

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: |
|---|---|
| <p>PE curriculum delivery 2 hours per week per class. Specialised coaches delivering Gymnastic curriculum lessons across Y1-Y5. Joint teaching with teacher and coaches to upskill teachers and improve their subject knowledge and practise.</p> <p>Swimming lessons for Year 6 and Year 3.</p> <p>Wide range of competitions entered against local schools.</p> <p>PALS – leadership programme.</p> <p>Bikeability training.</p> <p>New rounders, football, netball and tennis equipment purchased.</p> <p>A range of sports clubs offered after school – rounders, football, orienteering, netball, athletics, tennis.</p> <p>Gifted and talented gym club after school by a specialist Gym coach.</p> <p>Awarded 3rd place in fair play award from Chorley SSP.</p> <p>2nd place in cricket league.</p> <p>Continued and expanded level 1 competitions in school for KS2 pupils.</p> <p>Forest school</p> | <p>Mental health and well being sessions.</p> <p>Healthy eating improvements.</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> | 61% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 35% |

| | |
|---|--------|
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 58% |
| 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 |

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: £ | Date Updated: 17 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 | |
| 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: |
| All children participate in 30 minutes of physical activity a day. Reduce % of pupils who are overweight. All children to be active at home. | New playground equipment ordered to allow children to play safely and actively with current covid restrictions in place. Video links posted and daily workouts advertised on social media pages. New equipment order to allow all children to be able to participate in PE lessons safely. | £500 | Children participate in daily exercise by choice. Better understand of hygiene and how physical activity in the outdoors can help with their mental health and wellbeing. | Continue to provide safe areas for children to exercise when returning to school full time. 30 minutes exercise per class. Additional 2 hours pf PE lessons using the playground and field. |
| 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: |
|---|---|--------------------|--|--|
| We want all children to be interested in sport and PE and furthermore have the ambition to perform well in school competitions. | Take as many children to events and sporting competitions to broaden their experience of competitive sport. | £1750 | Children know that any sporting participation or achievement is celebrated in school. | Continue to offer a range of sporting competition including intra, inter and virtual competitions. |

| 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: |
| Pupils have high quality PE lessons with a particular focus on gymnastics in 2019-20. All staff will have a greater knowledge of how to engage pupils in an active way | Gymnastic specialist coach in to teach every class curriculum gymnastics. Gymnastics sports club run after school. | £3024 | More interest in Gymnastic from the children. Interest in the Gymnastic competitions – children want to represent school and Gymnastics. | Continue with quality gymnastic curriculum lessons next year and support other PE lessons with a new PE scheme of work for all teachers. |
| 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: |
| A greater percentage of pupils will partake in after school sports clubs | Provide all year groups with opportunity to compete in sports. We have run sports clubs this year for all ages including football, dodgeball, athletics, tennis, netball, gymnastic club, fundamental skills club. Include sport as a reward choice for golden time. | £1000 | Sports clubs are oversubscribed. We have had 231 pupils in competitions, festivals and virtual activities this year. Intra school 61 girls, 72 boys, 12 SEND, 8 BAME, 10 Pupil premium. Inter school – 47 girls, 51 boys, 13 SEN, 25 BAME, 37 pupil premium. | Continue running sports clubs, entering competitions and providing a sport rich curriculum using the new PE app and structured lessons. |

| 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: |
| More pupils to have the opportunity to partake in competitive sport competitions | All year groups are provided with opportunity to compete in intra or inter sports competitions including R – Balance bike and sports festivals. KS1 – Festivals and Gymnastic comp. KS2 – tennis, football, swimming, netball, athletics, dodgeball, hothersall lodge. | £740 | Children are motivated to participate. We have taken different children to all of the following sports events. Sports hall athletics, basketball, football, netball, cricket, dodgeball, balance bikes, gym and dance. | Teaching assistants to assist in the running and organising of sports teams and help with transportation to ensure we have more children attending. |

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| Signed off by | |
| Head Teacher: | Andrew Proctor |
| Date: | 20 th July 2020 |
| Subject Leader: | Mike Bear |
| Date: | 17 th July 2020. |
| Governor: | Sam Cooper |
| Date: | 19 th October 2020 |