



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised December 2017

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 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:
<p>Rebuilt the relationship with Cambridge Sports Partnership (previous partnership was dissolved and a new one started at Coleridge College)</p> <ul style="list-style-type: none"> <li>- Participation in sporting events within Anglian Learning (cross country, football, dodgeball, quidditch)</li> <li>- BPS was awarded gold school games mark award for commitment shown to PE and sports, both at competitive as well as include levels, within the school and inter-school events</li> </ul>	<ul style="list-style-type: none"> <li>-increase the number of children who participate in inclusive events</li> <li>-re-evaluate the long term plan for the delivery of PE and introduce additional schemes of work to support the quality delivery of PE within EYFS</li> </ul>

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? <i>Children to be tested after their swimming lessons in Summer Term 2021.</i>	74% were able to swim 25 meters
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? <i>Children to be tested after their swimming lessons in Summer Term 2021.</i>	60% were able to use a range of strokes effectively
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? <i>Children to be tested after their swimming lessons in Summer Term 2021.</i>	80%- able to perform self-rescue
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

\*Schools may wish to provide this information in April, just before the publication deadline.

## 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.

<b>Academic Year: 2023-2024</b>		<b>Total fund allocated:</b>		<b>Date Updated: 30.08.2024</b>	
				<b>Total spent to date:</b>	
<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>					<b>Percentage of total allocation:</b>
					<b>£10,400</b>
					<b>54.1%</b>
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>	
Provide access to breakfast clubs and afterschool clubs to children from vulnerable backgrounds (PP, SEND)	<ul style="list-style-type: none"> <li>- Set a program of clubs that is comprehensive enough to offer opportunities for all children</li> <li>- Offer children and families from vulnerable groups early access to bookings</li> </ul>	£2800	Children across all key stages had access to a range of extra-curricular activities Children from vulnerable groups had priority access to sign up to the clubs on offer 19% of the population that participated in clubs belongs to PP, SEND, EAL and other vulnerable groups.	These clubs run at cost. Long term health benefits and lifestyle choices in children.	
Promote cycling as a healthy way of travelling to and from school	Bike ability booked for Year 5 in the Spring term Level 1 Bike ability for Year 4	<b>Free- DfT funding accessed through Outspoken</b>	Children in Year 4 learned the first principles of cycle safety. Children in Year 5 received a revision of the level 1 tuition followed by Level 2. This prepared the children for cycling to school independently in Year 6 as well as beyond, when they move to the village college.	Bikeability courses will continue to run for as long as we secure the DfT funding.  Teachers can be trained in school to be able to deliver these courses.	
Promote physical activity and active learning Promote forest schools- implement a program of forest school activities.	Promote the holistic development of all involved, fostering resilient, confident, independent and creative learners. Offer learners the opportunity to take supporting risks appropriate to the environment and to themselves.	£7600	Children across KS1 took part in weekly forest school sessions. The children were encouraged to take measured risks. Children maximized the use of the school grounds.	Staff that assist in the delivery of these sessions could be trained to deliver the sessions in house. The forest area is there to explore outside school hours, which is part of being a community school.	

<b>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: £3320 17.3%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated: £3320	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Two hours of PE timetabled and taught each week</li> <li>Opportunities for children in school during the closure to experience screen-free, active learning lessons and spend time outdoors as much as possible</li> </ul>	<ul style="list-style-type: none"> <li>Review and update the long-term plan</li> <li>Whole staff training/ Team training</li> <li>Acquire and implement new scheme of work (GetSet4PE)</li> </ul>	£1700- Supply costs £1620- Cost of Get Set subscription	<i>SL- spend time developing the curriculum provision for this year, adapting curriculum to changes, extracurricular provision, auditing available resource and ordering additional stock</i> <i>SL- worked with other SLs in the trust to enhance the current provision of extra-curricular activities and competitions</i> <i>SL- attended networking meeting within the trust</i>	Maintaining a LTP that matches the competition program to maximize every opportunity to train children for competitive experiences.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				£2100.06 10.9%
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated: £2100.06</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
<ul style="list-style-type: none"> <li>Staff to feel confident in delivering PE</li> <li>Staff to develop strategies to include all children in PE lessons</li> <li>PE leader to stay up-to-date on matters regarding PE and report to headteachers, governors and staff team</li> </ul>	<ul style="list-style-type: none"> <li>Survey staff to find out professional development needs</li> <li>Order resources to replenish current stock of resources</li> </ul>	£2100.06- acquisition of equipment for curriculum provision	Additional equipment was acquired to keep each bubble stocked with the resources they needed in order to deliver PE lessons in a COVID-secure way.	Regular re-stock of resources.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				£1020 5.3%
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated: £1020</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps: £1020</b>
<p>Providing an updated PE long term plan that shows opportunities for children to take part in a wide range of sports</p> <ul style="list-style-type: none"> <li>Providing children with a range of extra-curricular clubs</li> <li>Promote the clubs happening in school, delivered by various partners (Premier Sports)</li> <li>Swimming to all children in KS2</li> <li>Opportunities for children who are less attracted to “traditional” sports to engage with other forms of sports</li> </ul>	<ul style="list-style-type: none"> <li>The programme of clubs to be communicated in advance to parents and carers</li> <li>provide active play resources to ELSA leaders</li> <li>acquire equipment for active lunchtimes</li> <li>work with BVC sports Centre to secure 3x swimming sessions for LKS2 and 6x swimming sessions for UPKS2 and additional teacher time</li> <li>Maintain an adequate level of stock of equipment; replenish stock where necessary</li> <li>Teachers to approach targeted children and their families to explain the extra-curricular offer and encourage the enrollment in clubs</li> <li>acquire resources for sensory circuits</li> </ul>	<p>£1020 Cost of sensory Circuits equipment stock</p> <p>Cost of swimming supported by parents</p> <p>Cost of partnership covered in the previous academic year</p>	<p>The offer of clubs is broad and includes traditional games as well as low-impact, non-contact games. It ranges from golf, to football and new-age curling.</p> <p>Children from vulnerable groups were prioritized in the places offered.</p> <p>All children in KS2 took part in swimming lessons.</p>	<p>Continue to work with Premier Sports to deliver 2 clubs (Gymnastics and Dance).</p> <p>Continue to pursue partnerships with parents to increase the range of clubs available in school.</p> <p>Promote disability/ inclusive sports through partnerships with CSP and Limitless Games.</p> <p>Ongoing surveys sent to parents to find out preferences for clubs and bring down blockers that prevent</p>

<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				£2350 12.2%
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b> £2350	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
<ul style="list-style-type: none"> <li>● <b>CSP Partnership</b></li> <li>● Participate in the School Games</li> <li>● Promote opportunities for children to take part in inter school and in school competitions</li> <li>● Inclusive games</li> <li>● Sports Day</li> <li>● Trust-wide partnership</li> </ul>	<ul style="list-style-type: none"> <li>-Continued targeting of children from vulnerable groups</li> <li>-Involve children that were previously targeted to take part in school funded clubs in inter-school competitions</li> <li>-promote inclusive sport</li> <li>-use Google Classroom, school website and newsletter to engage with virtual competitions</li> <li>-adapt the competition calendar to involve children in school and at home</li> </ul>	<ul style="list-style-type: none"> <li>£950- Transport cost for competitions</li> <li>£1400- supply costs to enable competitions</li> </ul>	<p>All children were offered the possibility to participate in competitions, in school and between schools, within CPS and within the academy trust.</p> <p>Children who took part in extra-curricular clubs were offered places in at least one competition.</p> <p>The trust organised fixtures aimed at “non-sporty” children, and they were prioritized in being offered places.</p> <p>Sports Day KS1 and KS2 as separate events, with Year 6 leading KS1 sports day.</p>	<p>Continue the involvement with CSP and BVC</p> <p>Build on the links with other schools in the trust</p>