

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 2019:	Areas for further improvement and baseline evidence of need:
<p>Increased amounts of after school clubs Improved the curriculum for PE Grew the role of 'Play Leaders' Bronze School Games Award</p>	<p>2 hours of PE per class per week. Bronze School Games Award Swimming lessons for Years 2 and 3 Specialist coaches after school Change4Life club for KS2 girls New coordinator New curriculum map created with skills progression New policy Y5 Play Leaders Participation in local sporting events and competitions.</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? 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>	80%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	70%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	20%

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?

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: 2019/20		Total fund allocated: £17791.00		Date Updated: July 2020		
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: 15.42%	
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?:	
<p>Additional achievements:</p> <p>Offer all children a wider range of opportunities at lunchtimes and throughout school life.</p> <p>Enable all children to undertake at least 30 minutes of physical activity a day in school.</p> <p>Offer all children new experiences within sport and physical activities.</p> <p>Increase the number of afterschool activities and children attending.</p>		<p>New resources for curriculum teaching, extra-curricular activities and lunchtime activities lead by Play Leaders.</p> <p>Trained Play Leaders.</p> <p>Extra coaching sessions with KSSP.</p> <p>School games values promoted and established with School Games Badges awarded at extra-curricular clubs.</p> <p>Change 4 life extra-curricular club for the least active children identified.</p> <p>Girls active training for Year 5 girls which trained them to be leaders</p>		<p>New resources £377.03</p> <p>KSSP buy in £3850</p> <p>Inc School Games £100</p> <p>School Games Badges £18</p> <p>Provision of OSH Coaching £1460</p>		<p>Improved quality of the PE curriculum, Play Leaders and extra-curricular clubs.</p> <p>Children are more active at lunchtimes with structured physical activity and most are achieving their 30 active minutes.</p> <p>Play Leaders have developed their leadership skills, ability to lead activities and have grown in confidence.</p> <p>Children are engaged with extra-curricular clubs, are excited to attend and are motivated to try new sports and activities.</p> <p>Children are embedding the</p>
				Sustainability and suggested next steps:		
				Current Play Leaders to train new Year 5 Play Leaders.		
				More extra-curricular clubs will take place each week.		
				Potentially introduce a cohesive active classroom activity.		

	and inspire girls within sport.		<p>School Games Values and are determined to show these to earn badges.</p> <p>Least active children took part in fun physical activity to encourage them to be more active.</p> <p>Girls trained by Girls Active are more confident in leading, know the importance of their voices and opinions and can inspire other girls.</p> <p>Data attended – 43.33% of KS2 children attended extra-curricular clubs per week from September 2019 until School closure in March 2020.</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:
45.82%

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:
Year 2 to attend swimming lessons in preparation for Year 3. This will enable 2 continuous years of swimming lessons with which they will grow in confidence in the water and will increase their opportunity to	<p>Take Year 2 swimming in preparation for Year 3 to develop their skills ready for embedding.</p> <p>Change4life extra-curricular club for the least active children identified.</p>	<p>Year 2 swimming £372.50</p> <p>Transport £3900</p>	<p>93.33% of Year 3 can swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>13.33% of Year 2 can swim confidently for a distance of 25</p>	<p>Continue to take Year 2 swimming in preparation for Year 3 to develop their skills ready for embedding.</p> <p>Continue to promote being</p>

<p>achieve their 25m by the end of Year 3.</p> <p>Raise profile of PESSPA across school to inspire, engage and excite more children.</p> <p>Give children more of a voice with PE and sport in our school.</p>	<p>Girls active training for Year 5 girls which trained them to be leaders and inspire girls within sport.</p> <p>Sports Council established as a subcommittee of the School Council.</p> <p>Sports board constructed to promote school sport, inspire children and engage them.</p>	<p>Part of KSSP buy in</p>	<p>metres.</p> <p>60% of Year 2 children are confident in the water and have or are close to achieving their 5-10 metre badges.</p> <p>Least active children took part in fun physical activity to encourage them to be more active.</p> <p>Girls trained by Girls Active are more confident in leading, know the importance of their voices and opinions and can inspire other girls.</p> <p>Children have more of a voice and can present their opinions to the Sports Council and Girls Active leaders to shape PE and sport around those who are at the heart of PE and sport.</p> <p>Sports board promotes School Games Values, Girls Active, Play Leaders, extra-curricular clubs and Sports Council. The board also allows space for children to anonymously comment on PE and sport in our school.</p>	<p>active and healthy using Change4life clubs and resources.</p> <p>Promote 'Girls Active' throughout school to magnify the importance of girls taking part in sport.</p> <p>Continue to request and implement opinions of the children, through Sports Council and Sports Board.</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:
				8.36%
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:
Improve staff confidence throughout PE and sport. Ensure staff have good subject knowledge, feel supported and are secure in their role when teaching PE.	<p>PE Coordinator attended CPD course.</p> <p>CPD INSET planned for staff to support them with how to use apparatus effectively and how to teach high quality PE.</p> <p>Planned staff briefing led by PE Coordinator to present new policy, assessment for learning strategies and STEP.</p> <p>Class Teachers led Level 1 competitions within their class. This was supported by the PE Coordinator.</p>	<p>Part of KSSP buy in</p> <p>PE coordinator CPD course £150</p>	<p>PE Coordinator developed in confidence in delivering PE as well as creating a new policy, progressive skills curriculum map and supporting teaching staff.</p> <p>INSET and briefing cancelled due to Covid-19.</p> <p>Teachers who led a Level 1 competition were supported by PE Coordinator and grew in confidence within their role.</p>	<p>PE Coordinator to continue to support all teaching staff and organise CPD where needed.</p> <p>INSET and staff briefing to be delivered.</p> <p>Teachers to continue to lead Level 1 competitions within school.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 23.4%
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>Additional achievements:</p> <p>Offer children a wider range of opportunities at lunchtimes and offer all new experiences.</p> <p>Increase the number of after school activities and give a range of experiences within these.</p> <p>Develop fundamental movement skills for EYFS based on the EYFS framework.</p>	<p>New resources for curriculum teaching, extra-curricular activities and lunchtime activities lead by Play Leaders</p> <p>Trained new play leaders</p> <p>Extra coaching sessions with KSSP</p> <p>School games values promoted and established with School Games Badges awarded at extra-curricular clubs</p> <p>Change 4 life extra-curricular club for the least active children identified.</p> <p>Girls active training for Year 5 girls which trained them to be leaders and inspire girls within sport.</p> <p>Climbing structure purchased for EYFS and whole school to develop fundamental movement skills as well as some gymnastic skills</p>	<p>New resources £377.03</p> <p>Part of KSSP buy in Inc School Games £100</p> <p>School Games Values Badges £18</p> <p>Provision of OSH Coaching £1460</p> <p>Climbing structure £877.49</p>	<p>Improved quality of the PE curriculum, Play Leaders and extra-curricular clubs.</p> <p>Children are more active at lunchtimes with structured physical activity and most are achieving their 30 active minutes.</p> <p>Play Leaders have developed their leadership skills, ability to lead activities and have grown in confidence.</p> <p>Children are engaged with extra-curricular clubs, are excited to attend and are motivated to try new sports and activities.</p> <p>Children are embedding the School Games Values and are determined to show these to earn badges.</p> <p>Least active children took part in fun physical activity to encourage</p>	<p>Current Play Leaders to train new Year 5 Play Leaders.</p> <p>More extra-curricular clubs will take place each week.</p> <p>A broader range of sports to be accessible for all children.</p>

	(balancing).		<p>them to be more active.</p> <p>Girls trained by Girls Active are more confident in leading, know the importance of their voices and opinions and can inspire other girls.</p> <p>Data attended – 43.33% of KS2 children attended extra-curricular clubs per week from September 2019 until School closure in March 2020.</p> <p>Greater stimulation for delivery of physical literacy within the lessons of EYFS. Gave children the desire to improve their fundamental movement skills and were enthused.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6.99%
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:
Offer more opportunities to children to compete against other houses, classes and schools. Enable children to feel proud of their School and sporting teams and to want to represent our School.	School games mark achieved BRONZE Attended Level 2 competitions and participation festivals. Children took part in Level 1 competitions in school led by Class Teachers. All children took part in Personal Challenges throughout the year. Children who were in school during National School Sports Week took part in activities each day and tried to beat themselves to get better at that activity.	Part of KSSP buy in Inc School Games £100	Level 1 and 2 competition results announced at whole school assemblies to ensure children feel proud of their school and those children who took part feel proud of representing their school. School received the School Games recognition certificate. No School Games award due to Covid-19. Due to sharing our participation in National School Sports Week on Twitter we received the Virtual School Games Certificate.	Achieve School Games Award – Silver Raise the profile of PESSPA, School Games and Sport in our school to parents. Continue to offer more opportunities for all children to take part in Level 1 and 2 competitions.

Signed off by	
Head Teacher:	A. Crehan
Date:	15.07.20
Subject Leader:	E Crane
Date:	15.07.20
Governor:	A. Nicholls
Date:	15.07.20