

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



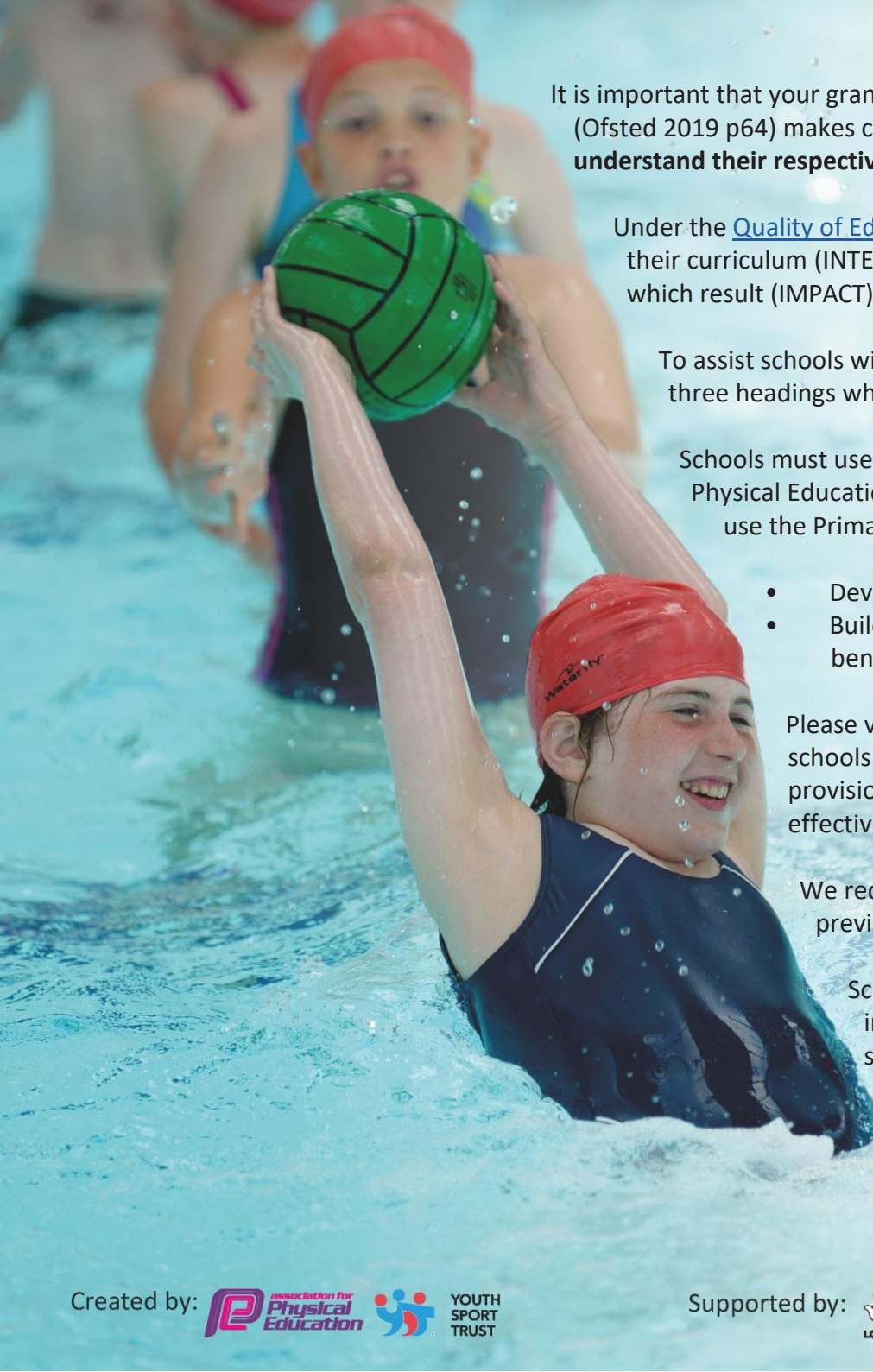
Department
for Education

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: |
|--|---|
| <p>Sports coach working alongside teachers and teaching assistants to upskill staff whilst also enriching our PE curriculum and extra – curricular provision.</p> <p>Several competitions entered and achieved very highly in.</p> <p>Sports Committee established and again and they are running a Key Stage One club every lunch time.</p> <p>The profile of PE and Sport is high and children are motivated to develop their physical literacy.</p> <p>Staff professional development continuing each year.</p> | <p>Enabling the children to be more active during the school day.</p> <p>Continue to provide extra-curricular provision for our children.</p> |

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| 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> | Unable to say due to Covid Restrictions |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> | Unable to say due to Covid Restrictions |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | Unable to say due to Covid Restrictions |
| <p>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?</p> | 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.

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|---|--|--|--|--------------------------------|--|
| Academic Year: 2019/20 | | Total fund allocated: £21,180.00 | | Date Updated: 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 | |
| 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?: |
| Sports coach employed to work alongside teachers during PE lessons so that teachers are upskilled in delivery of lessons and children have more quality time with an adult in PE lessons. Sports coach employed to deliver intervention groups across key stage one and two. | | Mr. Nay employed to work alongside staff. Mr. Nay employed to deliver extra-curricular clubs. | | £9,100 | Teachers will be confident in the delivery of PE lessons – lesson observations and staff audit. Children will receive high quality PE lessons – pupil interviews and lesson observations. Targeted groups of children will engage in regular physical exercise – observations. |
| | | | | | Sustainability and suggested next steps: Teachers have the skills to deliver lessons independently. |

| 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: |
| Sports Captains elected by each house team and a sports committee created to raise the profile of PESSPA. | Sports committee appointed. | None. | The committee organise events and lead house meetings gaining the children's input and ideas – observations. | The committee can continue every year. |
| Sports Captains to deliver a lunch time club for all Key Stage One children. | Sports Captains trained to deliver the club. | None. | Photographs and assessment from Key Stage One Staff. | Year 6 children continue to gain PE skills and gain leadership skills. This is a success and needs to continue. |
| PALS training, Get on Board Health Programme and Change4Life Club delivered as part of the Wyre and Fylde Sports Partnership. | Training delivered by Sports Partnership. | £600 | Children are trained in delivering lunch time clubs. Children understand how to lead a healthy lifestyle - pupil interviews. | Staff and children could lead this training for other year groups. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | 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: |
| Specialist cricket coach employed to support staff with delivery of striking and fielding lessons. | Employ Mr. Gilbert from Lancashire Cricket Foundation. | £699 | Teachers are confident in the delivery of PE lessons – lesson observations. | Teachers have these skills and knowledge to apply to lessons in future years. |
| Teacher training courses attended by a range of staff. Conference. Lancashire App | Staff to attend training courses according to their needs. | £1650 | Teachers to apply skills taught to lessons and share good practice with rest of staff - | |
| 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: |
| Before school and after school extra-curricular clubs offered incorporating a range of sports. | Mr. Nay employed to deliver these clubs. | N/A Children are charged for these clubs or clubs are offered free of charge. | Children have the opportunity to explore different sports and engage in regular physical exercise. | These clubs have been a success and will continue. |

| Key indicator 5: Increased participation in competitive sport | | | | 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: |
| Attend several competitions over the course of the year covering a range of age groups and sports. | Sign up to Wyre and Fylde Sports Partnership Offer. | £1295.00 | Children have the opportunity to represent school and experience inter-school competition. | Hold competitions at school against other local primary schools. |

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| Signed off by | |
| Head Teacher: | Mrs E Hodgson |
| Date: | July 2020 |
| Subject Leader: | Mrs E Tobin |
| Date: | July 2020 |
| Governor: | Mrs S Strother |
| Date: | July 2020 |