



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 (Feb/Mar 2020 due to Covid) | Areas for further improvement and baseline evidence of need: |
|--|---|
| <p>KS1 and KS2 the children received specialist PE teaching from BFCCT in the Year 2019-20.</p> <p>A wide and varied range of school sporting activities offered to all children in KS1 and KS2.</p> <p>Improved resources to support PE, including free transport to events.</p> <p>Monitoring of Real PE scheme showed that it wasn't meeting our needs</p> <p>BFFCT supported class teachers providing specific CPD tailored to class teacher's needs. These areas were identified via conversations with PE lead, coach and staff member. Verbal feedback showed that staff confidence increased in the areas where support was given.</p> <p>Participation in both curriculum and extra-curricular sports activities has had a positive and noticeable impact on many pupil's behaviour, self-esteem and confidence.</p> <p>The pupils demonstrate increasing resilience in tackling a range of new learning activities as a result of their participation in sporting activities and competitions.</p> <p>No child misses out on after school sports provision because of cost if they want to attend.</p> | <p>Investment in resources for the teaching of P.E. Maintain a good level of high quality equipment whilst broadening the resources so we can offer a wider range of sports.</p> <p>Staff and pupil training in facilitating active playtimes and purchase of further resources to support this.</p> <p>Trial Primary PE Passport for teaching and staff development of assessment of PE – Develop electronic register of extracurricular clubs to enable better analysis of pupil groups attending to identify areas where to focus.</p> <p>Further develop link between outdoor adventurous activities and PE curriculum.</p> <p>Build further on existing links with local sports clubs and coaches to further encourage continued high take up of sports out of school hours. (This assumes current restrictions ease to allow this)</p> <p>Use Sports Premium to further enhance children's mental health and wellbeing through physical activity.</p> |

| | |
|---|-----|
| 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. | 80% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 63% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 97% |
| 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 |

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: £21220 | | Date Updated: November 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: 54% |
| Intent | Implementation | | Impact | Next Steps | |
| To provide high quality specialized P.E. lessons to all children in years 1-6. | Our intention is for all children to engage, learn, and enjoy every P.E. lesson - differentiating each lesson to meet each child's individual needs. Usually* we have extra-curricular activities after school to help promote and encourage sporting activities to children that are least active *Covid-19 preventing this at the moment | £6500 Specialist PE coaches from BFCCT | Almost all children enjoy physical activity at school. Staff training increasingly allowing children to receive high quality, enjoyable PE lessons that focus on national curriculum targets specific to each year group. We offered support and extra help to children that are least active and give them further opportunity by staff engaging with them more frequently in P.E. lessons. | To ensure that all teachers are upskilled and have increased confidence in teaching and assessing pupils in PE. | |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | | Percentage of total allocation: 1% |
| Intent | Implementation | | Impact | Next Steps | |
| Celebration in assembly regularly of children's achievements inside and outside of school. | Achievements celebrated in assembly (various school sporting successes). Premier League Stars certificates awarded weekly focusing on 4 strands: pupils being; connected, ambitious, inspiring and fair. Displays to highlight PE within school and events | £150 | More children celebrate their sporting achievements in assembly with their peers. Whole school sporting events and physical activities such as ELF Run are inclusive and celebrate physical activity shared via displays and news messages online | Dedicated display areas around school identified for physical and mental well-being achievements | |

| | | | | |
|--|--|---------------------|--------------------------------------|--|
| <p>Trial the use of P.E. Passport to supports Teachers to plan P.E., track & assess every student in all areas in P.E.</p> | <p>Begin using Primary P.E. Passport as a useful and influential tool in our P.E. lessons at HSA. We want to deliver the best P.E. lessons hitting national curriculum objectives and P.E. Passport assists in this.</p> | <p>£ Free trial</p> | <p>Trail put on hold Due to C-19</p> | <p>Purchase Primary P.E. Passport to support teachers to plan, track & assess every student in all areas in P.E.</p> |
|--|--|---------------------|--------------------------------------|--|

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|--|--|--|--|---------------------------------|
| | | | | 9% |
| Intent | Implementation | Impact | Next Steps | |
| Collaboration with specialist PE teachers. The Focus for CPD has been identified to be fundamental movement skills and games. With increased staff confidence, knowledge and skills in this area pupils will be better taught. Staff will be able to more clearly spot pupils with potential and signpost them to opportunities to develop in clubs beyond school, also to support those less keen on physical activity. | Observing and team teaching with BFCCT coaches to allow staff to observe and reflect, then plan together. Ensure subject leader regularly evaluates and that the learning is put into practice. Staff complete self-assessment questionnaire before and after the time spent with the coaches. | £5000 Improved confidence and upskilling of staff in areas of PE teaching from conversations held with staff and subject leader. End of year surveys not completed due to C-19. Children report to staff that they enjoy PE lessons. | All children receive high quality P.E lessons in each year group. Build upon staff development with effective planning and assessment in new PE scheme. Signpost/offer additional CPD opportunities (courses, digital content etc) | |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 9% |
| Intent | Implementation | Impact | Next Steps | |
| To replace and purchase new sporting equipment | Use new equipment and replacing broken equipment when necessary, for the best quality P.E. lessons to be taught in the best possible learning environment. | £500 Having a variety of equipment and enough for each student provides students with the best learning environment. | Ensure PE equipment is appropriate for phases (KS1, LKS2, UKS2) and supports the PE passport scheme | |
| All children to have option to attend a residential and be supported financially if that is the barrier | Subsidize the outdoor residential trip. (Trips cancelled due to C-19) | £500 (castle head transport staffing costs If trip happened it would have provided an opportunity and a unique learning experience for pupils to participate, engage and enjoy a weeklong outdoor educational visit. | Provide increased number of workshops – links for parents on healthy lifestyle/wellbeing – e.g. premier league stars cook like a pro! | |
| Anxious swimmers helped to get in the water by allocating staff to get in the water with them | TA released from usual duties to attend swimming sessions with identified pupils | £ 1000 Highly anxious swimmers to make better progress and enjoyed getting the water and learning to swim | | |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|---|---|--|---|
| | | | | 28% |
| Intent | Implementation | | Impact | |
| To enter and introduce more sporting events and competitions to provide opportunity to students and also to continue to develop students values of teamwork, sportsmanship, and respect in competitive sporting game scenarios. | <p>Identify pupils wishes and staff skills to develop different sports clubs.</p> <p>Secure site to allow more spectator and sporting events to occur without impacting on school life</p> <p>Plan fixtures and events for main teams and development teams to play in.</p> | <p>£5000 (field access and grounds maintenance improvements)</p> <p>£1000 (transport to events)</p> | The school participated in many sporting events in 2019-20 pre lockdown including children from both Key Stages. | <p>Continue with school and local where happening in line with C-19 guidance</p> <p>Enter competitions including virtual events/competitions. Update YSG mark working towards kitemark Gold criteria.</p> |