



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2018

Commissioned by
Department for Education

Created by



**YOUTH
SPORT
TRUST**

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESPA 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

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 by the end of the summer term or by **31 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, 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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| <p>At least 50% of children involved in organised physical activity at break and lunch time each day.</p> <p>100% of children involved in organised physical activity at least once per week at break or lunch time.</p> <p>100% of children in year 1 – 6 take part in 1.75 hours of physical activity in weekly forest school sessions for 1 term per year.</p> <p>100% of children in EYFS take part in 2 hours of physical activity in weekly forest sessions from Autumn 2 onwards for the whole year.</p> <p>At least 50% of children from year 1 – 6 taking part in organised sporting and physical activity outside of school.</p> <p>Two-year rolling programme to be enhanced by opportunities to try a range of sports throughout the year, enhanced by specialist teachers e.g. yoga, indoor rowing, new age kurling, archery.</p> <p>92% of children from year 1-4 represented the school in a sporting event or competition at least once.</p> <p>100% of year 6 children represented the school at least twice in a sporting event or competition. 100% of year 5 children represented the school at least once in a sporting event or competition and 81% represented the school at least twice.</p> | <p>Develop playground activity to continue to increase activity levels during break and lunchtime including support from Atlas Sports.</p> <p>All children to take part in inter and intra school competitions through Atlas Sports membership.</p> <p>Gardening sessions planned as part of the curriculum.</p> <p>Further training for staff on areas of curriculum that they identify as a subject knowledge need.</p> <p>Year 6 to run lunchtime clubs offered in line with the whole school child survey and informed by their young leader training. Year 5 to complete training.</p> <p>Children to state the importance of PE and sports at Whiteshill School.</p> <p>Parents and carers to state the importance of PE and sports at Whiteshill School.</p> <p>Two year rolling programme ensures that all children experience a wide range of sporting activities from the PE curriculum.</p> <p>Targeted children who did not attend clubs and sporting events last year to take part this year.</p> |

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| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
| 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 children may swim in another year please report on their attainment on leaving primary school. | 87.5% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 87.5% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 87.5% |
| 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? | Yes/ No but we plan to this coming 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: 2022/23 | Total fund allocated: £16,840 | Date Updated: Sept 2022 | | |
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| 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: |
| | | | | 30% |
| School focus with clarity on intended impact on pupils : | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Continue to run lunchtime clubs with new year 6 who have now been trained by Atlas Sports. Lunchtime clubs and challenge pack use planned to incorporate these skills. | Target children who are not attending through survey to discover interests and incentives. | £0 | Atlas sports trained Year 6 Sports Leaders who provided lunchtime clubs: tennis, dance, diablos and scoops, cheerleading. Impact was that all children in the school had a sporting lunchtime club available to them at least twice a week. Challenge packs not yet used – will plan into next year’s provision Forest Green Rovers (FGR) came and ran a girls’ football club at lunchtime which a majority of Key Stage 2 girls attended and resulted in us taking two teams to a local girls’ football tournament because there was so much interest. | Continue to train year 6 children each year and run lunchtime clubs that encourage physical activity. Work with outside agencies e.g. FGR, Atlas Sports to run sporting lunchtime clubs. Implement challenge packs. Look at possibility of a walking bus for the mornings to encourage daily activity. Look at possibility of whole school physical activity at the end of each lunchtime. Half-termly gardening sessions – science curriculum. |

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| New year 5 to complete 'Sports Leader' training. | Book Atlas Sports 'Sports Leader' training for year 5 to encourage engagement of younger children with activities at break and lunch time. | £0 | Children will complete this at the start of year 6. | |
| 100% of children in year 1 – 6 take part in 1.75 hours of physical activity in weekly forest school sessions for 1 term per year. | Engage forest school teacher to run weekly sessions for the whole year. 1 x class per term. | £5061 | 100% of children in year 1-6 took part in 1.75hours of physical activity in 3 weekly rota sessions. 100% of children in EYFS took part in 2hours of physical activity in forest school sessions 5 out of 6 terms across the year. | |
| 100% of children in EYFS take part in 2 hours of physical activity in weekly forest sessions from Autumn 2 onwards for the whole year. | | | | |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| | | | | 0% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Sports kit to be worn to all sporting events and displayed prominently to raise the profile of sport in school further with those not engaging. | Whiteshill t-shirts to be worn by staff attending sporting events with children. Ensure children wear PE uniforms when representing the school at events and competitions. | £0 | T-shirts worn by staff on some of the events. This raised the profile of the event and made an impact with the children. PE uniforms were worn by the children to events throughout the year. PE and sports kit was also advertised on the school website. | Continue to wear PE and sports kit. Use pupil survey to inform next steps. |
| Majority of children in year 1 - 6 state that PE and sport is important to the school and their teacher. | Prominent display to celebrate sporting events and achievements. Specialist teachers to nominate children who | £0 £0 | Display created in the school hall celebrating the sporting events and achievements. Archery and Tag rugby gave | |

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| Majority of parents and carers surveyed state that PE and sport is important to the school. | <p>are most successful during their sessions for celebration during assembly so that parents are aware of those children with potential for different sports.</p> <p>Celebrate sporting events and competitions on sports page of website.</p> | £0 | <p>certificates to children who had been most successful in their sessions that were celebrated in assembly. Gallery website has photographs of the sporting events and competitions attended.</p> <p>Following the parents' survey, it is evident that the impact we have had on promoting PE and sport at Whiteshill has been very positive. When answering the question about how important PE and sport are to the school all parents in KS2 have given it a 4 or more out of 5 and 75% of parents have given it a 5/5. A pupil survey showed that pupils also see PE and sport as being important at Whiteshill.</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: |
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| | | | | 0% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| All staff to feel confident in planning, delivery and subject knowledge for children with additional needs in particular those with ASD. | Provide appropriate CPD including from outside agencies and staff meetings run by PE subject lead. | £0 £0 | Allsorts charity provided CPD for all teaching staff and modelled a KS1 and KS2 lesson for teachers. As a result, teaching staff reported feeling more confident and informed about how to support children with additional needs in PE. | Survey staff to find out about next CPD needs as there are a number of returning and new staff members. Use Atlas Sports to provide CPD and repeat the Allsorts training for new staff in the summer term. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 66% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Two-year rolling curriculum planned to ensure all children have the same opportunities of a broad range of sporting activities throughout their time at Whiteshill. | Increase use of the sports field for PE on a weekly basis to ensure range of sports are taught. Expert coaching staff for a range of supports across the year to enhance our curriculum provision for all children. | £5061 JP £4,775 – total = £500 – yoga £840 – Archery £955 – Martial arts £1200 – skateboarding and scootering | Athletics, archery and rugby sessions were taught on the field to Oak class. Staffing is still a barrier to the younger children using the field. | Continue to engage coaches throughout the year. Work with Glos Rugby for the first time in the summer term. Train new and returning staff in Reception on use of balance bikes. |

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| All children in Willow class will be able to ride a balance bike competently. | Balance bike sessions for Willow Class – summer term x 6 weeks | £480 - Fencing £500 TA support £800 – balance bikes | A range of coaching staff were engaged in line with the Whiteshill PE curriculum – see Long term plan. Impact is that 100% of children in KS1 and 2 were introduced to a broad range of sporting activity throughout the year. Balance bikes were purchased to have for the sessions. Impact is that we have now upskilled staff instead of relying on outside agency. | |
| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
| | | | | 9% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |

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| <p>100% of children from year 1 - 4 to represent the school in a sporting competition or event at least once during the year.</p> <p>100% of children in year 5 and 6 to represent the school in at least 2 sporting competitions or events during the year.</p> | <p>Join Atlas Sports competitions and take part in as many competitions and events across Stroud during the year as possible.</p> <p>Keep a record of children taking part and ensure all children have participated in enough events.</p> <p>Children who do not attend last year to be targeted for attendance this year and surveyed for reasons why they did not volunteer.</p> | <p>£950</p> <p>£500 – coaches and supply</p> | <p>16 Atlas Sports competitions and events attended across the year.</p> <p>55% of year 1 54% of year 2 100% of year 3 93% of year 4 attended at least one sporting event</p> <p>87% of year 5 94% of year 6 attended at least two sporting events</p> <p>Children targeted in Oak class who had not attended last year, attended at least one event. 3 x Pupil premium children targeted attended events this year for the first time.</p> | <p>Target those children who did not attend this year – pupil survey to discover why and what are their interests. Tailor support and package to match these needs to ensure 100% attendance this year.</p> |
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