricular programme delivers engaging activities.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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>Ensure school is providing activities that will engage the most, as well as the least, active pupils.</p> <p>Develop opportunities for pupils to access community sport in order to develop social skills, leadership and communication outside of school.</p> <p>Provide a clear and structured curriculum best suited for current pupils.</p> <p>Deliver hydrotherapy.</p> <p>Deliver physio sessions to most vulnerable pupils.</p>	<p>PE staff to obtain specialist training.</p> <p>Monitor uptake of extra-curricular games and engage pupils from the least active group.</p> <p>Sports day conducted in St Richard's school</p> <p>Establish new curriculum branches that offer a variety of activities.</p> <p>Involve most vulnerable pupils to benefit from water-based exercise.</p> <p>Organise individual physio programmes to ensure effective approach.</p>		<p>PE teacher completed LTA Tennis training.</p> <p>PE teacher to complete tac-pac training.</p> <p>PE teacher completed Tops cards training.</p> <p>Pupils enjoying benefits of active movement at breaks.</p> <p>Improved engagement in lessons and greater progress.</p> <p>Pupils enjoying the sessions. Health benefits, such as: increased range of joint movement.</p>	<p>Pupils to attend local tennis festivals.</p> <p>Greater inclusion in lessons.</p> <p>Monitoring of AFL.</p> <p>Increase number of pupils accessing sessions.</p> <p>Sensory circuits and physio sessions to be continued daily.</p>

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:
Ensure pupils receive the opportunity to represent school/class in inter and intra-school competitions.	Purchase Sport Impact membership. Co-work with Panathlon Uk. Co-work with Middlesex Cricket. Organise competitive events within school. Co-operate with West London Inclusion Lead (Bolder Academy). Organise sporting events for local schools.		Pupils participate in inclusive competitions within the borough. Pupils attend competitions, such as: table tennis cricket, new age kurling and Boccia. PE teacher attended meetings and in process of co-organising inclusive tennis festival. Sportsability competitions with Cedars school.	Continued membership. Pupils to participate in tennis festivals. Establish links with St Richard's Oceans Centre to run competitive events for ASD pupils.