

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:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Staff trained using updated PE resources including new dance and gymnastics scheme implemented in school • Happy lunchtimes continue to ensure active and structured play during lunchtimes • More intra and personal best competitions ensuring all children have opportunities to take part, challenge themselves and recognise achievement • Staff motivation, confidence and competence in delivery increased by staff members 	<ul style="list-style-type: none"> • Staff using and utilising the new scheme to its full potential • Staff beginning recognise children’s ability in an area of PE and support their next steps with confidence • Support staff in embedding active learning opportunities across the wider the curriculum • CPD for MDAs to deliver Happy Lunchtimes effectively and positive, active play during lunchtimes • Attend a range of competitions organised by WASSP • Encourage a strong growth mind-set amongst all learners and a positive mental well being • Incorporate social distancing games and activities into the curriculum

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.	92%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	85 %

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100 %
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 Due to Covid this didn't happen as planned

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: £20600 Total spent - £17, 391 Carry Forward – £3,209		Date Updated: Sept 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: 10 %
Intent	Implementation		Impact	Sustainability and next steps	
<p>Collect information from children about break times and lunch times. How could they be improved to encourage children to participate in active play?</p> <p>Participation in the Daily Mile by all cohorts where possible. Children to set personal challenges.</p> <p>Complete a heat map the Year 1 cohort to determine children's physical activity throughout the day across the curriculum.</p>	<p>Sports ambassadors to carry out a survey with classes.</p> <p>MDAs to have a timetable for Happy Lunchtime activities which inspire the children to participate.</p> <p>Meet with the MDAs about promoting the fun, engaging activities and get their feedback regularly about participation.</p> <p>Teachers are to allocate time during the school day to complete this. Time table will be provided for support with timings.</p> <p>PE lead to work with Year 1 teachers to complete YST heat map tool and identify areas of curriculum which require active learning.</p> <p>PE lead to work with Year 1 team to plan how sessions could become</p>	<p>Funding allocated:</p> <p>£2452</p>	<p>Children reported that they enjoyed the activities at lunch times because they had chosen them.</p> <p>More children are participating in a structured activity at break time and lunchtimes.</p> <p>Teachers in KS1 suggested that children are taking part, taking turns, encouraging their friends and most importantly having fun.</p> <p>MDAs (EY, KS1 and LS2) felt that the activities were having a positive impact on children's manner at lunchtime.</p> <p>Children displayed a positive attitude towards setting challenges and achieving them.</p>	<p>To continue to provide physical activity at lunchtimes around the children's interests.</p> <p>Provide training for MDAs in KS2 to ensure that activities are being positively modelled and promoted to engage and enhance behaviour/manner at lunchtime.</p> <p>Develop activities which engage the boys other than football.</p> <p>To carry on with this initiative and for children to document their challenges, how they overcame them and how they felt at the end of maybe a 6 week block.</p> <p>Teachers beginning to take part to encourage and motivate reluctant children.</p>	

	more active e.g. active English or active maths		<p>Teachers report that the children's became much more resilient and that their stamina improved over time.</p> <p>Teachers suggested that the children seemed to concentrate on the tasks after completing the daily mile.</p> <p>Teachers were positive that learning in other areas of the curriculum could be active.</p> <p>Teachers suggested that actively teaching the -ing suffix helped children to remember it with confidence.</p>	<p>Complete a heat map for another cohort and allow the teachers to share best practise. Provide them with the opportunity to observe active learning in practise.</p> <p>Continue to support staff on bringing active learning across the areas of the curriculum providing a bank of ideas for staff.</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:

60 %

Intent	Implementation		Impact	
To use PE, Sport and Physical Activity to improve the outcomes for all pupils across all ages and abilities.	PE subject leader to have appropriate support to develop and lead PE and School Sport effectively.	Funding allocate:	PE, School Sport and Physical Activity play has a high profile within our school.	Resources updated regularly, planned programme of personal challenge events and competitions.
To develop young leaders, who are resilient, confident and motivating. Children who are able demonstrate and promote the core values and key skills needed to learn, achieve and succeed in all areas of the curriculum and beyond.	PE subject leader to attend regular training and receive support from Warrington School Sport Partnership. Invite local athletes into our school during Healthy School Week to inspire our pupils and encourage participation.	Futures in Mind membership - £500	As a result of participating in CJ, teachers felt that 'reluctant children' were confident and displayed a level of leadership in some of the activities and challenges they faced throughout the units. Children were empathising with each other and discussing which materials would be best to use in the situation.	PE subject leader to attend additional training required to deliver CPD to staff. Continue to embed character education into the curriculum through CJ
To celebrate achievements in PE,	Teachers to deliver a Commando Joe (CJ) programme to our children	£1500		

<p>School Sport and Physical Activity. Use staff and other role models to speak to children about participation in school sport and physical activity. Share personal challenges, barriers to success and sporting achievements.</p> <p>Raise awareness of healthy mind set.</p>	<p>per half term. This involves training the staff to explicitly teach transferable life skills. They will use the character education within the programme – RESPECT (resilience, empathy, self-awareness, passion, excellence, communication and teamwork).</p> <p>Organise with WASSP to send children on the young leaders training and change 4 life champion training.</p> <p>During celebration assemblies, children will be acknowledged for their participation in school competitions and festivals. Children who have achieved success out of school will also be highlighted and acknowledged on the weekly newsletter.</p> <p>Teachers and school staff to talk to children during PSHE about healthy mind and body.</p> <p>Sharing strategies and techniques for a positive mental well-being.</p> <p>Membership of Futures in Mind so we can continue to raise awareness of mental health and enhance the knowledge of staff in recognising the signs.</p> <p>Drawing and talking used as a tool to offer support to those children identified.</p>	<p>£10500</p>	<p>Feedback from staff: <i>During one of our sessions, the children had to think about which items were essential for survival and why. It was incredible to hear the discussions within the groups and some of reasoning and awareness of why those items may be essential. The children had to share with the rest of the groups what they discussed and why. It was lovely to see the maturity and the passion of Year 1 children. All children have loved the variation of activities within the scheme particularly the children who didn't meet ELG. The confidence displayed from those children was lovely to witness. The children then went on to create a shelter which allowed the work as a team, communicate effectively and display an awareness of everyone's ideas within the group. (E.Grice Year 1 teacher)</i></p> <p>Children are delighted with their achievements. Children are proud to represent the school and said it makes them feel special. Children took on the ownership and responsibility to report on the events and competitions they had been involved in.</p>	<p>Create a whole school display to celebrate achievements and role models for the children to aspire to.</p> <p>Create certificates for athlete of the week/term that can be sent home and success shared with parents. Invite inspirational sports personalities into our school to further inspire the school community.</p> <p>PE lead to research available CPD and resources to support staff in effectively supporting children displaying signs of poor mental well-being, anxiety and withdrawn behaviours.</p> <p>PE lead to research resources to support the mental well-being and mind-set of our young children following the challenging circumstances.</p>
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	<p>Lunchtime provision provided daily for every group throughout the week for children who feel they want relaxation, yoga or to share and discuss problems or worries.</p>		<p>Increase in staff awareness of the signs a child requires support to discuss any worries or concerns they have.</p> <p>Positive feedback from the children attending the lunchtime provision. They felt that it was good to talk to familiar adults and enjoyed having time out in a quiet and relaxing environment.</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:
				10 %
Intent	Implementation		Impact	
To ensure that teachers have quality training, support and resources which develops their confidence and competency in delivering exciting, progressive and inclusive teaching and learning in PE.	<p>Val Sabin Dance and gym program to ensure dance and gymnastics are being taught across the school in a progressive way.</p> <p>REAL GYM training for 4 members of staff to pilot the scheme with their classes and feedback ready to implement in the new academic year.</p> <p>PE lead to develop a robust action plan focusing on intent, implement and impact. Staff meetings will be planned to support staff with online resources.</p> <p>Time for subject leader to observe and team teach with those less confident staff.</p> <p>Subject leader training and support through WASSP. PE lead to deliver CPD and support as needed.</p> <p>Staff to complete Skills Progression grids for children and subject leader to monitor and provide support.</p> <p>Our school has the support of a specialist gymnastics coach (EYFS</p>	<p>Funding allocated:</p> <p>WASSP membership – £1876 (£400 reimbursed due to Covid)</p>	<p>All staff given access to Val Sabin dance and gymnastics planning with the ability to track progress and skills in line with the school curriculum overview.</p> <p>REAL PE scheme is followed and pupils are able to discuss the cogs and identify the fundamental skills they are working on. Children are beginning to challenge themselves and recognise that success looks different for every individual.</p> <p>Staff are growing in confidence with the skills progression grids and using these to address areas of further development. Staff are using the progression grids to identify gaps skills. Staff are utilising the grids to inform future planning, teaching and learning.</p> <p>Improvement in the quality of teaching and learning in PE. Staff report and increased confidence to deliver both dance and Real PE. Feedback from children suggests that they enjoyed dance as it allowed them to be creative, express themselves and perform.</p>	<p>Continue to use Val Sabin gymnastics and dance scheme and PE lead continue to monitor impact.</p> <p>Continue to be a member school of the Warrington PE and School Sport Partnership.</p> <p>PE lead to support staff in identifying those children displaying the traits and abilities of a G&T child within PE.</p>

	<p>Teaching Assistant) who supports the planning and delivery of gymnastics for those staff requiring additional support.</p> <p>Knowledge Organisers created for each year group to support the teaching of dance and gymnastics.</p> <p>PE subject leader to hold drop in sessions modelling how to safely assemble and dismantle the gym equipment.</p> <p>Membership of Warrington PE and Sport so we can access CPD, competitions, equipment loan, subject leader days and PE conferences.</p>	<p>Dance Teaching Manual £176</p> <p>Gym Teaching Manual £137</p>	<p>Liaising with other primary schools, during network meetings, has provided support for one another which have been invaluable.</p>	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: %

Intent	Implementation	Impact	Impact	Percentage of total allocation: %
<p>To provide a broader range of sports and activities to engage all children.</p> <p>Provide a range of opportunities for children to access experience days, forest schools programme, primary ability days and additional resources through Warrington School Sport partnership.</p>	<p>Sports ambassadors to survey the children and discover the interests and views of the children before developing extra-curricular clubs.</p> <p>Design and deliver a PE curriculum which engages and caters for the needs and abilities of all learners.</p> <p>PE leader to support school staff when planning activities in PE and extra-curricular activity, to ensure it is accessible for every learner</p>	<p>Funding allocated:</p>	<p>Increase in the number of children attending clubs in Autumn and Spring 1 (Autumn Term and Spring One)</p> <p>External pathways available for children to access: Whittle Hall FC, Penketh/Wire Gymnastics, Warrington Cricket Club, Warrington Running Club, Warrington Town Netball Club, Warrington Sport for All (basketball and netball), Warriors Swimming.</p>	<p>The majority of clubs run by members of staff and supported by PE lead.</p> <p>Provide more breadth through clubs, as well as the curriculum.</p> <p>Continue to gain pupil voice on the sports and activities offered through sports ambassadors. Further develop our offer of clubs to include</p>

	<p>and allows children to progress/succeed at their own rate.</p> <p>To deliver more structured activities/games at break and lunchtimes.</p> <p>Continue to deliver adventurous activities through residential.</p> <p>Engage more children in active clubs and activities.</p> <p>Engage more girls in clubs and activity.</p>		<p>Children from EYFS to Year 6 were engaged in active clubs outside of school including: Dodgeball, Football, Cross Country, Netball, Gymnastics, Forest School, Zumba, Multi-Sports, Jag Tag, Circuit Training, Commando Jo (OAA)</p> <p>Morning Movers takes place every morning from (8:15 – 8:45am) and offers children an active start to the day. This club is a full capacity daily.</p>	<p>activities provided by community partners e.g. yoga, hula hooping, cycling, lacrosse, curling</p> <p>PE lead to research external agencies to support the delivery of OAA on site (Orienteering track)</p> <p>Use morning movers club to target inactive children and reluctant learners.</p>
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Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			%
Intent	Implementation	Impact	
<p>To involve as many children in our competition offer as possible including personal best, intra and inter school competitive opportunities.</p>	<p>Each cohort will complete an intra-school competition per half term.</p> <p>Track participation inter school competition and analyse data to target and provide opportunity for the least active children to represent school.</p> <p>Work with the MAT schools to develop competitions within our trust.</p> <p>Provide transport to events where needed.</p> <p>Encourage children to take part in personal challenges during PE and at break and lunchtimes.</p> <p>All children to participate in a fun, engaging and competitive sports day.</p>	<p>Funding allocated:</p> <p>Supply for competitions and transport £350</p>	<p>Evidence of participation tracked on spread sheet (Autumn Term)</p> <p>Continue to liaise with partner schools to organise competitions.</p> <p>Continue to promote competitive opportunities and actively engage children who have never represented the school to do so.</p> <p>Provide children with the opportunity to participate in a competitive sports day.</p> <p>As part of active learning, children are to complete a personal challenge activity for the half term completed on a weekly basis. Children will then have evidence of how they have improved over the 6 week half term.</p>