



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised October 2017

Commissioned by  
**Department for Education**

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](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:
<ul style="list-style-type: none"> <li>- Positive engagement in Physical Education, children enjoying PE.</li> <li>- Broad and balanced PE curriculum offering range of opportunities.</li> <li>- Participation in House Sports Programme, School Sports Partnership (level 1) and School Games(level 2).</li> <li>- Inclusive offer with opportunities for all.</li> <li>- Developing extra-curricular programme employing external providers.</li> <li>- PE specialist support for staff – 2019/2020.</li> </ul>	<ul style="list-style-type: none"> <li>- All classes to achieve 2 hours minimum entitlement of PE provision.</li> <li>- Whole staff input to PE delivery and implementing change to create culture of daily activity to improve physical and mental wellbeing.</li> <li>- Further work on targeting least active population of school and promoting girls in sports/activities.</li> <li>- Focus on active lifestyles, health and wellbeing following Covid19.</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?	25 % estimated
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?	20 % estimated
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?	Tbc – swim teacher%
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/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 students today and for the future.

Academic Year: 2019/2020		Total fund allocated: £19.410		Date Updated: July 2020		
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: %	
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>Walk to School Programme.</p> <p>Developing extra-curricular programme: Lunchtime football. Monday mile – Monday lunchtime. Every day play activities at breaks. After school sports programme.</p> <p>Breakfast Club Improving attendance, punctuality, and activity levels.</p>	<p>SD coordinates. Sticker rewards. Opportunities to do in school.</p> <p>Adam and Declan. Football</p> <p>Sally Leary – Dance Hannah Langton – Poundfit Oxford Rugby Union – LS Rugby Premier Tennis – Tennis tbc Chance to Shine, Cricket Teaching Staff: DT – netball/girls/ games CJ, BC – football/cricket</p> <p>Breakfast club staff. Children receive healthy breakfast and participate in indoor games.</p> <p>Equipment/Resources – house sports</p>	<p>£700</p>	<p>Profile importance of walking as healthy alternative to car. More children walking to school</p> <p>Increases activity levels at lunchtime and afterschool.</p> <p>Leadership opportunities for older children in playground activities.</p> <p>More children taking part in extra-curricular sporting activities.</p> <p>Children being active before school.</p>	<p>Continue to promote within school. Daily Mile, as a health and well being initiative in school with one or more classes to determine impact on fitness, focus and behavior over 6 week period.</p> <p>Develop Active learning</p> <p>Explore avenues to structure/expand morning/afterschool activity – Premier Sports provision. Clubs for fun.</p> <p>Paid for TA/Teacher led extra-curricular sports sessions? SLT discuss.</p> <p>Monitor use.</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:
<p>Celebration assemblies. PE awards and notices. House Sports Program.</p> <p>PE notice boards regularly feature photos of children in sports events.</p> <p>Newsletter updates of sporting competitions etc.</p> <p>Use of Sports Values within lessons. Specifically teaching – Teamwork, Determination, Honesty, Self Belief, Respect, and Passion.</p> <p>Participation in Sports Values competitions.</p>	<p>DT Monitor and record.</p> <p>DT – develop PE boards. Showcase range of different activities and different children.</p> <p>DT – update to SB</p> <p>Teachers to input.</p>	<p>£100 – medals/stickers</p> <p>Sports day</p>	<p>Students enjoy recognition of achieving in sport and PE for effort and attainment.</p>	<p>Continue to do this.</p> <p>Introduce termly fair play award for best class/team to celebrate good sportsmanship and respect as key values.</p> <p>End of winter/spring/summer Games Days?</p>

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>PE specialist role in school including curriculum support for Teachers.</p> <p>External coaches support PE curriculum and develop cross curricular links.</p> <p>Chance to Shine classroom and cricket project- Term 4 2020 – year 2</p> <p>Parks Tennis Coach – planned term 5</p> <p>U9's Oxfordshire Rugby Union Coach support – year 3 – planned term 4 2020</p> <p>Teachers work alongside coaches. Real PE scheme of work – Create Development – online resources/assessment.</p>	<p>Working with teachers in PE lessons, model and shaping lessons. Review of outcomes/assessment with teachers.</p> <p>DT work with teachers. DT lead</p>	<p>£10.698</p> <p>Free</p> <p>Free</p> <p>Including in package.</p> <p>£2000</p>	<p>NQT staff work alongside PE specialist to develop knowledge and skills in specialist area.</p> <p>Increased confidence in teaching of PE for staff.</p> <p>tbc – anticipated – support for teachers and increased engagement and enrichment for children.</p>	<p>More team teaching/class teacher led sessions, DT support.</p> <p>Maintain links and repeat program annually.</p> <p>Review of programme. Address teachers needs/issues with scheme/teaching P.E</p>
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>Additional achievements:</p> <p>Participation in Oxford East Sports Partnership. Allows ALL children in every class to attend at least one whole school sports event or competition. E.g yr 1,2,3 multi-skills, yr 4,5,6 indoor athletics etc.</p> <p>Participation in Parability Days. Transport to and from events.</p> <p>Covid 19 – adapted PE – weekly</p>	<p>Raise awareness of opportunities to teachers/children.</p> <p>Organise trips.</p>	<p>£1250</p>	<p>Attendance register. Photos.</p> <p>Observed positive engagement in sport and promotion of healthy lifestyles.</p> <p>Competition opportunities for all/work alongside other schools.</p> <p>SEND pupils. Positive, inclusive activity.</p>	<p>Maintain involvement in partnership. Keep up communication with teachers re opportunities.</p> <p>Parentmail home re achievement/well done.</p>

challenges/ dance ideas.  Taster Days: Fencing and Tennis  Classroom Yoga	DT link with club, coordinate with class teachers.  Subscription online. DT  D	£555	Extended sports offer. Fun sessions. Link to community club at OSA.  Used in Lower school – teachers and children enjoy	Network local sports providers and continue to develop.  September 2020 – develop confidence and core skills as children return to school after lockdown. Increase time for PE and physical activity in school. Active learning and opportunities to develop cognitive skills through physical.
<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> Participation in ESFA boys football tournaments, Year 5/6 Participation in Oxford City ESFA boys year 3/4 , 5/6. Transport to and from events. Girls only lunchtime practice.	Actions to achieve:  Affiliation to FA.	Funding allocated: £45  £500	Evidence and impact:  High and regular attendance at football club. Inclusive opportunities giving all a chance to play matches. Personal development focus.	Sustainability and suggested next steps:
Participation in Level 1(partnership) and Level 2 School Games: X Country, Indoor Athletics, Athletics, Gymnastics, Football, Netball, Tennis Transport to and from events.  School Sports Day planned 2020	DT coordinates fixtures and books onto festivals and competitions. Liase with Grant Thomas, School Games Officer at TOA. Use school Games Website.  Organise LS and US Sports Day. DT	Partnership fees as before	Representation of St Christophers School. Out of school enrichment opportunities in school sport.  Certificate of Participation in School Games 2020 (amended for Covid 19)	Application for school sports award next year.

Created by:  association for Physical Education  YOUTH SPORT TRUST

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