

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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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:
- CPD through INSET, Twilights, courses and specialist coaches for staff in different areas of PE – Dance, Games and Gymnastics. - Play leader employed for active lunchtimes. - High quality resources for children to use. - Children more active during lunchtimes and playtimes – play leader and mini leaders from the Junior school. - Children more active during lessons – active maths lessons (Maths of the Day) - All children taking part in intra school competitions throughout the school year. - Increase in number of children taking part in inter school competitions and festivals (Cross country, infant agility, dance and gymnastics festivals) - Daily active activity – Daily wake and shake - Introduced the daily mile. - Children have had opportunities to experience different sports and create local club links - cricket.	- Encourage more children to attend afterschool clubs. - Increase daily exercise and physical activity by embedding the daily mile into the school time table. - Increase the number for Pupil premium pupils attending after school clubs and being active during lunch time sessions. - Implement the new PE scheme of work and assessment tool. - Develop leadership roles with children – mini leaders to work with and support younger members of the school. - Embed physical activities into the daily timetable by looking for more active ways to teach lessons.

Meeting national curriculum requirements for swimming and water safety.

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.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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: £17,790	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:
				40%
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 pupils to make progress in each lesson/unit/year.	PE resource audit and new PE equipment bought providing a good range of quality PE equipment.	PE equipment - £900	PE equipment audit – staff have the correct and enough equipment to teach the new scheme of work.	All children will access 2 hours of high quality PE using high quality equipment.
Development of their fundamental skills and movement to help develop fine and gross motor skills.	Buy play dough in tubs for the children to do dough disco.	Playdough - £200	Evidence shown during PE sessions and in children's writing, teacher feedback and learning walks. – Childrens fine and gross motor skills will improve	Fine motor activities are now embedded into the school timetable in Year 1
Children to have the opportunity to try a range of different sports and become more active.	Buy balance bikes/bikes for children to use during play times	Bikes - £2000	Evidence shown in afterschool registers – More children will take part in afterschool clubs	All pupils take part in physical activity every day through wake and shake and the daily mile.
Children will be able to develop new skills and have links to local sport clubs.	Book a range of different sporting afterschool clubs.	After school clubs - £2600	Evidence on afterschool club posters. School websites and newsletters – Parents will be more aware of clubs available.	Increase number of pupils attending after school clubs
	Promote and encourage children to take part in after school clubs and local sport clubs – leaflets and assemblies		Staff feedback, pupil feedback, lesson	Increase number of pupils physically active at playtimes.
	Advertise the clubs on the school website and newsletters.			<u>Next steps</u> Develop more active playtimes/lunchtimes – social distancing activities

Children to be more active throughout the school day during curriculum time	Continue to plan and carry out Maths of the Day lessons once a week. Whole school wake and shake for 15 minutes every morning. Ensure daily mile is part of the daily timetable	Maths of the day subscription - £500	observations. teacher feedback/Observations, class timetables – children be active throughout the day.	Continue to target less active pupils in school to become more active and healthy. To develop more active lessons/activities within the school timetable To buy more outdoor equipment
Children to be more active during lunchtimes and playtimes.	Audit and buy new playground equipment for lunchtimes. Mini leaders from the Junior school to lead sporting activities for the children to take part in. Continue to employ a play leader to work with the children during lunch times to provide structured activities.	Play time equipment - £100 Play leader – As below	Equipment audit – good quality outdoor equipemt. play leader feedback, MDMS feedback, photographs, pupil feedback – children will be more active during lunchtimes/play times Children/teacher feedback	
All children are more active during the school week	Book sporting coach to work with children in Change for life sessions – targeting less active and PP children	Coach - £1000		

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
Celebration assembly every week to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies.	Achievements celebrated in assembly. Different classes to do dance/gymnastics displays which they have learnt for cluster festivals. Display children's achievements on a display board.	N/A	Festivals and competition display board, photographs, assemblies, children feedback – Children now have a greater sense of pride in their sporting achievements and have opportunities to celebrate them	Raise the profile of PE and sport in the school with children and staff. Children share their sporting achievements increasing positivity towards sport Parents aware of sporting achievements.
Engage children in a range of physical activities at lunchtime.	Different activities to be available at lunchtimes for the children to participate in.	Equipment – as above	Play leader planning, teacher and MDMS feedback. Children have access to experience different sporting activities. The children also have opportunities to take on leadership roles	Increase number of pupils taking part in daily exercise Increase number of pupils being active at lunch time.
Children's behaviour will improve during lunchtimes and lesson times.	Buy new resources for lunch times. Junior school 'Mini leaders' to come across to lead different sporting activities with the children at lunchtime.	Play leader wage – £3500		Targeting less active children <u>Next steps</u>
Engage children in a range of physical activities at lunchtime and afterschool.	Employ a lunchtime playtime leader – 2/3 sessions a week			Develop lunchtime activities – social distancing
Children will development their fundamental skills and movement	Train year 2 children to become mini leaders for Foundation stage children during lunch times			Continue to develop more active lessons and activities throughout the day
Children will develop leadership skills.				

Children to be more active throughout the school day.	Continue to subscribe to the scheme 'Maths of the day' and teachers to implement a session once a week. Whole school wake and shake for 15 minutes every morning. Whole school do daily mile every day.	Maths of the day subscription – as above	Staff feedback, pupil feedback, lesson observations – Children learn through more active ways of learning. Children have different active activities throughout the day.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				11%
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:
Higher standards in PE lessons throughout school and ensuring progression throughout the whole school.	Analysis data so that impact can be measured over time.	CPD - £700 resources - £290	Learning walk, data analysis, work scrutiny, termly assessment, Teacher feedback – Teachers have a clearer understanding of progression of skills throughout the school.	All staff will be supported to feel confident to deliver PE and Sport both within and outside the curriculum.
Develop skills and knowledge of all staff when assessing and planning lessons.	Introduce new PE scheme Develop progression of skills across the school		lesson observations, pupil feedback, photographs, Staff feedback from learning work – Staff are more confident in teaching new scheme of work and good understanding of progression of skills	Staff will work together and share good practice which will lead to better confidence all round and more staff keen to get involved thus ensuring the extra activities will not only continue but there will also be an expansion.
Opportunities to improve and develop team building skills, listening and communication skills.	Create and buy all resources for new scheme of work Staff training CPD/staff meetings – how do deliver new PE scheme PE learning walks throughout the school year - Monitor assessment & lesson planning.		All staff to be confident and competent to teach a range of activities in PE.	Children will have chance to experience and develop a range of new skills.
Increase engagement and enjoyment of children in lessons.	Staff to feedback to all staff when they attend a PE course.		Pupil feedback, teacher feedback	<u>Next steps</u> To develop assess new staff strengths and weakness in PE To carry out staff audit to assess areas of weakness.
Enhance and develop teacher's skills in teaching different sports – creating boarder and high quality PE lessons for the children.	Book specialist sports teacher to come and work alongside and train up staff in different areas of PE	Specialist sports teacher - £1000		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				18%
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 will have experiences and opportunities to take part in a range of PE activities.	Staff training CPD – courses and INSET day/Twilight.	CPD - As above	planning, teacher feedback, pupil feedback – The children will have the opportunity experience a range of different sporting activities such as yoga, cricket, rugby.	Staff will work together and share good practice which will lead to better confidence all round and more staff keen to get involved thus ensuring the extra activities will not only continue but there will also be an expansion.
	All staff to work alongside coaches to develop their skills in teaching different sports			
	All children take part in weekly yoga sessions.	Yoga –£3200		
	Book free taster sessions from local sports club			
Children will have opportunities to try new sports in after school clubs	Assembly and newsletters to promote afterschool clubs and sporting events.		play leader feedback, photographs, pupil feedback.	The school is no longer dependent on 'experts' coming in to teach PE and Sport as staffs are more confident and keen.
	Book a range of different sporting afterschool clubs.		play leader/teacher/pupil feedback.	Increase of pupils attending afterschool clubs
	Promote and encourage children to attend afterschool clubs through assemblies, newsletters and the school website.	After school clubs - As above	club registers – The children will opportunities to experience different sporting activities afterschool.	Increase of pupils attending inter competitions and festivals
Children will take part in a range of different sporting festivals and competitions.	Affiliate to the SSP to access a broad range of festivals.	Part of Infant package – see below	festival/competition registers – The children will have the opportunities to compete against other children from other schools and learn different skills.	<u>Next steps</u> Continue to develop after school clubs to increase participation. Develop more local school club links. Introduce Yoga into the school timetable
	Take children to a range of PE festivals and competitions with other schools from the cluster.			

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				11%
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 have opportunities to compete within school and with other children and schools. Children will feel part of a team. Children will have the opportunity to try a range of different sporting activities. Children are engaged and motivated to be physically active during lunch time. Gives children opportunity to create their own games, work together and improve their PE skills. Children feel a sense of achievement when taking part in lunchtime activities. Children will develop skills in competitive sports.	PE coordinator attend PLT meeting to organise events with local schools. Take children to a range of PE festivals and cross country events with other schools from the cluster. Plan and organise sports day Continue to employ a lunchtime playtime leader – 2/3 sessions per week Work with playtime leader to organise and plan activities. Mini leader training for year 2 children. Book a range of different sporting afterschool clubs. Plan competitive activities within the school calendar.	Infant package - £2000 As above	festival/competition registers/Photographs - The children have had opportunities to compete against other children from other schools. They get to experience different sporting competitive events. Play leader planning, photographs – The children are now becoming more active at lunch times. Observation, play leader feedback – The children begin to develop leadership skills feedback, observations – The children have the opportunity to experience different sports and learn new skills.	Increase of pupils attending inter competitions and festivals Pupils develop team building and working together skills. All children take part in intra competitive activities and events. Increase number of pupils taking part in inter school competitions. <u>Next steps</u> Now new scheme of work is introduced – begin to introduce personal challenges into weekly PE lessons and lunch time activities.

Signed off by	
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