



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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SPORT
TRUST



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

Please visit [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 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 2020** 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 2020. 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.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>Gold, and now Platinum kite mark status achieved in recognition of high quality P.E. for 4 consecutive years.</p> <p>Full programme of competition with local cluster of schools.</p> <p>Daily run for all pupils and regular activity breaks in classrooms are embedded in our practice.</p> <p>Lunchtime supervisory team provide a range of activities to promote physical exercise.</p> <p>Annual fundraising activities linked to physical exercise – danceathon, pro kick challenge.</p> <p>Extensive range of after school sporting clubs.</p> <p>Continued development of staff expertise in teaching PE and fitness.</p>	<p>Sustain and extend competition offer for more children.</p> <p>To identify pupils who lack physical fitness and/or co-ordination and target them for additional support.</p> <p>Target areas of the PE curriculum for further development e.g. team sports.</p> <p>Identify further opportunities for physical activity during the school day.</p> <p>Further promote positive sporting role models during Olympics and Paralympics in 2021.</p>

Meeting national curriculum requirements for swimming and water safety.	
<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 2020.</p>	N/A
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	N/A
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	N/A
<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>	<p>This was planned for the summer term for Y2, but was not able to take place due to school closure (Covid19).</p>

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: 2019/20		Total fund allocated: £		Date Updated:	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: £14200 = 100%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<ul style="list-style-type: none"> Identify children who do not fully engage with physical activity within PE lessons due to poor physical ability (SEND) and lack of enthusiasm. Provide additional teaching time to enable these pupils to accelerate the development of gross motor skills. Y2 games leaders to be trained to support physical activity for younger children at lunchtimes. 		Teachers worked with PE specialist to develop strategies for inclusion. Range of equipment and appropriate storage. This did not take place due to Covid19.		50% share of PE specialist salary = £3250 £1500 LSA support time, approx. 1 hour per week.	
Due to Covid 19, full impact of this work could not be measured. It is likely that there will be a number of children who will have fallen behind in physical development and we will return to this initiative from September.					Use additional LSA support in early weeks of Autumn term to work with children identified as having poor physical coordination and/or fitness. Y2 sports leader roles to be developed over next academic year.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 19%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	

<ul style="list-style-type: none"> Outdoor learning sessions planned to include team building activities and other opportunities for physical activity. British Heart Foundation Skipathon planned for summer term as a fundraising activity to promote fitness. Y2 swimming lessons to be combined with transition programme at Junior School. Lunchtime football sessions reviewed. Improved year on year outcomes in % of children achieving ARE in PE. 	<ul style="list-style-type: none"> Outdoor learning sessions planned, resourced and took place over first three half terms of the year. Did not take place due to Covid19. Did not take place due to Covid19. School councillors led sessions with Y2 to create a set of rules for lunchtime football. 	<p>£500 for equipment</p> <p>£700 LSA support time, approx. 2 hours per week over 7 weeks.</p> <p>£300 Lunchtime football equipment</p> <p>£1240 New smaller sized PE mats</p>	<ul style="list-style-type: none"> Sessions did not take place from Feb half term, due to Covid19 so full impact could not be measured. Lunchtime football sessions took place with new nets, and included one day per week allocated as a 'girls only' session. Assessments not made this year. 	<ul style="list-style-type: none"> Outdoor learning to continue through next academic year. PE specialist to source trainer for orienteering – all staff to be skilled up for this. Resources to be purchased to develop further outdoor learning equipment. Whole school fundraising event rolled over to next year. Activities and topics linked to next year's Olympic and Paralympic games in all year groups.
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Percentage of total allocation:</p> <p>40%</p>
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Intent	Implementation		Impact	
<p>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:</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>

<ul style="list-style-type: none"> • Work with PE specialist teacher to review and improve areas of the taught PE curriculum. • Develop staff knowledge – focus on different pedagogical teaching approaches in gymnastics and games. • Staff meeting time to cascade new plans. • PE lead to develop curriculum overview and progression of skills document (on Succeedin) 	<ul style="list-style-type: none"> • Y2 learning journey included sequenced lessons of ball skills leading to invasion games and tag rugby. • Staff training did not take place as PE specialist was signed off for part of the year. • Curriculum not yet fully developed due to Covid19. 	<p>50% of specialist PE teacher salary = £3250</p> <p>£1500 Targeted LSA support in PE lessons</p> <p>£1000 PE leader non-contact time</p>	<ul style="list-style-type: none"> • This unit of work was very popular with the children but outcomes were not measured due to Covid19. • No impact due to Covid19. 	<ul style="list-style-type: none"> • Continue with focus on team ball games in next academic year. • Staff training and curriculum development to be carried over to next academic year.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
2%

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:
After school clubs to include a wide range of sports: Gymnastics Tennis Ballet Dance Football Karate	124 number of places were offered in an after school sports club.	£351 for young carer to have a place at tennis club.	All clubs popular and over-subscribed. Parents and children appreciate the offer of these clubs.	After school clubs will not start again until after October half term at the earliest due to coronavirus restrictions. PE lead to track participation and encourage PP children to take a free place in a club. New sports added for lunchtime/golden time options – golf, bowls, basketball.

Governor:	Charley Mills
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