

# 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](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.

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 2019/20	£0
Total amount allocated for 2020/21	£18,794
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£18,794
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£18,794

## Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p><b>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</b></p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</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.</p> <p>Please see note above</p>	%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	%
<p>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?</p>	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 pupils today and for the future.

Academic Year: 2021/2022		Total fund allocated:		Date Updated:	
<b>Key indicator 1:</b> 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:
					%
Intent	Implementation		Impact		
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:	Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Every pupil takes part in two hours of timetabled PE lessons per week to ensure regular physical activity and assessment of their progress.	PE is timetabled for each class.			Curriculum PE is regularly assessed and every pupils' attainment, effort and progress is recorded. PE progress is reported to parents as part of the biannual written reports and at parents' evening meetings.	
Provision of extracurricular sports clubs to encourage additional physical activity outside of the curriculum timetable.	After school, before school and lunchtime clubs to be offered for a variety of sports.		£6,840	Extracurricular sports clubs are very popular, building on the skills learnt in class, encouraging greater activity and promoting opportunities to represent the school in competitions.	
Provide ongoing training for break/lunchtime staff in the use of physical games and activities to encourage continued physical activity for the pupils during breaktimes.	Training and support to be provided for new and existing lunch/break staff.		£270	More children will be involved in physical activities at lunch and break. Initially organised by staff, the children will then be encouraged to organise their own games, supervised by staff. Decrease in the number of red card	

			incidents at break and lunch.	
When covid restrictions allow, further encourage active games at lunchtime by re-instigating the visits from Reading Blue Coat School students who arrange physical games and activities for Highwood pupils.	Maintain the partnership between the two schools.	£43	More children will be involved in physical activities at lunch. Decrease in the number of red card incidents at lunch.	Relationship between Highwood and RBCS is strong, with regular communication and continual review of the benefit of activities.
Continue to review the delivery of PE lessons in line with government coronavirus guidelines, school measures and AfPE recommendations to ensure risk of spreading infection is minimised for adults and children.	Review and assessment by PE teacher. Purchase of any additional cleaning materials or PPE deemed necessary.	£1,710	The ability to continue to deliver high quality curriculum PE lessons during unprecedented times with changing guidelines.	Regular review of PE delivery in line with government, school and AfPE guidance.
Continue to deliver PE lessons online if there is a need for a further lockdown or school closures.	Ensure that lesson plans can be adapted to be issued virtually. Ensure the technology is in place to deliver the lessons (such as Highwood YouTube channel, Twitter, MS Teams, school website) and that the process for pupil progress can be reinstated.		All pupils have the opportunity to continue with physical exercise for PE lessons even if not physically in school, and their progress can be tracked and efforts celebrated.	Ensure previous processes and technology available in case of more severe covid restrictions.
Encourage families to incorporate daily physical exercise into their journey to school by promoting schemes such as Walk to School and Bike to School Weeks and our local Park and Stride.	Identify all such schemes and communicate clearly and regularly to parents. Where applicable log data in class to report to the scheme organisers.	£72	Increase in the numbers of families walking, scooting or cycling to school and a decrease in the number of parking issues at drop-off and pick-up times.	The processes for promoting and communicating such schemes are already in place, and for teacher tracking of data.
Focus on the children that do not currently participate in any physical activity outside of their curriculum lessons in order to increase physical activity in all children.	Identify which pupils do not currently take part in physical activities outside of their PE lessons and identify the issues. Liaise with them to find physical activities that will appeal to them, and determine how to deliver these at an appropriate time.	£270	Increase the percentage of pupils taking part in extra-curricular activities.	Identify those children who do not participate in extracurricular clubs. Investigate options that may interest them. Regularly review options and pupils involved.

Provide healthy lifestyle and physical activity workshops for selected children and their families.	Investigate utilising our partnership with Reading Blue Coat School to provide sessions promoting a healthy lifestyle and encourage physical activity. Investigate partners to deliver such a programme.		Increase in families embracing a healthier lifestyle including healthy eating and more physical exercise.	Identify those families that would benefit most from such a programme. Liaise with partners regarding delivery of the programme.
Provide the opportunity for KS2 pupils to learn to swim, or to improve their swimming abilities, in addition to their timetables PE lessons.	Continue and strengthen our partnership with Reading Blue Coat School to enable us to have use of their swimming pool and training sessions and transport for our pupils. Identify additional Highwood staff to undergo MIDAS training to drive the minibus.	£2967	Additional weekly physical activity provided for the pupils. Swimming is a skill that provides many benefits for health, strength and coordination as well as being a valuable life-saving skill.	Maintain our strong relationship with RBCS. Ensure training for swimming and minibus driving are kept up to date.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Increase participation in sporting events and activities through regular and perceptible communication throughout school and to parents.	Communicate sporting participation and achievements in school through noticeboards and the weekly Celebration Assembly. Communicate to the wider school community through the weekly Head's Bulletins, half termly newsletter, Twitter and the school website.	£2,567	Increase in children's confidence as their achievements and willingness to participate are recorded and celebrated. Increased number of pupils taking part as are encouraged by the regular celebration of achievement and participation. Increased atmosphere of pride and community from promoting and celebrating those willing to represent their school. Increased parental interest in the	Regularly update the noticeboards and office presentation highlighting sporting participation and achievements. Recognising sporting achievements are an integral part of school Celebration Assembly, PE Twitter updates and parent Bulletins. Recognise the part played by parents in supporting their children and enabling them to

			school's sporting achievements as they share their children's' pride in representing the school.	participate in sporting activities.
Gain Gold Sports Mark to recognise that the school is providing the best physical opportunities possible to all pupils.	Investigate criteria and possibilities now that the school pupil numbers have increased.	£139	Pride of whole school in being part of a recognised award scheme celebrating dedication and hard work of pupils and staff. Increased interest in sporting opportunities from pupils.	Investigate criteria for Gold Sports Mark.
Develop the leadership skills and confidence of pupils in PE activities.	Continue to encourage leadership within PE lessons. Pupils develop a solution to a sports skill and teach that to others. Older pupils assist with activities for younger pupils (within any restrictions imposed by coronavirus).	£2,432	Full engagement in lessons and increased confidence both in the older children developing their leadership and problem-solving skills, and the younger children being helped to develop or learn a new skill.	This is an integral part of PE lessons and is reviewed on a regular basis as such.
Inspire children to excel in their chosen activities and their leadership skills. Utilise their enthusiasm to instigate improvements in PE, clubs and general sport within school.	Re-establish the PE Ambassador scheme in Upper Key Stage 2 to motivate pupils to excel and to provide younger pupils with role models to aspire to. Encourage their feedback at PE Ambassador meetings to ensure the sporting opportunities available are relevant and exciting, and to determine what equipment to buy with money from our fundraising activities.	£96	Raised profile of sporting achievement across the school. Increased engagement of pupils aspiring to excel in sporting achievements and in their abilities to lead and motivate others.	Re-establish PE Ambassadors now that covid restrictions are easing. Time to be set aside to meet regularly with this group of pupils passionate about promoting sport at school.
All pupils in school are excited about sport, sportsmanship and a healthy lifestyle by interaction with current professional athletes. Encourage a positive mindset for achievement in all aspects of life.	Continue to take part in athlete visits to inspire pupils to aim high and have a positive attitude. Use the funds raised to purchase equipment to back up the positive message from the athlete with the physical opportunity to take part.	£100	Each event will inspire the pupils to live a more active lifestyle and see the benefits of working to achieve. A more positive attitude will improve behaviour and increase focus.	Investigate next available athlete visits. Review current PE equipment and work with PE Ambassadors to identify new equipment to purchase.

Whole school to take part in healthy lifestyle initiatives such as Aldi and Team GBs Get Set To Eat Fresh promotion.	Every child in school to be encouraged to learn about a healthy lifestyle and benefits of physical activity as part of these initiatives. Investigate all such activities on offer and promote fully to pupils and parents to ensure whole school participation.	£86	All children enjoy the fun activities promoting healthy living, physical activity, sporting achievement, team work, determination, perseverance, confidence and pride.	
Curriculum PE links to class topic and supports the Values and Learning Behaviours of the school. It aims not only to increase the children's fitness and level of activity but also their confidence, communication skills, teamwork and respect.	PE Lead has produced documentation to aid staff in delivering the new school curriculum linked to class topics. PE Lead attends the school curriculum leader staff meetings and ensures PE documentation is always up to date. Our Values and Learning Behaviours underpin all aspects of school life to ensure the children develop life skills as well as academic success.	£1,216	Increased engagement in PE as identify links with class topics. Increase in confidence and communication skills and reduction in behaviour issues as our Learning Behaviours and Values are continually encouraged.	PE Lead continue attending staff curriculum meetings and to keep all documentation in line with agreed curriculum and class topics.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>		
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:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Increase staff's skills base, knowledge and confidence to plan and deliver outstanding PE lessons linking PE to topic. Ensure they are able to individualise activities to small groups within the lesson and cover all abilities.	CPD is delivered to all new teachers and further training for existing teachers can be requested if required. "The Big Idea Of PE" support documentation, curriculum schemes of work, knowledge trees, lesson plans and other resources	£3,840	Increase and maintain confidence of teachers to deliver outstanding PE lessons linked to topic covering a variety of sports and activities, and being inclusive of all abilities. Increased motivation encourages children's participation and therefore increases their fitness	PE documentation is available on the shared drive throughout the year and is regularly reviewed. PE lead is available for additional planning assistance or CPD if needed.



	are all available throughout the academic year on the Teachers Shared drive. PE lead attends staff meetings, curriculum lead meetings and inset days to assist teachers with planning and ensure PE teaching is consistent, appropriate and outstanding.		levels. Increase in children's confidence as they are challenged in activities relevant to their own abilities.	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
Intent	Implementation		Impact	
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:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Have a wide variety of sports and activities available in school so all children have the opportunity to take part in different sports including team games and individual sports, and covering different curriculum skills in the process.	Continue to offer the twenty different sports currently available at school, covering a wide variety of skills and abilities. Investigate other sports opportunities regularly.	£	Increased engagement of pupils not usually interested in sports due to variety of activities on offer. Greater progress achieved in PE as more pupils encouraged by the variety of sports taught.	School currently offering twenty different sporting activities. Regularly review additional possibilities.
Increased number of lunchtime and after school clubs in a variety of sports.	Internally run sports clubs to be held at lunchtime and after school as often as possible. Investigate externally run club options.	£	Increase in the number of pupils able to take part in extracurricular sports clubs.	Encourage more staff to run a sports club and acknowledge the dedication of those who do. Options for externally run clubs to be investigated.

Increase in the variety of clubs offered in school to encourage pupils who do not usually take part to join a physical exercise club.	Identify which pupils do not currently take part in physical activities outside of their PE lessons and investigate why. Try to find physical activities that will appeal to them.	£	Participation in extra-curricular physical activities by those children not currently engaged.	Identify those children who do not participate in extracurricular clubs. Investigate options that may interest them. Regularly review options and pupils involved.
Source equipment to enable pupils to take part in a variety of different sports and activities.	Take part in the sponsored athlete visits to raise funds to purchase new equipment and further increase the variety of sports on offer.	£	An even wider range of sports and activities are made available to pupils through purchase of required equipment.	Investigate next available athlete visits.
All KS2 children to have the opportunity to learn to swim, or to improve their swimming abilities, with a view to hitting Ofsted swimming requirements for outstanding curriculum PE.	Continue and strengthen our partnership with Reading Blue Coat School to enable us to have use of their swimming pool and training sessions and transport for our pupils.	£	Our pupils will be able to swim to the standard required by Ofsted for outstanding curriculum PE, with pupils having taking part in swimming lessons from Year 3.	Maintain and strengthen relationship with RBCS.
Opportunity for all children to take part in sporting activities away from school with the continued use of the school minibus.	Maintaining use of the school minibus allows us to transport children to sporting activities, events and competitions away from school, including the regular swimming sessions at RBCS.	£5,350	Increased participation in sporting events, activities and competitions as pupils can be more easily transported. Allows those without their own transport to be able to take part.	Maintain the school minibus and ensure all safety inspections and MOTs etc are carried out promptly. Ensure MIDAS driving training kept up to date and increase the number of trained staff.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
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:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Hold House Games in many different activities, and include as many pupils as possible.	Ensure House Games are played in as many sports as possible. Encourage all pupils to take part and represent their House. Hold the games at lunchtime to ensure they are accessible to all pupils.	£384	Increase in House Games competitions and greater participation from a wider range of pupils.	House Games promote teamwork and pride and are a fundamental part of the school ethos.
Take part in all School Games opportunities and external leagues as well as friendly competitions organised between local schools.	Ensure sign up in a timely manner to all Schools Games opportunities. Continue membership of external leagues (e.g. cricket, football and tag rugby). Continue to develop the relationship with PE leads in local schools to ensure plenty of friendly competition opportunities, covering a variety of ability levels. Maintain the Highwood minibus to ensure transport is not a barrier to the school taking part in away events and competitions.	£1,600	Numerous opportunities for pupils to take part in competition within our local area and further afield. More pupils have the opportunity to take part as a variety of ability level competitions can be organised. More pupils with the opportunity to take part as parental transport need not be a deciding factor.	Maintain relationships with local schools and continue membership of external leagues. Continue celebration of sporting achievements and participation. Maintain Highwood minibus and identify more staff members to undergo MIDAS training.
Take part in wider sporting events such as the Woodley Sports Week and Carnival Football and Netball competitions.	Sign up for these events and investigate any others. Promote them within school as opportunities to represent school in the community.	£768	More pupils are encouraged to take part by the regular and celebrated participation in external sporting events.	Are already known to the organisers of these events as a school willing to take part. Investigate other opportunities.

Participation of B Teams in competition opportunities, allowing those who would not ordinarily have the chance to represent the school to take part in sporting competitions.	Investigate and sign up for B Team competition opportunities.	£	Increased pupil participation in competitive sport. Formation of B, and potentially C, Teams will give more pupils the opportunity to represent the school, increasing their confidence and pride.	Identify and sign up for B Team competitions.
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	