



# 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](#).



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:  |
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| <ul style="list-style-type: none"> <li>Progressive curriculum in place which provides staff with the knowledge to teach effective lessons.</li> <li>Member of Kingsbury School Sport Partnership.</li> <li>CPD provided for teaching High Quality PE lessons.</li> <li>Sports Council trained and in place</li> <li>Sports Leaders trained and leading sessions daily.</li> <li>A broad extra-curricular timetable in place.</li> <li>Equipment and resources in place to teach broad and balanced curriculum.</li> <li>Plans in place to create a more active playground.</li> <li>Pupils enjoyment of PE and sport.</li> </ul> | <ul style="list-style-type: none"> <li>Continue to provide CPD for staff to improve confidence particularly in areas such as dance and gymnastics.</li> <li>Provide opportunities for all children to access 30 active minutes outside of PE lessons.</li> <li>Introduce the Daily Mile.</li> <li>Provide increased opportunities for all pupils to take part in competitive sport both intra-school and inter-school.</li> <li>The profile of PE and sport being raised across the school as a tool for whole school improvement.</li> <li>Introduce Scootability and Bikeability to encourage active travel outside of school.</li> </ul> |

| Meeting national curriculum requirements for swimming and water safety  | Please complete all of the below:                           |
|---|---|
| What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?                           | 81%   |
| What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?                     | Front Crawl – 50%<br>Backstroke – 29%<br>Breaststroke – 25% |
| What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?   | 63%   |
| 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? |   |

## 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: 2021/2022  |   | Total fund allocated: £23568   | Date Updated: July 2022  |   |
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| <b>Key indicator 1:</b> 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:   |
|   |   |  |  | 35%   |
| School focus with clarity on intended <b>impact on pupils</b> :   | Actions to achieve:   | Funding allocated:   | Evidence and impact:   | Sustainability and suggested next steps:  |
| <ul style="list-style-type: none"> <li>2 x 1 hour PE Sessions each week for all children in school.</li> </ul>  | <ul style="list-style-type: none"> <li>Purchase of essential equipment and resources to enable a wide variety of sports to be taught effectively.</li> <li>CPD to broaden subject knowledge of staff.</li> <li>Purchase a scheme that to ensure staff can deliver curriculum objectives confidently.</li> </ul> | Equipment: £1130<br>GetSet4PE Scheme: £550<br>KSSP: £6550 (financed for next year already) | GetSet4PE purchased which provides staff with a wealth of lessons to teach covering a wide range of sports and all the curriculum objectives. Children focus on two different sports each half term. Equipment has been bought for a range of sports to enable effective delivery. CPD from KSSP has been delivered on High Quality PE lessons. Pupils receive quality PE lessons. | Continue with GetSet4PE to enable consistency across school and instill confidence in staff. Quality resources have been purchased which will enable all sports to be covered effectively. Invite KSSP to deliver CPD around the delivery of dance and gymnastics and the use of the apparatus. Introduce Bikeability and Scootability. |
| Develop a broad extra-curricular timetable that offers something for every pupil each week after school.  | <ul style="list-style-type: none"> <li>Staff to deliver clubs.</li> <li>Use of sports coach/ coaches from KSSP.</li> <li>Develop balanced timetable.</li> </ul>   |  | The school offers an extra-curricular timetable that caters for all pupils. There is a club every day after school to ensure there is something for each pupil to attend every week. Clubs are delivered by staff and KSSP staff.  | Offer a varied timetable every half term that is accessible to all pupils. Ensure that the activities are changed every half term. Ensure that clubs are arranged before each half term so that clubs can start the first day back after every school holiday. Continue with KSSP to ensure club coverage.                              |
| Develop an environment that allows and encourages physical activity at lunch time for all pupils.   | <ul style="list-style-type: none"> <li>Playground structure.</li> <li>Train lunchtime supervisors</li> </ul>  |  | The playground is divided into sections at lunch which allows the pupils to take part in a variety of  | Regularly monitor the effectiveness of lunch time activities through staff meetings   |

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| Use active lessons to increase physical activity levels and learning. | <p>through staff in school and outside agencies i.e. skipping activities, playground games etc.</p> <ul style="list-style-type: none"> <li>• Train playground leaders.</li> <li>• Train staff to use a variety of methods in getting the pupils active during all lessons.</li> <li>• Introduce the Active 30:30 initiatives through KSSP.</li> </ul> |  | activities. Each section is supervised by a lunchtime supervisor who runs activities daily. The playground leaders were trained by KSSP and run sessions on the playground each day. | <p>and sports council meetings. Develop the playground to encourage more independent play i.e. MUGA, climbing frame etc. Introduce the Daily Mile.</p> <p>Continue to encourage activity in lessons outside of timetabled PE.</p> |
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**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 <b>impact on pupils</b> :   | Actions to achieve:   | Funding allocated: | Evidence and impact:   | Sustainability and suggested next steps:   |
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| <p>Encourage pupils to take on leadership roles that support sport and physical activity (House captains, play leaders, sports council etc).</p> <p>Promote and celebrate sporting events and achievements in school.</p> <p>Development of Play Leaders.</p> <p>Development of the School Sports Council.</p> <p>Ensure PE and Sport is visible around the school.</p> <p>Invite sporting role models into school to provide motivational assemblies and/or workshops.</p> | <ul style="list-style-type: none"> <li>• As a school we contribute funding to sustain the Kingsbury School Sport Partnership which provides the following opportunities:</li> <li>• Additional competitions outside of the School Games programme.</li> <li>• Bespoke CPD programme.</li> <li>• PE Conference</li> <li>• Sports Leaders training</li> <li>• Sports Council training</li> <li>• Focus on commonwealth games and invite athletes/ mascots into school.</li> </ul> | See above          | <p>KSSP have provided training and held meetings with play leaders and school council members. They have also led girls active workshops to focus on the less able girls in the school based on the knowledge of their tendency to drop out of sport as they get older.</p> <p>School Sports Council is up and running. Meetings have taken place where sporting issues are raised and discussed.</p> <p>Through our links with Stan's Café, Emily Campbell and the Commonwealth Games mascot came into school to deliver motivational assemblies.</p> | <p>Continue to use KSSP to work with staff and pupils in raising the profile of the sport.</p> <p>National Sports Week – Make this a big focus across the school.</p> <p>Regular meetings with play leaders, the sports council and other pupils. Make sure pupil voice is acted upon.</p> <p>Utilise the house system more effectively and have competitions that run throughout the year.</p> <p>Introduce the Daily Mile.</p> |

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| <p>Encourage activity in all lessons not just PE.</p> <p>Focused interventions for the less active.</p> |  |  |  | <p>Introduce sports awards and link sports values with the Catholic virtues.</p> <p>Whole school initiatives such as challenges / trips throughout the year.</p> |
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| 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:  |
| <p>Develop confidence, knowledge and skills of all teaching staff.</p> <p>Design a calendar of CPD for necessary staff.</p> | <ul style="list-style-type: none"> <li>Attend the CPD opportunities offered by KSSP.</li> <li>Invite KSSP in to deliver CPD in staff meetings.</li> <li>PE Lead to attend cluster conference at start of year.</li> <li>Implement a curriculum that will help develop staff confidence.</li> <li>Identify staff needs across school.</li> <li>Source suitable training to cater for these needs and release staff to attend these courses.</li> </ul> | See above   | <p>KSSP have been in to deliver CPD and more sessions are booked in for all staff. Delivery of PE and all extra-curricular activities has certainly improved across school as a result. This being evident in pupil interviews, number of pupils attending clubs etc.</p> <p>Development of calendar is an ongoing process, but staff have had access to training through KSSP.</p> | <p>Continue to identify ways to develop the confidence, knowledge and skills of all teaching staff.</p> <p>Attend more training offered by KSSP.</p> <p>Have an INSET for the teaching of gymnastics and dance.</p> <p>Staff attending courses definitely develops sustainability as staff enhance knowledge, confidence and teaching strategies to deliver PE and sport both within and outside the curriculum. It is imperative that quality CPD is constantly sourced.</p> |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils                               |   |   |   | Percentage of total allocation:   |
|   |   |   |   | 34%   |
| School focus with clarity on intended impact on pupils:   | Actions to achieve:   | Funding allocated:  | Evidence and impact:  | Sustainability and suggested next steps:  |
| Provide a broad curriculum so pupils access a range of different sports as they move up the school.                         | <ul style="list-style-type: none"> <li>Implement a suitable curriculum.</li> <li>Provide CPD to staff to allow this to be implemented effectively.</li> </ul>   | <p>See above</p> <p>Swimming Baths – £2256</p> <p>Coach - £5640</p> | As the children progress through the school, they are participate in a wide range of sports. Through the GetSet4PE scheme, staff are confident in the delivering the different sports. Pupils thoroughly enjoy their lessons and look forward to their next.  | Ensure the curriculum is fully embedded throughout the school. Make sports week a priority where each class can focus on a new sport of international origin. Develop a calendar of trips/ visits to sporting events or sporting venues.  |

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| Develop a broad extra-curricular timetable that offers something for every pupil every week. | <ul style="list-style-type: none"> <li>• Staff to deliver clubs.</li> <li>• Use of sports coaches from KSSP.</li> <li>• Develop balanced timetable.</li> <li>• Conduct a whole school survey to help monitor clubs and offer what is wanted.</li> </ul> |  | The school offers a broad extra-curricular timetable that caters for all pupils. There is a club on every night which provides all pupils the opportunity to be physically active after school and participate in a range of different sports. The uptake of clubs across the school is excellent with all clubs receiving the maximum number of children. | Offer a varied timetable every half term that is accessible to all pupils. Ensure that the activities are changed every half term. Ensure that clubs are arranged before each half term so that clubs can start the first day back after every school holiday. |
| Ensure swimming lessons are accessible for KS2 pupils.                                       | <ul style="list-style-type: none"> <li>• Liaise with local swimming baths to book slots for the different year groups.</li> <li>• Liaise with travel company to ensure pupils can get to the swimming baths and back.</li> </ul>                        |  |  |  |

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| <b>Key indicator 5: Increased participation in competitive sport</b> |  |  |  | Percentage of total allocation: |
|  |  |  |  | 0.5%                            |

| School focus with clarity on intended <b>impact on pupils:</b>              | Actions to achieve:   | Funding allocated:                | Evidence and impact:   | Sustainability and suggested next steps:   |
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| Design and run a calendar of inter-school competitions for all year groups. | <ul style="list-style-type: none"> <li>• House competitions for each year group to run every half term. The last week of every PE unit to focus purely on competitions. Staff to be released from class to run these events.</li> </ul> | See above<br>£80 travel expenses. | Due to Covid, inter-school competitions have remained difficult but pupils in UKS2 have experienced competition this year through KSSP and BCSSA. A competitive sports day was held at the end of the year for the whole school. Competition is also encouraged in lessons through the GetSet4PE curriculum. | Install facilities at school that are suitable to hold sports fixtures such as a MUGA. Source appropriate methods of travel to allow more fixtures off-site. Commit to more competitions offered by KSSP and BCSSA. Employ a member of staff or provide time for a member of staff to focus on extra-curricular activities and competition. Seek to form links with local primary schools. |
| Design and run a calendar of intra-school competitions for each year group. | <ul style="list-style-type: none"> <li>• Join KSSP and BCSSA to access all of the competitions in all sports that they offer throughout the school year.</li> </ul>   |                                   |  |  |



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|  | <ul style="list-style-type: none"><li>Form and sustain a link with 1 or 2 local primary schools to offer A, B and C team competitions in all sports for all years.</li></ul> |  |  |  |
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