

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:
<ul style="list-style-type: none"> • Gold standard school games mark 2018-19 • Successful annual Healthy Week every January • Effective use of specialist coaches for both PE lessons and lunchtime clubs • Legacy of attending wide range of sporting events and ensuring representation of vulnerable groups • Celebration of sporting achievements within the school community • Professional development training for the lunchtime controllers working alongside the coach • Replacement of small equipment and archery set 	<ul style="list-style-type: none"> • Increase children’s engagement in a range of physical activities throughout the day – both in school and at home. • Increase teachers’ confidence, ability and enjoyment of teaching PE. • Ambitious about teaching key skills of PE through using high-quality CPD and resources to underpin good pupil progress in every area of PE. • Increase the range of sporting activities available to all children. • New PE Co-ordinators for 19/20: the role has been taken over by the current PSHE co-ordinator and HLTA/Lead Lunchtime controller. • Review of curriculum and identify the gaps, look at options for provision of PE within the school. • Training for co-ordinators to enable effective progression throughout the school. • Recording of data related to sporting events.

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.	88%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	71%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	88%
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?	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: £30,600		Date Updated: 1 May 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:
					60%
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:
A sustainable solution to the development of active and healthy lifestyles of all pupils through: <ul style="list-style-type: none"> Increased physical active time during the school day. Increased engagement with physical activity outside school hours. 	<ul style="list-style-type: none"> Provide opportunities for Year 6 children to take on leadership roles at playtime to support sport and physical activity across the school. Complete new trim trail/play area to encourage young people's active play during break times and lunchtimes. Purchase additional playtime equipment as a sustainable improvement to embed active breaktimes into the school day. 		£18,494.58	<ul style="list-style-type: none"> Every child has taken part in different sporting activities with the Year 6 play leaders at breaktimes, which has increased their physical fitness, co-ordination and teamwork skills. Activities included: basketball, hot potato and rounders. Every class had timetabled access to the play leaders and experienced a different range of activities as modelled and led by them. Play leaders were trained by staff in how to support and lead younger children 	<ul style="list-style-type: none"> Continue next year. Use Real Leaders programme to help develop leadership skills in Year 6. Review activity at regular intervals. Provide bibs for play leaders to make them more visible.

			in order to encourage active play and teamwork.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 0.5%
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:
To demonstrate the importance of school sport through inspiring role models.	<ul style="list-style-type: none"> • Link with Reading Football club mentor – working in the classroom as well as in PE lessons. • Teacher to attend FA football coaching session (free) at Reading FC. (cancelled owing to Coronavirus) • Develop play leaders (as mentioned in KI 1) • Use collective worship to promote positive role models within the sporting community – ensuring that all cultures and backgrounds are represented. 	Free this year.	<ul style="list-style-type: none"> • Increased interest and confidence in football amongst the girls. • Eagerness to attend girls' football competitions. • Interest to start a football club within school. 	<ul style="list-style-type: none"> • Explore options for starting a football club next year. • Re-apply for football coaching training. • Attend more football competitions next year. • Consider visiting speaker/sportsperson.

<p>Increased involvement of whole-school initiatives to promote physical activity.</p>	<ul style="list-style-type: none"> • Participate in nationwide sporting events such as the Joy of Moving. • During home learning period, all children were encouraged to partake in Joe Wicks' daily PE lesson in order increase physical activity whilst at home. • Continue with successful annual Healthy Week to increase the pupil's knowledge of a healthy lifestyle and exposure to different sports. 	<p>£170</p>	<ul style="list-style-type: none"> • Involvement from whole families taking part in the Joy of Moving week. • Positive feedback from parents regarding Joe Wicks' PE sessions. • Feedback from parents following Healthy Week was extremely positive: <ul style="list-style-type: none"> - Children wanted to take up new sports that they had tried out at school (eg. Rugby, judo) - Children were requesting a healthy balanced diet, including vegetarian options, at home. 	<ul style="list-style-type: none"> • Investigate a different range of sports for next year's healthy week. • Continued participation in national school sports events. • Consider continuation of daily exercise similar to Joe Wicks, or yoga.
<p>Prioritise/promote the Olympics to engage the children with a range of different sports and role models.</p>	<ul style="list-style-type: none"> • Japan session with the volunteers started to engage the children with the events in the summer. Two-stage project planned: <ol style="list-style-type: none"> 1) Engage with Japan-related activities 2) Physical activities related to the Olympics • Promote diversity, inclusion and people from different backgrounds being able to succeed at sport. 		<p>Stage 1: Children enjoyed the Japan activities and were looking forward to the physical activities to follow.</p> <p>Stage 2: To be carried forward.</p>	<ul style="list-style-type: none"> • Revisit next year if Olympics takes place. • School Partnership Summer holiday activity: Road to Tokyo

Raise the profile of PE within the school by becoming a Real PE Legacy School.	See Key Indicator 3.			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				6%
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>All teachers to:</p> <ul style="list-style-type: none"> • confident in teaching outstanding PE lessons • demonstrate progression of skills • enjoy teaching PE <p>All pupils to:</p> <ul style="list-style-type: none"> • enjoy PE lessons • have opportunities to take part in a range of sports. 	<ul style="list-style-type: none"> • Become a Real Legacy school to ensure outstanding support and training for all staff in the teaching of PE. • Whole-staff INSET booked for 20 April 2020. • Install projector and screen in hall to enhance the teaching of PE lessons. 	£1948.75	<ul style="list-style-type: none"> • Headteacher and sports leaders reviewed support packages and companies /resources available to improve support and provision for PE. • Sports Leaders attended training. • As a Legacy School, we ensured that all children had access to high quality PE home learning resources. • Remote training for staff began during lockdown. • Staff commenced training to improve the home learning provision. 	<ul style="list-style-type: none"> • Legacy preparations and baselining has begun. • To be completed on whole school return. • INSET planned for when Risk Assessment allows.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:

<p>Introduce new sports and physical activities to all pupils.</p>	<ul style="list-style-type: none"> • Review of existing provision of PE and long term planning • Review of competition access history • Research new sports that can be included in the curriculum. 	<p>(as part of sports affiliation credits) £3500</p>	<ul style="list-style-type: none"> • Introduced new sports to the long term plan, including squash. • The school was chosen to be filmed by England Squash as an example of successful engagement of all children. • Following on from successful implementation in school, children were inspired to take up new sports outside of school. • Children attended pilot session to introduce Catchball into schools. 	<p>Repeat next year and look at staff training to be able to run sessions internally.</p>
<p>Provide more opportunities for extra-curricular activities.</p>	<ul style="list-style-type: none"> • Engage with parents to investigate possible take-up of a range of different after-school activities. 		<p>Lockdown – to be carried over.</p>	<p>Pending Risk Assessment, send questionnaire to parents to gauge interest in different sports.</p>
<p>Increased opportunities to partner with other schools to run sports activities and events.</p>	<ul style="list-style-type: none"> • Through our affiliation with West Berks Sports Partnership, participate in county-wide events throughout the year. 		<ul style="list-style-type: none"> • Participation monitored to ensure all children have the opportunity to take part. • Opportunities given specifically to ensure uptake of PPG/SEN groups. 	<ul style="list-style-type: none"> • Continue West Berks Sports Partnership. • Review events attended and ensure new sport opportunities are provided. • Investigate possibility of linking up with other local schools to provide extra-curricular

				opportunities.
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Key indicator 5: Increased participation in competitive sport				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:
Attend as many different sporting competitions as possible, with the priority being on offering places to PPG and SEN children.	<ul style="list-style-type: none"> Calendar of events and participants recorded. Set up new tracking system – invitations to targeted children. Liaised with PPG coordinator and senco. 	£620	<ul style="list-style-type: none"> Coordination with senco allowed for adaptation of events to allow for inclusion. Supported transport arrangements to ensure engagement with disadvantaged families. Increased participation for vulnerable groups across a range of sporting activities. 	Continue for next year.
Increase inter-house and inter-year sporting competitions within school allow all children to have access to competitive sport.	<ul style="list-style-type: none"> Cross Country inter-year competition. (March 2020) Home learning participation in Joy of Moving Home School Festival. (May 2020) KWV groups in school participated in the Youth Sport Trust School Sport Week (June 2020) Home Learning Sports Day task. (July 2020) 	-	<ul style="list-style-type: none"> Every child in the school took part in inter-house competition this year. Raised profile and improved opportunities for children to participate in inter-house and inter-year competitive sport. 	<ul style="list-style-type: none"> Increase offer for plan a list of inter-year and inter-house competitions throughout the year. Joy of Moving and School Sport Week festivals for 20/21.

<p>Increase awareness of the different sports and competitions by celebrating the achievements of those taking part.</p>	<ul style="list-style-type: none"> • Reports for each event to go in the school newsletter. • Participants to be recognised in assemblies. • Extra-curricular sporting achievements also celebrated in school. 		<ul style="list-style-type: none"> • Write up of each event featured in newsletters. • Pupil report given in whole-school assembly. 	<p>Update PE board to have a competition and achievements section.</p>
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