



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
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Commissioned by  
**Department for Education**

Created by



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SPORT  
TRUST

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](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. 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:
<ul style="list-style-type: none"> <li>• Real PE and Real Gym training has been delivered across the Federation.</li> <li>• Curriculum Leadership training has been delivered to the subject leader (3 days) to ensure quality provision and teaching is sustained in future years.</li> <li>• Real Leaders training for all Year 5/6 pupils (across the Federation) and Real Leaders leading games and physical activities has been implemented. Pupils, who do not participate regularly in out of school activities, are now given targeted support by the leaders.</li> <li>• Real Legacy training and support is provided for all teachers across the Federation. This support is tailored to the needs of individual teacher and includes team teaching, planning and observations and support.</li> <li>• Teachers feel more supported to promote pupil participation and engagement.</li> <li>• Child participation across all year groups continues to increase in extra-curricular sport/exercise</li> <li>• Broad participation in tournaments (linked with local clusters) has been maintained.</li> <li>• There have been significantly improved performances in competitive events.</li> <li>• With the support of REAL LEGACY and Northamptonshire Sport, The Federation was able to provide online support materials to promote physical activity following national school closures.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to review after school provision and continue to target pupils who do not participate in sport/ physical activities after school. This includes identifying specific groups (e.g Y5/6 girls)</li> <li>• Continue to increase participation in tournaments</li> <li>• Ensure that the REAL PE assessment criteria is used consistently and triangulates with teacher feedback and pupil participation levels, to effectively target pupils.</li> <li>• Ensure team selection policy is clearly related to the aim and expected outcomes of the event.</li> <li>• A consistent tracking system, across the whole Federation, is effectively implemented. This will allow the subject leaders to more effectively track across the four schools within The Federation.</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?	Whittlebury 92% Gayton 100% Stoke Bruene 100% Tiffield 100%
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?	Whittlebury 83% Gayton 100% Tiffield 100% Stoke Bruene 100%
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?	Whittlebury 92% Gayton 100% Tiffield 100% Stoke Bruene 100%
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?	Yes- all year groups swim throughout the year.

## 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: 2019/2020		Total fund allocated: £65952	Date Updated: July 2020	
<p><b>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</b></p>				<p>Percentage of total allocation:</p> <p style="text-align: center;">%</p>
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>School targets pupils who do not engage in physical activity in after school clubs.</p> <p>Children continue to experience a broader range of physical activities (incl. some competitive sports) during the school day and clubs. This will increase levels of physical activity, thus developing a more active lifestyle.</p> <p>An increasing number of children continue to have a wider experience in participating in competitive sports events in the local cluster/ district/ county.</p>	<p>Increase the amount and the range of Physical Development activities for children, by targeting pupils and supporting them during REAL leaders' activities. Structured games at school led by pupils. Year 5/6 pupils receive Real Leadership training.</p> <p>Participation in increased number of sports competitions, including 'inclusive' competitions and general intra/inter competitions. Continue to deliver training clubs students/pupils participating in competitive events. Establish lunchtime clubs targeted towards the less-active/lower confidence children (Sports Crew).</p> <p>Federation sports day, sports competitions and competitions organised and led by Sponne School. Additional competitions entered across The Federation.</p>	<p>£5400</p>	<p>Improved progress levels and attainment levels in Physical Development and general PE ability.</p> <p>Timetables for lunchtime sports activities. Noticeboard area. Specific pupils, who participate less in after school activities, are targeted</p> <p>Internal intra school events organised and planned (E.g. Fittlebury) Sports Crew competitions organised. Range of clubs provided by school</p> <p>List of participants at each event. Attendance lists for each club. Improvement in performance in competitive events. Attendance lists for each club. List of competitions entered and purpose of entry. Reports and photos on the school website/ Facebook/ Classdojo.</p> <p>Pupils actively engaged in leadership</p>	<p>Lunchtime supervisors and Sports Crew members report on the success and general well-being of both Sports crew members and activity participants to Teaching staff.</p> <p>Continue to develop the skills and leading opportunities of the Sports Crew.</p> <p>Pupil questionnaires for feedback on current interests in sports clubs outside of school hours.</p> <p>Review provision and participation levels. Review accuracy of data collection across the four schools. Promote more effectively during assemblies.</p> <p>Review and ensure selection is related to the aim of the event (development/ competitive) balance.</p>

Continue to develop the skills and learning opportunities of the Sports Crew.	They plan and lead a wide-range of lunchtime clubs and competitive events to cater for all children and to enable a larger proportion of pupils to participate, supported by staff. Training courses attended REAL LEADERS for all Year 5/6 pupils. Buddy system to train Y3/4 pupils to help support future leaders.		activities. Teacher observation. Supervisor feedback. Pupil feedback.	Review with REAL LEGACY teachers and PE subject leader. Plan clear longer term program (in addition to weekly schedules)
School Games Mark applied for and awarded.	See attached School Games Mark Action Plan document.		School Game Award. Evidence detailed in attached School Games Action Plan and review.	Review the impact and devise School Games Action Plan for 2020-2021

**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:
The profile of sport is raised in the school-encouraging other children to engage in competitive events.	Use of team kits to wear to competitive events (A & B teams). FF Sports Day. Promotion through assemblies. Use of social media to celebrate successes and participation levels.	£8000	List of attendees for each club. Staff more confident. Evidence supported by REAL LEGACY providers.	Termly Sports Newsletter to be sent via parent mail. Ensure noticeboards are updated.
Staff ensure all PE lessons are taught to a high standard and that support is effectively targeted.	Use REAL LEGACY support to team teach/ monitor/ support individual teachers.		Reviews by team teaching/ observations and self-reviews.	Staff to complete skills survey and target support accordingly.
Subject Leader to increase knowledge and understanding of new initiatives related to PE and School Sport.	Attend PLT meetings at Sponne School, sports conferences and apply for School Games Mark. Review understanding by completing REAL PE IMPACT REVIEW.		REAL PE IMPACT REVIEW. See attached document.	Evaluate REAL PE impact review and discuss future outcomes with senior leaders and REAL LEGACY support staff.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				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:
All staff are confident in their skills and ability to teach PE and Gym.  Subject leader to increase knowledge and understanding of new initiatives related to PE and School Sport.	Use REAL LEGACY support to team teach/ monitor/ support individual teachers. Specific targets devised for specific teachers.  Attend PLT meetings at Sponne School. Ensure REAL LEGACY subject leadership is completed.	£4000	Observations by Subject Leader and REAL LEGACY staff to further develop pupil confidence.  Subject leader able to effectively support staff. REAL LEGACY staff to support all members of staff by specifically planned meetings and whole staff training.	Plan specific program of support for specific teachers based on this year's observations and staff feedback.  Joint lesson observations from PE subject leaders and REAL LEGACY staff.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				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:
<b>Additional achievements:</b> Children continue to experience a broader range of physical activities (incl. some competitive sports) during the school day and clubs. This will increase levels of physical activity, thus developing a more active lifestyle.	Participation in increased number of sports competitions, including 'inclusive' competitions and general intra/inter competitions. Continue to deliver training clubs students/ pupils participating in competitive events. Establish lunchtime clubs targeted towards the less-active/lower confidence children (Sports Crew).	£39,000	Internal intra school events organised and planned (E.g. Fittlebury) Sports Crew competitions organised. Range of clubs provided by school	Pupil questionnaires for feedback on current interests in sports clubs outside of school hours.  Review provision and participation levels. Review accuracy of data collection across the four schools. Promote more effectively during assemblies.

<b>Key indicator 5: Increased participation in competitive sport</b>				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:
An increasing number of children continue to have a wider experience in participating in competitive sports events in the local cluster/ district/ county.	Federation sports day, sports competitions and competitions organised and led by Sponne School. Additional competitions entered across The Federation.		List of participants at each event. Attendance lists for each club. Improvement in performance in competitive events. Attendance lists for each club. List of competitions entered and purpose of entry. Reports and photos on the school website/ Facebook/ Classdojo.	Review and ensure selection is related to the aim of the event (development/ competitive) balance.