



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised October 2018

Commissioned by  
Department for Education

Created by



YOUTH  
SPORT  
TRUST

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

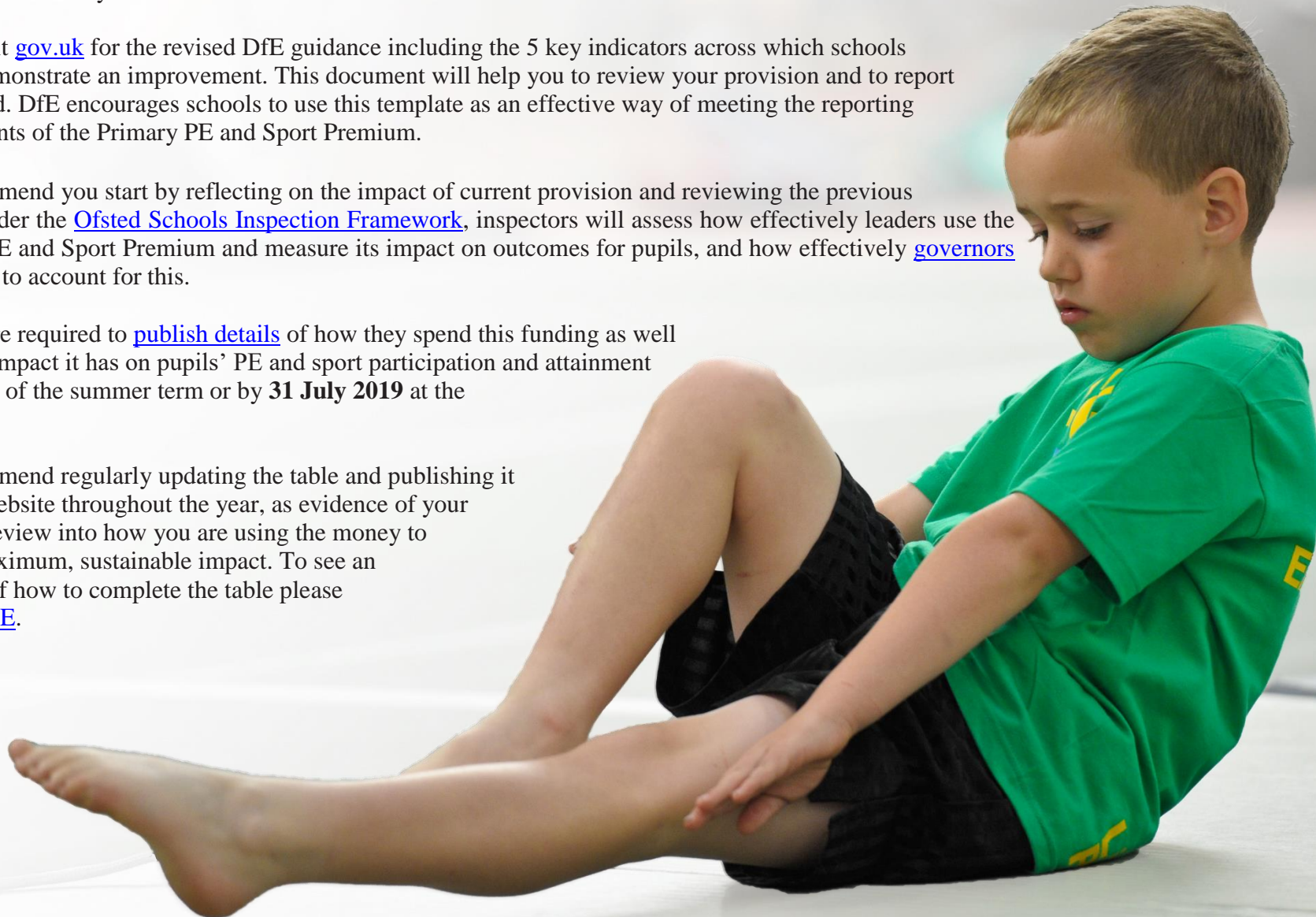
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](http://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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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 **31 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Staff and pupils took part in the Change4life training which is being used on a daily basis during lunchtime playtimes. Activities from these are also incorporate in some curriculum sessions by trained external staff.</p> <p>Higher quality of PE teaching and coaching in school both as part of curriculum provision and after school club provision. This is delivered by confident and skilled teachers and specialist coaching (The following are activities that have been arranged as extra-curricular activities over the past year: multisports, dance, ballet, yoga, football, netball)</p> <p>Children have a high enjoyment of PE and the whole school is an active school supported by all parts of the school family widening into breakfast and afterschool club.</p> <p>Welfare staff are highly motivated to ensure that all children are active during lunchtime – playtime boxes with a different theme each day have per purchase and put together to encourage and provide interest for those who don't naturally play physical games. Playtime buddies are on a rota and take out boxes and are paired up with younger children to help them get started. This has had an impact on emotional development too.</p> <p>Purchasing of new athletics and games equipment to motivate and put an emphasis on sport</p> <p>Fundamentals skills for KS1 are being assessed and being used as the focus for their PE curriculum.</p>	<p>To increase the KS1 involvement in with external events, including involving other schools to attend sporting events at Samlesbury.</p> <p>The development of a running track for school to so that daily running can be established whatever the weather. Ensure that 30 active minutes is achieved by all pupils (staff will also be involved as part of well-being) including the use of step-counters, daily/weekly challenges displayed outside in the outdoor classroom.</p> <p>Gymnastics training for staff would be beneficial as this has been highlighted by staff as an area for professional development</p> <p>To ensure that all children access 30 active mins a day and personal best ethos is developed further.</p> <p>Further develop the House/sport captain role.</p> <p>Renewing of schemes of work across all key stages and ensure that staff delivering the curriculum are confident in this. Include the use of the new Lancashire PE assessment app that will support the teaching and assessing of the new curriculum.</p> <p>Arrange for bikeability for Y5/6 and bike skills for Y1 and Y2.</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.	89%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	78%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	89%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> 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 students today and for the future.

<b>Academic Year: 2019/20 COVID19 END OF SPRING – SUMMER TERM</b>		<b>Total fund allocated: £16, 500</b>	<b>Date Updated: October 2019</b>	
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: <b>£4975                      30%</b>
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
Promote the use of the running track to ensure children and staff are enthused to incorporate the daily mile within the school day. Focus on the children’s sustained enthusiasm for this activity.	Develop the use of the running track, offering variety of competitive challenges both against others and self-challenges. This to also include staff challenges.  Set up an area in the outdoor classroom that can be used to record achievements of pupils – to be monitor and guided by Sports leaders.	Whiteboard cost £75  Running track cost £4500	<b>Evidence:</b> <ul style="list-style-type: none"> <li>Introduced Track Challenge 2020 to relaunch the use of the track. Completing as many laps as possible over the day to collect as many tokens as possible. Earn a whole school sports event for completing.</li> <li>Track Steps Challenge – house team challenge to complete against each other to see who can achieve the most steps. Winning team win a school sports trip.</li> <li>Whiteboard set up in the outdoor classroom to record track achievements such as fastest lap time, fastest walking lap, most amount of laps achieved etc. Whiteboard in place to for all children, staff and parents to access.</li> <li>For children and staff who attended school during Summer 2020 Term 2 the daily mile was reintroduced and all took part.</li> </ul> <b>Impact:</b>	<b>Next Steps:</b> <ul style="list-style-type: none"> <li>All staff to ensure the Daily Mile (10 min slot) is timetabled into their weekly timetable from September 2020. Staff and pupils expected to take part and work towards own personal goals.</li> </ul>

			<ul style="list-style-type: none"> <li>• Increased involvement in using the track during free time as well as organised time.</li> <li>• More staff utilising track to model to children</li> <li>• Increased fitness levels for some children once Daily mile was implemented. Children commenting on their own achievement to increased fitness.</li> </ul>	
Update and renew playtime activity boxes and train up new playtime leaders to ensure all children have opportunities to take part.	<p>Audit of current resources to be completed and renew any broken or lost items.</p> <p>Add laminated idea crib sheets to each box which will support the playtime leaders in getting more children active and involved.</p>	<p>Renewed resources cost</p> <p>£300</p>	<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Boxes organised and kept out in outdoor classroom for easy access.</li> <li>• Playtime leaders trained and monitored to ensure they are looking after the resources and supporting children on how to play with them.</li> <li>• Book set up for play time leaders to log any broken or lost resources to ensure they are replenished and sets are kept full.</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>• Children accessing various different activities during playtime and exploring new skills.</li> <li>• Playtime leaders developed in confidence to support younger children and become more interested in creating their own ideas for</li> </ul>	<p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Renew boxes and resources based on end of term audit</li> <li>• Check regulations for shared playground resources (COVID19 Regulations). Create boxes suitable for regulations, possibly KS1 /KS2 boxes.</li> <li>• Due to staggered playtimes and bubble enforcements, consider having playtime leaders for each class.</li> </ul>

			keeping the school active.	
Introduce a 'step counter' challenge using 'step counter' devices. Rotate these across different year groups over the year to help promote a more active lifestyle.	Buy and introduce the use of step counters. Arrange a school assembly to demonstrate the use of the devices and the impact on an active lifestyle.  Set up challenges (to be added to sports challenge board in the outdoor classroom) that can be recorded and monitored. Children to receive prizes/awards depending on challenge and achievement.	Step counters cost £100	<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>Step counters purchased Spring 2020 and used in the 'Step Challenge 2020'. All children have opportunity to wear the step counters for a week, working alongside their house team to try and achieve the highest amount of steps.</li> <li>Introduced a 'step challenge' during COVID lockdown. This didn't include the school step counters but brought the school families together (both home and at school) to complete the amount of steps from Rio to Tokyo. Lots of school families and staff happily took part in this challenge.</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>Children's attitudes towards activities outside became more positive with the incentive. Children using the running track more regular, even beyond their week with the step counters.</li> <li>Families openly admitted the impact the 'Rio to Toyo' had on them during the lockdown period. It encouraged families and staff to stay active and positive.</li> </ul>	<p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>Consider new ways to incorporate step counters into challenges each term to keep children's enthusiasm. This could also be focussed on families too.</li> </ul>
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				£3800      23%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p>Raise the daily profile of sport in school: Y6 sports leaders to be introduced and use, monitor and lead the use of the contents of the boxes.</p>	<p>Set up sports leader roles and organise time to train them in their roles. Ensure they're aware of the importance of this role.</p> <p>Set up an easy and accessible area in the outdoor classroom for playtime equipment to be stored to ensure it stays dry and organised. Renew flooring in the outdoor classroom to ensure this a suitable space for outdoor equipment.</p> <p>Arrange time in second shed to organise boxes (look into storage options, hooks etc.)</p>	<p>Time out of class to train – internal cover (£0)</p> <p>Outdoor flooring £3000</p>	<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Whole of Y6 were set as sports leaders. The children set up their own sports clubs on a half termly basis such as, netball club and ran independently. Sports leaders were given responsibility of organising playtime equipment</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>• More opportunities for younger children to take part in different clubs.</li> <li>• Responsibility for the sports leaders to develop in leading clubs</li> </ul>	<ul style="list-style-type: none"> <li>• Explore a way to ensure the sports leaders take pride in their role and enjoy the responsibility.</li> </ul>
<p>Incorporating digital technology into sport session to help staff perform more formative assessment based on the new Lancashire schemes of work and allow children to take a more active role in their formative assessment, success and improvement.</p>	<p>Introduce assessment app on iPad to be used during PE sessions. Allows teachers to complete formative assessment on the go and keeps an accurate and informative assessment.</p> <p>Using iPads during PE session for children to video and picture different activities and analyse.</p> <p>New iPad assigned to PE to be kept in central space for all staff to access each PE session.</p>	<p>Assessment app £450</p> <p>New iPad £350</p>	<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• APP being used by teacher's who taught PE in the school curriculum. Assessment of PE skills can be located on the APP, alongside evidence to back up the assessment.</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>• Staff more confident on how to assess PE skills during sessions</li> <li>• More accurate assessment being made on a formative basis</li> <li>• Staff using the plans more efficiently to support teaching of key skills</li> </ul>	<ul style="list-style-type: none"> <li>• Updated/New iPads needed to access the APP to its full potential – new data not accurate due to old iPads unable to update software beyond a certain point.</li> </ul>



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£380      2%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Teaching Staff to take part in curriculum training across all key stages and other sport specific training (e.g. gymnastics)	Staff more confident with the key aspect of the school curriculum and are able to support and challenge children appropriately.  Bring in specialist coaches to raise confidence and skill levels for staff.	Staff training costs – FREE due to membership (Both KS1/2 SoW training session and EYFS)	<b>Evidence:</b> <ul style="list-style-type: none"> <li>EYFS / KS1 member of staff took part in SoW training to support teaching of Infants PE.</li> </ul> <b>Impact:</b> <ul style="list-style-type: none"> <li>Further understanding of how to deliver a quality PE session to support fundamental skills.</li> </ul>	<ul style="list-style-type: none"> <li>Further training required for UKS2 gymnastics teaching and development of Physical Development in the EYFS.</li> </ul>
Arrange for staff to take part in Gymnastic training as well as other key areas which need confidence building or a new skills teaching such as Yoga training.	To help raise confidence in staff when teaching gymnastics.	Staff training costs allocation: £380	<b>Evidence:</b>  <b>Impact:</b>  <i>Due to COVID19, this course was not available</i>	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				£5450      33%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Continue to offer the wide range of activities both within and outside the curriculum in order to get more pupils involved. – Focus particularly on those pupils who do not take up additional PE and Sport opportunities  Multiskills/football Fitness fun Dance Golf Yoga (New Lancashire scheme of work due out in Summer 2020) Bikeability	Arrange a pupil survey to ascertain what pupils would like. Involve external coaches to work with staff in clubs.	External coach costings  - Multi skills + PE cover: £3600 - Dance: £1200 - Bikeability: FREE - Tots on tyres x 2 sessions: £350  Training costs and new Yoga curriculum: tbc	<b>Evidence:</b> <ul style="list-style-type: none"> <li>Clubs were on offer over the week and gave the children opportunities to take part in various activities. Increase in children taking part in extra physical activities.</li> </ul> <b>Impact:</b> <ul style="list-style-type: none"> <li>Enjoyment for active learning beyond the PE sessions.</li> <li>For some children as increase in their amount of time there are physically active during their time in school.</li> </ul>	<ul style="list-style-type: none"> <li>Consider how to offer this variety of actives with current COVID19 restrictions set in schools.</li> </ul>

Tots on tyres				
Arrange a sports related school trip for each class over the year that offers a different type of activity.	Organise three appropriate activities which give the children a different sport to try. Keep it as local as possible to support local clubs and allow children the opportunities to visit these out of school time.	Travel costs - £200 Subsidised activity costs - £100	<b>Evidence:</b>  <b>Impact:</b>  <i>N/A due to COVID19 lockdown</i>	Potential depending on COVID19 restrictions.
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation: <b>£1900</b> <b>12%</b>
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
Children in school can access a wider variety of competitive sports by taking part in the Lancashire partnership tournaments as well as making positive links with other schools (The Olive School, Preston)	Continue to develop strong links with cluster and Preston schools. Release PE leader to train children for further competitions. Enter further competitions with Ribble School Sports Partnership	<b>£1300</b>  <b>(Incs fee for all events and support)</b>	<b>Evidence:</b> <ul style="list-style-type: none"> <li>Competed in various KS2 events over the two terms school was open (Football, athletics). Some events cancelled due to COVID19 (Tennis, Tag rugby)</li> <li>KS1 and KS2 friendly PE events arranged with Olive School to encourage partnerships with another school as well as develop skills.</li> </ul> <b>Impact:</b> <ul style="list-style-type: none"> <li>Children's enjoyment increased for competitive events</li> <li>Development of a team ethic, particularly with the developing football team</li> <li>Achievement factor of winning some games and races.</li> </ul>	<ul style="list-style-type: none"> <li>Develop school football team further, including training session ongoing over the year (COVID 19 restrictions may impact on this) .</li> </ul>

<p><i>To ensure all swimmers achieve 25 meters thus meeting the statutory requirements of the national curriculum for PE. - All pupils can perform safe self rescue over a varied distance so they are confident and safe in water in cases of accidents.</i></p>	<p><b>Two year cycle – continues 2020/21</b></p> <p><i>Find a pool which can accommodate us for two terms, or as necessary to develop all our children – as we are a small school we do not have a swimming slot every year which runs and it can be difficult to find provision.</i></p>	<p>£600</p>	<p><b>Evidence:</b></p> <p><b>Impact:</b></p> <p>N/A</p>	
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