

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 March 2020 (due to COVID -19 school closure)	Areas for further improvement and baseline evidence of need:
<p>N.B. There are restrictions on some achievements, due to cancellation of events that were planned for, but had to be cancelled due to COVID-19 eg dance competition, netball matches, cross-country events</p> <p>Success of Forest School in allowing ALL children to engage in and embrace the values of outdoor activity, as well as understand local conservation as a global issue that they can contribute to on a local level.</p> <p>Increase in extra-curricular clubs provided and accessed by children across the key stages</p> <p>Increasing use of Daily Mile Track and outdoor equipment on a daily basis; playtimes now observed as involving a much higher percentage of active play by children</p>	<p>Continue coaching to extend individual staff knowledge across the key stages; not just knowledge of their current class/KS. To be reviewed.</p> <p>Increase opportunities for children take part in inter-school competitive sport- (dependent on restrictions due to COVID-19). Review possibility of spending sports premium on allocated staff member to organise teams and sign up to local schools' competitions. Make extra links with local schools. If restrictions still in place, set up intra-school opportunities.</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?</p> <p>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>	93.5%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	80%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80%
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: £24, 190		Date Updated: July 2020	
<p>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</p>					Percentage of total allocation:
					68%
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?:	
Facilities to enable ALL children to engage in daily activity and increase stamina.	Daily Mile track installed	5700	2550	Used for running club to increase stamina and fitness in running (also to impact positively on outcomes in other sports) Most classes used track at least 3 x a week for daily mile and as warm-up session for PE lessons. Majority of children’s fitness improved- could run more laps in a given time or could run for longer duration (increased stamina) Lunchtime use for all pupils- increased activity	At least 5 years with track in good condition (longer with minimum maintenance charge).

<p>Forest School skills to educate children about the benefits of OUTDOOR activity and encourage further engagement (at home) with the outdoor environment and a different type of physical activity Eg den building, outdoor art, path clearing in the woods</p>	<p>Forest School workshops for terms 4, 5 and 6</p>	<p>4209</p>	<p>“We liked building dens, we worked as a team.... We sunk in the mud”</p> <p>“I had one end of a long stick- my friend had the other- we made the den together”</p> <p>“I loved Forest School-it’s outside; it’s fun stuff”</p> <p>“It’s more active than sitting in the classroom”.</p> <p>Some children said they carried on with FS activities eg den building, outside of school.</p>	<p>Forest School area can be used indefinitely with careful maintenance.</p> <p>(some sessions to be refunded /carried over to academic year 2020-21, due to COVID-19)</p>
<p>Weekly quality delivery of PE curriculum, accessible for all KS1/2 pupils.</p> <p>(Upskill teachers and TAs to deliver inspiring, quality first teaching and strengthen subject knowledge).</p>	<p>Elite coaching (PE lessons and 2 x weekly after school clubs + lunchtime club)</p>	<p>4200</p>	<p>Class teachers assessed that when children left school in March (due to C19):</p> <p>In games achieved:</p> <p>Y6 87% expected or above Y5 88% expected or above Y4 91% expected or above Y3 88% expected or above Y2 84% expected or above Y1 78% expected or above</p>	<p>Raising standards provides an excellent baseline for the following year</p> <p>(Teachers have been upskilled to provide long-term quality first teaching)</p>

Engagement of all children in active play- all year round	Replaced tyres and grass in play area with artificial all year/weather covering		Daily activity for all children over the course of the week- encourages cooperation, sharing of space and imaginative, active play scenarios Consolidated skills learnt in PE lessons and improving core strength and coordination	Will last for at least 5 years with minimal maintenance
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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:
				57%

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:
Use sport and activity as a tool to prepare children for learning and as a coping mechanism	Daily mile track	(as above)	Specific SEN children used at least once a day to maintain well-being and give opportunity for physical activity when they cannot cope with whole-school play Encourages competition between pupils and competing with their own individual targets	Will last for at least 5 years with minimal maintenance

<p>Sensory circuits to prepare children physically and mentally for their daily classroom learning.</p> <p>Provide opportunity for children to demonstrate they are responsible, active and respectful citizens who have a positive impact on society. Plan exciting learning opportunities and enrichment experience from outside agency.</p>	<p>Purchase balance boards to aid circuit sessions and strengthen core muscles</p> <p>Invested in Forest School</p>	<p>100</p> <p>(see above)</p>	<p>Boards aid circuit sessions and strengthen core muscles</p> <p>Children engaged with a range of activities that promoted conservation of their own and others' outdoor/natural areas eg path clearing, edging paths with logs for sustainability. Improved their own school environment generating a sense of pride and stimulating learning</p> <p>Pupils have gained a greater understanding of conservation as a global issue and how they can make a difference as individuals-starting with their local environment</p>	<p>Will last 5 years at least, with care</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:
				17%
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:
Increased confidence, knowledge and skills of all staff in teaching PE and sport in order to deliver a varied curriculum to a high standard due to improved teacher subject knowledge.	Invest in Elite Community coaching to upskill teachers (teachers work alongside coaches)	(see above)	Teachers have had the opportunity to watch the teaching progression and skill development in each sport throughout the year, and work in partnership with the coaches to deliver effective games lessons Improved differentiation skills to enable ALL children to access the PE curriculum	Teachers have increased subject knowledge in specific year group. Could continue coaching to extend individual knowledge across the key stages. To be reviewed.

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:
Engage the children, who find sport-specific activity difficult to access and excel in, in an alternative form of physical activity.	LW lunch time club (TA run)	773 to pay TA	Started with 15 children and gradually grew as other children joined to support the more vulnerable children in engaging with the activities. Consolidated and applied key PE skills to a broader range of active play, not just specific sport.	Children have developed knowledge of playground activities and games that can be passed on and shared with younger members of the school
Offer a wide range of regular after-school and lunchtime clubs so that ALL children have access to physical extra-curricular activity or sporting opportunity	Netball club once a week for KS2 Netball bibs purchased	No cost 32	Good, consistent attendance throughout the course of the club from Year 3-6. Developed key skills. "In netball we learned rules as well as playing 'High 5' netball. We were getting ready to play matches against other schools..." (before C-19)	Kit will be reused for future club and matches
	Dance club once weekly (KS2)	No cost	Promoting a fantastic work ethic; the students committed to daily rehearsals as the competition approached- emphasis on skills development and high expectations of performance	Sustainable as no cost involved

	Running club once a week (KS2)	No cost	Honed cross-country skills and increased children's stamina in preparation for inter-school cross country events (that were unfortunately cancelled due to C19)	
	Ballet club (KS1)	No cost	A dance opportunity for KS1, not usually provided in a primary school setting- introduced to a new form of activity and developed basic coordination skills.	
	Football training once a week (KS2)	No cost	Stamina, ball skills and team work developed in preparation for competition.	
	Mini-kickers club (KS1 and 2), indoor games club (KS1) and outdoor lunchtime sports club (KS2) (provided by Elite) from July 2019-March 2020	575 after school 640 lunch	Develop and consolidate key games skills and encourage competitive spirit Exposure for KS1 children to many sporting genres. KS2 developing and consolidating skills taught in PE.	Budget should allow for some clubs to be provided by coaches (parents possibly contribute, rather than pay full amount). Once interest established, clubs may continue to be well-supported, even with cost attached.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
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:
Increase motivation and opportunities available for ALL children to be able to participate in competitive sport	<p>Football league subs</p> <p>Britannia Coaches to transport to football tournament at Northbourne 8/10/19</p> <p>Purchase of footballs</p> <p>Football kits</p> <p>Costumes purchased for dance competition (postponed due to COVID-19)</p>	<p>32</p> <p>55</p> <p>105</p> <p>329</p> <p>181.40</p>	<p>15 strong squad of Year 5s and 6s trained and represented the school in matches, throughout terms 1, 2, 3 and 4.</p> <p>Achieved varied success in tournaments and showed commitment throughout. Were proud of their achievements and celebrated each other's individual successes, "Everyone is happy for their team mates when they score".</p> <p>"It's good to play with your friends".</p> <p>Promotes sense of school community; representing the school in outside competition and providing role-models within the school, from the team</p>	<p>New kit already purchased</p> <p>Minimal subscription</p> <p>Footballs purchased new (can be manageably replaced)</p> <p>Our intention is to reuse dance costumes for future competitions</p>

			<p>Promoting a fantastic work ethic; the students committed to daily rehearsals as the competition approached- emphasis on skills development and high expectations of performance.</p> <p>Pupils were highly motivated by the competition element.</p>	<p>Costumes can be reused and club can continue.</p>
	After-school netball club for KS2	(see above)	<p>Children were excited by the build-up and preparation for competitive matches (unable to attend due to C19). Skills improved over the course of the club and children understood the rules and could work as a team.</p>	<p>No cost</p>

Signed off by	
Head Teacher:	Sarah Moss
Date:	16 th November 2020
Subject Leader:	Beth Riggs
Date:	16 th November 2020
Governor:	Stephen Booth
Date:	19 th November 2020