

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](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.

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 2022-23	£0
Total amount allocated for 2022-23	£16,990
How much (if any) do you intend to carry over from this total fund into 2023-24?	£0
Total amount allocated for 2023-24	£16,960
Total amount of funding for 2023-24. To be spent and reported on by 31st July 2024	£16,960

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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. 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	The children in Year 4 and Year 3 have 10 weeks of swimming and receive a certificate for the metres they have managed to swim. Safety in water is part of our PSHE programme.
What percentage of your current Year 6 cohort swim competently, confidently, and proficiently over a distance of at least 25 metres? N.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. Please see note above	% NA
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? Please see note above	% NA
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	% NA
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming, but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	No

Academic Year: 2020/21		Total fund allocated:		Date Updated:		
Key indicator 1: 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					Percentage of total allocation:	
					60%	
Intent	Implementation			Impact		
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>			<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>	<i>Sustainability and suggested next steps:</i>
• To continue to promote 2 hours of high-quality PE lessons together with the 30 mins of physical exercise daily. To make PE and Sports enjoyable and motivational • PE breaks (and daily mile) 2x 15 mins challenges + WU&SU to better engage the children in the learning process in the classroom. • Continue to educate the children in the value and benefits of a healthy lifestyle through PSHE, Science, DT and cooking, lunchtime breaks and in general. • Playtime buddies to support active lunchtimes and help the lunchtime controllers through traditional games. • Continue to support all Year 4 and Year 3 to have swimming lessons. • Pupil voice and assessment of attendance helps feed into whole school planning / improvements.	PE lessons • 2 x 15 mins PE breaks built into the timetable • WSSP to support staff to ensure high quality PE takes place in 1x 1-hour blocks. • Teachers’ lessons with 1 x 1-hour block on a similar PE theme. • Changing for PE and the meditation/yoga sessions linked to this will also continue where possible. • Visitors to talk about healthy options to the children. • Lunchtime staff to set up active games to encourage children to participate in high energy activities. • Lunchtime controllers to receive training through WSSP. • Y4 pupils to support ‘wake up and shake up’ with music.			£7,000 for membership of WSSP £1,500 for swimming lessons £500 for visitors to inspire the children £500 for PE break resources	The impact will be to maintain the progress that we have already made through Covid including • Children with positive attitudes • Good understanding of healthy lifestyles • Pupil concentration in class • Leadership opportunities and positive role models • Healthy competition • Children enjoying being active. • Use of whole school improvements and pupil voice to drive improvements. Including extra-curricular clubs’ uptake from least active children.	This PE package is sustainable. It is embedded into the curriculum and alongside the Windsor Sports Partnership package and the lessons that the teachers take with the children. Each teacher monitors the children progress in this area and the PE lead assesses whole school initiatives. This ensures that the subject continues to move forward year on year. The PE passport is a register of pupil’s participation in all sporting activities and can provide valuable data.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				25%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>	<i>Sustainability and suggested next steps:</i>
- Holistic approach to PE and Sport to develop attitudes in the personal, emotional wellbeing, Literacy & Maths (Active learn), Science (Healthy Heroes) and fine & gross motor skills. - The use of 6 x inter-competitions based around our houses every term to embed healthy competition with the Year 4 Sports leaders' skills. - To continue to invite visitors from athletes, events, assemblies etc will raise the profile of the subject. - Events advertised on the website, in the newsletter, on the boards etc to ensure high levels of communication. - Different approaches towards discussions relating to health and wellbeing especially using male role models through WSSP. - Variety of clubs which involve parental choice. May Fun Run, Sports Relief etc which involves parents and staff.	- General, positive attitudes to sport and PE are embedded into school practice. - Tournaments outside school (once the Covid restrictions are lifted) - Regular whole school PE tournaments based on themes in school. WSSP support this process. - Participate in high profile events such as Sport Aid and initiatives which offer equipment or invite an athlete into school to raise profile of the subject. - Year 4 leadership programme with the WSSP. - Apply for the Sainsbury Sporting Award and try to attain 'Gold'. - Year 3 and 4 Health and Wellbeing lessons for 6 x 1 hour led by the WSSP. - Whole school events, clubs, and tournament events to raise the profile of the whole school with parents and their participation.	£4,500 for administrative staff to organise events, plan tournaments, attend PLT meetings and organises clubs.	- The high profile of PE highlights its importance to children to be lifelong healthy and active pupils. - PE aims in the Curriculum vision document shared with staff and governors. - Relevant quality & Sports Mark - Olympic and commonwealth values are brought to life through inter-school tournaments - Leadership skills of Year 4 pupils to be able to manage the children in their houses. - PSHE, RSE or SMSC where many sporting values such as sportsmanship are explored. - Enjoyment and fulfilment of personal improvements and personal targets. - Importance of good role models.	Review the impact of PE and sports to see what is working well and what (of these initiatives) we need to move forward using pupil voice, data and monitoring our successes. Action plan for the next 3 years. Monitor the PE curriculum to see where further improvements can be made to our curriculum.

Key indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport				Percentage of total allocation:
				12%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>	<i>Sustainability and suggested next steps:</i>
- Review holistic curriculum which spirals, supports mastery and ties all subjects. - To raise the quality of teaching even further in PE by ensuring that all staff have either top-up training across the whole range of PE areas through WSSP including observing teacher's lesson. - To have lesson observations to monitor staff effectiveness and confidence. - To introduce the scheme "Active learn' & Active 8 which is a range of activities to do during an English and Maths lesson through physical activities. - For the teachers to have a secure knowledge of pupil attainment. For the teachers to target children who have mastered skills or have specific talent and signpost further experiences to enhance our provision. - Questionnaire to ascertain pupil voice together with staff survey.	- Staff meetings to review the whole of PE and how supports holistically 'hand, heart, hands. - Attend the training on offer at the PLT meetings and disseminate in down to al staff. - Ensure that the new members of staff have the full training sessions. - Appoint a new PE lead teacher to attend the PLT meetings. - To observe PE lessons across the school - To start a PE survey to view pupils' opinions for activities inside and outside the school day. - To train and then monitor the introduction of the 'Active Learn' programme to encourage teachers to use this more and more. - For the teachers to have a clear understanding of mastery and depth and to know what to do with talented pupils.	£2,000 for cover for staff training in the classroom	- More confident staff that are happy to take on a range of sporting activities in their lessons evidenced through a variety of benchmarks - Attain Gold through Sainsbury Sporting Award. - Sharing of best practice with WSSP - Evaluate the curriculum alongside the rest of the school's subjects. Particularly assess the areas of inclusivity and the participation levels in PE and extra-curricular activities. - More all-girls activities in gender typical sports.	This is part of the continual professional development of the whole school. Suggested next steps will be informed by the review this year. To move our provision to the next step and used sporting facilities in the area to signpost talent. To develop life skills for teachers and pupils alike.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: As above and 3%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>	<i>Sustainability and suggested next steps:</i>
Additional achievements: - To provide a wide range of extra-curricular sporting opportunities for all pupils through - inter-school competitions, - intra-school competitions - increases choice of extra-curricular activities - house competitions - PE events - Sports Day with Y3 lead !00% participation in school competitions and events and a greater participation in extra-curricular clubs after school especially SEND and PP. - Whole school forest activities every September for whole school & new curricular club. Outdoor learning for EYFS and outdoor classroom.	- Use our Pupil PE Passport to record their achievements and award certifications and link to other visual initiatives. - Add to our portfolio with karate, golf, archery etc - Healthy me activities lower down the school and then the WSSP health and wellbeing programme. - Review the availability of Sports coaches to provide age-appropriate sporting activities for the children including lunches - To participate in sporting events such as Sports Relief to add to the profile of the subject. - Monitor attendance in all sports inside and outside school especially SEND pupils	£300 for new equipment for playtimes and breaks	- There will be a high-quality sporting or physical activity on every afternoon after school for a specific key stage. - Engaged and proactive pupils - Enhances provision that excites the vast majority of children. - Increased pupil awareness of sporting or PE activities outside school. - To see improved attainment in school and better behaviour for learning. - Evidence of pupil attendance and participation through pupil passport data.	To carefully select providers to support the school inside and outside the school day. We have systems in place to ensure that this situation can continue in the future. To look at activities for the younger children e.g. EYFS Pupil passport and initiatives to be embedded in everyday practice

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				% As above
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>	<i>Sustainability and suggested next steps:</i>
• Provide activities for children to challenge themselves on a daily basis such as the daily mile to increase motivation, competency and confidence. • Increased participation in competitive sport by engaging with other specific twinned schools including virtual house points or tournament. • Consider the issues of transport to other venues and how we can use our school location for local school's competitions. • Use our WSSP coaches to help facilitate a whole school tournament on their last Friday in school. • To support SEND and vulnerable pupils with "Active Me!" sessions provided by WSSP. • Increase range of activities such as archery, golf to meet all needs including vulnerable, girls, SEND	• We have a 100% attendance in school but regarding extra-curricular activities and activity at hoe use the school's data from the PE passport to inform us of the areas where pupils are not participating as much. • Review the practices in school to ensure that all children participate in sport through aftermath of Covid. • Work on a timetable to ensure that all pupils participate in as many extra-curricular activities as possible. • Facilitate the 'Active Me' sessions' • Talk with other school leaders and WSP about the probability of virtual games sessions where we compete against targets such as the daily mile.	£2,500	• 100% attendance of sports inside the school • 100% of attendance in tournaments outside the school • 75% of pupils active for 30 minutes after school and 70% attendance in extra curricular activities. • See the Pupil PE Passport up and running with the Government recommended activities ticked off at the back of the learning log. • Achieve the Sainsbury Active Award 'Gold' • To attend 4-6 tournaments out of school and to have prepared for these events within the school's curriculum. • To have 6 x intra-school tournaments and to build these into our 'house system'	• Continue to monitor the Extracurricular registers and attendance in Braywood Extra, especially the recovery after Covid. • To have systems in place to ensure that PE and Sports provision continues seamlessly. Including the coloured 'houses', School Games certification and Sports Day.

Signed off by	
Head Teacher:	Susan Calvert
Date:	July 2024
Subject Leader:	Laura Anderson
Date:	July 2024
Governor:	Quality of Education
Date:	July 2024