

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



YOUTH
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:
<ul style="list-style-type: none"> - <i>Extended the range of sports on offer in extra curricular clubs</i> - <i>Conducted pupil voice surveys to better cater for 'all' pupils</i> - <i>Affiliated to various bodies and attended more competitions</i> - <i>Competitions were offered at more levels of ability, for example Change4life and participation to county School Games events.</i> - <i>Achieved Silver School Games Mark</i> - <i>Upskilled staff as well as students in leadership, playground games, change 4life and recognised qualifications.</i> 	<ul style="list-style-type: none"> - <i>Baseline conducted via pupil voice for areas to develop, in pupil's eyes</i> - <i>Pupils requested more varied extracurricular offer</i> - <i>Monitored and RAG'd Swimming data, implemented improvements for those that needed extra help.</i> - - <i>Work towards Gold School Games</i>

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.	65% The Y6 haven't gone swimming this year due to Covid 19, so this is based on their performance at the end of year 5.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	60% The Y6 haven't gone swimming this year due to Covid 19, so this is based on their performance at the end of year 5.
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	% This hasn't happened this year because of Covid 19.

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: £17,510.00		Date Updated: 10 th 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:
					%
Intent	Implementation		Impact		
Increased Activity levels at breaks	INSET for TAs and support staff to continue activities and make them more comfortable in PA activities. INSET delivered in Nov 19 by Steven Jamieson			More physical activity in break time. TAs are now more confident at delivering play activities at break and lunch time.	Introduce 'Run a Mile' every day to KS2 Marking the playground out into different zones for different games.
More physical development equipment for the Reception children	In continuous provision there must be more physical equipment to develop fine and gross motor skills	£1056.90	Development of fine and gross motor skills of the youngest children in school		
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					%
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:

Parental engagement was seen as a focus area so we ran a termly parent and child sports morning. (Linked to Active minutes as we KPI1)	Football morning for parents and children each term on a Saturday with football coaches	Cost of football mornings x 2 £420.00	Highlighted the team ethos of sport. Involved parents, especially dads.	Next we need to involve the younger children
Develop mental wellbeing and physical activity with Healthy Heads Including improving resilience so pupils are more confident when attending sports activities	Healthy Heads booked in with Steve Jamieson but had to be cancelled due to COVID19		Increased resilience and confidence	Book Healthy Heads for next year.
Worked with parents and they are now transporting their children to sporting events and encouraging the school teams.	Parents are helping the raise the profile of sport		More parental support	Attend more sporting events.
New football kit has been purchased with help from a parent Children helped raise money for the new kit through a non-uniform day.	Children feel proud to be wearing new kit and represent their school at a sporting event.	£8.00 socks	This has links with behaviour in Year 6 especially Raising the profile of sport within school. Children became reporters and a match report in the school newsletter.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Increase knowledge of subject leader So that a action plan can be formulated to move the school forward with PE	Conference and PE course attended. This increased the confidence of the subject leader to lead the rest of the staff. Action Plan written	£1554.09 3 Full day courses	Better plans in place for the teaching of PE across the school. A clearer vision for PE	PE lessons monitored. PE app being used for assessment. Audit for staff confidence in PE
Morecambe Football Club working with Year 2 children for 6 weeks	Member of staff has training in the teaching of football skills		Better understanding of the teaching of skills	Increase staff confidence in less traditional areas of PE.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
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: Bikeability for Reception, Year 5 and 6 OAA for y4 children at Borwick Hall Pupil voice- new clubs, eg Multiskills, netball for year 3 and 4. Football club for year 5 and 6 Football Kit purchased for team	Access to different sports for different year groups Several matches and events booked this year were unfortunately cancelled due to COVID19	Football coaches £225.00 Kit	New skills learnt by children and increased confidence attending fixtures.	More clubs need to be started for more children. Continue to monitor which children are accessing after school clubs and sporting events
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Key indicator 5: Increased participation in competitive sport Percentage of total allocation:
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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:
Sport Day this year was to be an inter house event with more competition but cancelled for COVID19 Entering more competitions- football, rounders, athletic events, netball A better register of children attending/not attending to try to ensure all pupils in KS2 represent the school in something. More clubs meant that we could compete in more competitions.	More competitive and team work between the older and younger children Affiliated to LHSSN and attended events at all levels from participation to competitive sports. Matches and events at other schools (some of these were cancelled due to COVID19) Netball club y3 and y4 Football club y5 and y6	Equipment £56 2019 -2020 LHSN £3795.00 2020-2021 LHSN £3425.00 LSSA £100.00	More challenge Different events and sports Opportunities available for all This will continue for the following year Continue to ensure that all pupils have an opportunity to represent school

PE lessons to involve personal challenges and improvements	Ball skills club y3 and y4 Girls football y3 and y4 Athletics y5 and y6 Opportunities in lessons for children to set personal gains	Football Coaches £700	Personal challenges	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	