

# 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](#).



## Details with regard to funding

Please complete the table below.

|  |                                     |
|--|-------------------------------------|
| Total amount carried over from 2023/24   | £0                                  |
| Total amount allocated for 2024/25   | £17,222                             |
| How much (if any) do you intend to carry over from this total fund into 2025/26    | £0                                  |
| Total amount allocated for 2024/25   | £17,222                             |
| Total amount of funding for 2024/25 To be spent and reported on by 31st July 2025. | £17,222 total spend with over-spend |

## 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> | NA Year 3 & Yr 4 swimmers only  |
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p>   | <p>30 % can swim 25m in year 4</p> <p>No year 6 in a first school</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>  | 30 %  |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>  | NA  |
| <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: 2024/25   |  | Total fund allocated: |                              | Date Updated:  |   |
|--|--|-----------------------|------------------------------|--|---|
| <b>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</b> |  |                       |                              |  | Percentage of total allocation:<br>%  |
| 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:  |
| Every child to achieve 2hrs Physical activity per week through curriculum time. Develop range of skills and sports which allow children to enjoy being active.   | Windsor School Sport Partnership (WSSP) allows PE delivery to enhance PE curriculum - impact on range of sports children can access      |                       | £7500                        | Specialist coaches used to support teachers in the delivery of their class lessons to ensure lesson are differentiated to meet children's needs    | Coaches to work on developing further planning of curriculum sports so children are working on more of a range of sports rather than just skills. |
| <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:<br>%  |
| 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:  |
| Children to attend swimming lessons and access lesson on water safety as local area is next to the river   | Eton College swimming pool used as private hire to facilitate activity. All pupils swim once then further children invited to swim again |                       | £517 - additional enrichment | Additional swimming lesson offered to those who are PP or not water confident to help boost their ability to achieve curriculum guidance by Year 6 | More money allocated to swimming to support low income families help fund swimming as importance of water safety is key.                          |
| Encourage daily physical challenges  | 5 a day fitness  |                       | £392                         | Raise physical activity profile  | Target children to lead   |

Created by:



Supported by:



|  |  |  |  |            |
|--|--|--|--|------------|
|  |  |  |  | activities |
|--|--|--|--|------------|

|  |                                 |
|--|---------------------------------|
| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</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:  |
| All teachers to spend time with specialist sport coaches to enhance their confidence in teaching PE<br><br>Teachers to attend more of the PE training given by WSSP | Additional time spent with coaches to help develop effective lessons following schemes of work.<br><br>Every member of staff to attend at least one training day and share with the rest of the staff good teaching practise and development of sport | £ Daily supply cover rate once a term.<br><br>Included as part of WSSP | Lesson time and coaching with specialist sport coach for teachers                       | Coaches need to be booked in advance of new scheme being introduced so teachers have time before they teach to develop their plan<br>Teacher's being given release time to attend training. |

|  |                                 |
|--|---------------------------------|
| <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: |

|                          |  |                                |  |   |
|--------------------------|--|--------------------------------|--|---|
| PE equipment replenished | Equipment available for children to use at break times<br>3 football goals<br>Barriers for sports day and the lines painted on the grass for races<br>Key stage 2 activity trail | £1029<br><br>£95.32<br>£10,000 | Children to continue to develop their range of skills taught in PE<br><br>Children to continue to develop their range of skills taught in dance, through events and competitions | Keep topping up PE equipment through the year so it's safe for children to use and children can use for our activities PE lessons |
| Portable PA system       | Use for dance, events and competitions, such as sports day/Santa Dash  | £258                           |  | Ensure it is accessible   |

| 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: |
| Continue to try to include every pupil in at least one competitive sport competition through the academic year.<br><br>PE lessons need to be targeted towards competitions so children are able to attend knowledgeable.<br>Additional achievements: | WSSP – target particular activities which allow children to take part in new or experienced sports. | £ Already included WSSP | Children learn to work together in different environments and develop social and sharing skills |  |

|                 |                    |
|-----------------|--------------------|
| Signed off by   |                    |
| Head Teacher:   | Sue Pye-Beraet     |
| Date:           | 07/07/2025         |
| Subject Leader: | Maria Brooker-Foad |
| Date:           | 07/07/2025         |
| Governor:       | Lee Sullivan       |
| Date:           |                    |