

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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](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.

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 by the end of the summer term or by **31st July 2022** at the latest.

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](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Full competitive programme of interschool sports festivals through collaboration with NE Herts sports partnership. • Full programme of Forest School for each child each week supporting healthy lifestyles and positive mental health outcomes. • High quality teaching and learning in Sport and PE supported by expert coaches who deliver on site CPD working alongside staff. • All children active at least 1 hour a day 5/5 days a week and frequently substantially more on an additional 3/5 days a week. • Y4 children took part in a football tournament against other schools. 	<ul style="list-style-type: none"> • Improve staff subject knowledge further through CPD delivered in school, which new members of staff may benefit from. • Improve sporting opportunities for children at lunchtime by using RTFC to train sports leaders with the older children. • Target those children who do not currently belong to a sports club outside school with specialist after school coaching. • Upgrade outdoor storage solution for equipment • Order sports equipment for clubs • Source additional training for MSAs to enable them to be able to support better play with the children • Children who are not meeting the Expected Standard in PE to be targeted for an additional PE lesson per week with RTFC

<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 transfer to the pool when school swimming restarts.</p> <p>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.</p>	Not applicable as Layston is a First school.
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.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 2022.</p>	Not applicable as Layston is a First school.
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	Not applicable as Layston is a First school.
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	Not applicable as Layston is a First school.
<p>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?</p>	Not applicable as Layston is a First school.

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: 2022/23	Total fund allocated: £17,200	Date Updated: September 2022	Date reviewed:	
Key indicator 1: The engagement of all 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:
				63.5%
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:
<p>To ensure all students have daily opportunities to participate in regular physical activities. Within any one week to include PE, school sport and physical activity</p> <p>To expand the range of skill based sporting opportunities during lunchtime play.</p> <p>All children to receive at least two hours of PE teaching per week</p> <p>Physical activity at play times and lunch times to be maximised.</p>	<p>All children have daily opportunities to participate in regular physical activities. These include weekly PE and Forest School</p> <p>Lunch time multi skills/football/basketball/ support from RTFC</p> <p>Netball club</p> <p>PE is delivered by class teachers in conjunction with specialised sports coaches. Sports include tag rugby, multi skills, gymnastics, dance, cross country, netball, tennis, athletics</p> <p>Trained Forest School practitioners deliver Forest School active learning every morning to all classes. Details of each year allocation are on curriculum maps on school website.</p> <p>Active breaks to be built into daily timetable for all children in the classroom. Daily play leader leads one hour lunchtime multi skills/sports activities</p> <p>Sports coach and play leader will lead one lunchtime multi-skills and sports activities twice per week</p> <p>Children to have weekly PE lessons led by</p>	<p>Sports coach x 5 hours a week £7,070</p> <p>X 3 afternoons per week</p> <p>1 midday play leader for 1 year + £3864</p>	<p>All pupils are active throughout the day. Vulnerable groups monitored and invited to join clubs such as fit for life. Pupil voice.</p> <p>A wide variety of sports are experienced throughout the year by all groups. All pupils make good or better progress in PE. High participation of all pupils involved in sport including those with SEND. Sports leaders are confident to lead physical activity sessions. MSAs and TAs are more confident to deliver and lead games at break time and lunchtime.</p> <p>A range of clubs offered to all children throughout the year.</p> <p>Children will know what a healthy active lifestyle means. All pupils consistently make healthy lifestyle choices that are celebrated and shared. Active lifestyles are encouraged amongst pupils and staff and extended to parents and carers.</p>	<p>Children to be involved in leading short movement breaks. Staff to continue to be supported with planning PE sessions by the Sports Coach. Staff to observe sessions to gain ideas and skills for teaching a wide variety of sports. Training to include different sports that meet criteria for Sports</p> <p>Sports to be taught across the school. MSA/TA teams to have training from SLT regarding support during play and lunch times.</p> <p>Children have opportunities to use their scooters and bikes to get to school to remain physically active.</p> <p>Children make healthy choices and more children engage in sporting activities.</p>

<p>Healthy active lifestyles promoted through extra-curricular activities and through subjects such as science and PSHE.</p>	<p>Sports Coach and a weekly lesson delivered by the class teacher. A wide range of sports to be offered, as well as physical exercise. Sports coach to support teachers to plan and teach effective lessons for all. Planning to be monitored and lessons observed to monitor progress and attainment throughout the year for all.</p> <p>Play leaders to promote and support with physical activity at play and lunch times and sports leaders to receive training at the beginning of each term from the Sports Coach to develop their skills so that they can implement their wide selection of playground ideas. MSAs to receive training on how to teach the children to play more co-operatively.</p> <p>Walk to school week is promoted for whole school.</p> <p>Curriculum focuses e.g. Science: healthy eating.</p> <p>Pupil voice groups to promote healthy aspects of life e.g. Eco warriors and Sports leaders.</p>			
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				46.5%
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:
Staff deliver high quality PE and school sport to the children who benefit from staff continuity.	Class teachers deliver sporting activities independently and year staff teams work alongside coaches to deliver high quality PE, sports to children for a minimum of 2 hours per week.	See above costs of coaching.	Children learn a range of different sports skills and receive high quality PE based teaching and learning.	Maintain and develop the range of sporting activities delivered by experienced staff to continue to engage all pupils. Local community clubs to host assemblies to promote themselves-
Provision of sports coach working throughout the whole school from Early Years to Year 4	Sports Coach timetabled to teach at least 1 PE lesson for most/all classes from EYFS to Year 4, plus an enrichment session for those not meeting the expected standard in PE. Sports Coach to support teachers with planning, including termly overviews.		Sports events are shared and celebrated in Friday celebration assembly.	Continue to host Cougars Football club games.
Sports Partnership buy in package enabling subject leader to organise virtual events, obtain CPD for staff and self and support from SGO. Participation in regular intra sporting events through the sports partnership.	Teachers can observe sports coach offering specialist teaching. Range of after school clubs run, open to Reception, KS1 and KS2 children.		Children will be aware of local clubs and sporting activities on offer in their local area.	Higher participation in physical activities by children that have previously been less engaged in sports; more interest shown in after school clubs.
	Subject Lead has support from the SGO and children are able to participate in remote virtual events which will count towards the Sports Games mark. Children to take part in as many of the sports partnership events as possible throughout the year. Other sport events locally to be explored to give children wider opportunities.	£575	Children are focussed and assessed as good or better in PE. Improved concentration and behaviour. All children assessed as good or better in PE.	To build on existing links with local schools. Ensure all sporting events are on the school website.
To continue to use – Active Maths of the day Toolkit	Children will receive Maths delivered in a fun and active way which helps to ensure that learning is fully consolidated.	£355.24	Children to experience competitive sport in a fun, organised way. Layston's sporting events and achievements are shared with the community through the school website.	To continue to monitor and review provision.

<p>Break and lunch times to have a range of activities on offer to all children.</p> <p>Additional provision by RTFC for less engaged pupils or those working below expected standards in PE</p> <p>Sporting events within school are promoted</p>	<p>Activities at break and lunch times run by the Sports leaders, Play leader and Sports Coach – looking to encourage and engage children who are less active. Break and lunch times. Large outdoor equipment is purchased to facilitate this activity.</p> <p>New sports equipment purchased for PE lessons e.g.</p> <ul style="list-style-type: none"> • Netball posts • Netballs • Tag Rugby belts <p>RTFC to plan and deliver additional teaching and learning sessions for target group across KS1 & 2</p> <p>Newsletter to report scores and outcomes of all sports events. SL to circulate information passed on from SGO.</p>		<p>Through behaviour monitoring and first aid monitoring, we have noticed a reduction in incidents and an increased engagement of activity in all playground zones.</p> <p>They have mindful colouring opportunities during break times if they need to regulate their emotions.</p> <p>Increase in pupil engagement, attainment and enjoyment.</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:
				61.4%
Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know</p> <p>and be able to do and about</p> <p>what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Staff, including support staff participate in school physical activity and sporting opportunities. This models healthy lifestyles behaviours for all children.</p> <p>SL to attend termly cluster meetings provided by HFL and local SGO.</p> <p>Teachers to develop confidence and further knowledge of PE teaching and learning to ensure consistency in the delivery of PE teaching.</p> <p>Forest School provision</p> <p>Development opportunities for PE subject lead to develop new curriculum</p>	<p>Staff, including support staff participate in school physical activity and sporting opportunities. This models healthy lifestyles behaviours for all children.</p> <p>Sports Coach to instil knowledge of PE teaching through modelling of outstanding practice – peer observations. School coach working alongside other members of teaching staff to support planning and teaching of sessions.</p> <p>Weekly sessions in the forest for all children supporting healthy lifestyles and SMSC agendas. Specific Forest School training to upskill another member of staff and plan for succession. Forest School first aid Health and safety updates</p> <p>Cluster meetings</p>	<p>See above for coaching costs</p> <p>£3500 for sports partnership</p>	<p>CPD completed after training. Assessment and observation notes. High quality teaching and learning in PE. All pupils make good or better progress in PE. Teachers are upskilled through working with sports coaches and PE courses and training within school and outside of school.</p> <p>Staff voice shows that staff have increasing confidence to offer more diverse extracurricular PE opportunities and that they know where to seek peer support and when to request specific CPD.</p> <p>Children enjoy being active in their learning and develop greater resilience, problem solving and collaboration.</p> <p>Children are determined, focused and enjoy PE sessions. They receive a high level of teaching consistently across a wide range of sports. Observation notes. Planning monitoring. Consistency of PE teaching approach and quality provision across the school.</p>	<p>Training to promote CPD opportunities – narrowing gaps in teaching and learning knowledge. Teachers can embed new teaching skills independently.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				63.5%
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:
Additional achievements: PE topics to allow children to experience a wider variety in their PE lessons throughout the year. Engage in local sports partnership events to provide children with a range of inter school sporting opportunities. Sport leaders to lead sporting activities for the whole school at lunchtimes. Plan whole school events that promote physical activity and inspire children to take up different sports/activities.	Meet with RTFC lead to map out sports activities for the year with a focus on a broad range of activities and development of skills. RTFC to promote sports clubs <ul style="list-style-type: none"> Introducing clubs during CW Information and flyers Workshops Ensure children are included in as many sports events throughout the year as possible. Lunchtime activities developed by Y4 play leaders and supported by MSAs. Year 4 Sport leaders to support with a range of school sporting events e.g. Sports days. Plan events to fundraise and engage in physical activity that all year groups can participate in e.g. visiting athlete where children can be sponsored to complete some sporting activities.	See above for play leader and RTFC costs	Pupil voice. Children learn new skills and enjoy new sports that they have not experienced previously. There is a broader range of sporting activities offered by the school by children. More opportunities for physical exercise during the school day. Pupil voice. More children will participate in physical activity. Children have more opportunities to experience leadership opportunities in school. Pupils feel empowered to engage in sports leadership. There is a broader range of sporting activities offered by the school. More opportunity for children to engage in range of sports with a purpose. Children will feel motivated and enthusiastic about physical activity when it is a high profile fundraising event.	Equipment needed such as more netballs to incorporate new sports.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				20%
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:
<p>To offer promote and signpost children and their families to a range of competitive sporting activities.</p> <p>Continue and develop links with Rib Valley schools (including local middle schools), as well as other local schools to enable inter-school competitions throughout the year.</p> <p>Work towards getting the Sports Games Mark now that Covid restrictions have ended for schools.</p> <p>To ensure KS1 are receiving more opportunities to compete against other schools</p>	<p>Membership of the Sports Partnership facilitates the organisation of competitions and festivals across local schools. The school participates in a District Sports event each year and runs an inclusive sports day each year. Inter-school festivals are also on offer.</p> <p>Range of specific training provided for year groups to enable them to complete in sporting festivals against other schools in the local area e.g. rapid fire event. Training given during and after school for school teams led by sports coach Sports</p> <p>Register with the SG website and begin the application process for applying in May 2022.</p> <p>Share and develop ideas alongside the Sports Partnership to include KS1 in events. Support KS1 team to attend events.</p>	£3500	<p>External representation in the town by the school.</p> <p>Opportunity to participate in competitive sport successfully for pupils.</p> <p>KS1 children will be inspired and enjoy sporting activities even further. They will be ready for competitive sporting events in KS2.</p> <p>Children will be aware of their strengths and set realistic and challenging goals. Children will be more inspired to take part. Children will experience a healthy competitive environment.</p>	<p>Pupils are inspired to continue participation in competitive games.</p> <p>Sports Coaches to collaborate with Sports Partnership and pupils are enthusiastic to participate in competitive sport.</p> <p>Adapt 'Sports Day' to keep it exciting and fresh.</p>

Signed off by:		
Head Teacher:	Adele McMurrough	
Date:	Sept 22	Reviewed: Dec 22
Subject Leader:	Branka Moss	
Date:	Sept 22	
Governor:	Colin Wilson	
Date:	Sept 22	

Total spend so far this year: £15,364.24

Total left to spend: £1,835.76