

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised November 2019

This is a two Year plan due Covid Restrictions and necessary catch up sessions. 2020-2021

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 **31<sup>st</sup> 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.

This is a two year plan, rolling over from the last academic year due to Covid Restrictions.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>- Competing with the “elite” schools that win the Preston tournaments, breaking into the top 2 in the Year3/4 Quads Kids Games last year and also winning the CTK competition trophy and the Division 5 Football League</li>   <li>- The success of the apprentice. She has started to work through a scheme with children across the whole school to address coordination and balance issues. She has also helped to give the girls more confidence in joining into sports during break and lunch times, as she is a good role model for them, whilst also breaking the stigma that some boys had about girls and sports. She has brought more sports to the infant play times by bringing resources from the cupboard and playing games with them. She has also been an asset to teachers in their P.E. lessons as she models the skills that they cannot.</li>   <li>- Children are becoming more competitive and confident overall in school in terms of sports and activities, which has rolled into their studies too. With sports becoming a bigger part of school life, the children are becoming more active and determined to improve their skills and also lifestyles. It is also helping to resolve some behaviour issues with certain children.</li> </ul>	<ul style="list-style-type: none"> <li>- We will continue to help staff with their knowledge as they need guidance with understanding the new scheme, the assessment system and PE lessons.</li>   <li>- To continue to improve knowledge and understanding of their targeted subject, two separate Key Stage courses will be booked later this year or when Covid restrictions change.</li>   <li>- We need to progress further with KS1 P.E. skills. There is a high percentage of pupils who start school lacking the basic motor and core skills that an expected child should have. This group of children enter KS2 working below expected standards.</li>   <li>- There is a lack of in school sporting competitions apart from Sports Day. This is a missed opportunity for school tournaments to practise. This also gives the children that aren't picked for the tournaments and after competitions a chance to be involved in one. Inclusive sports such as the Change 4 Life tournaments are also a way of being more inclusive.</li>   <li>- When we do swimming in year 4, it is the first time that some children have had lessons so we have on average half the class that are non-swimmers at the start and although they improve we do not get high percentages of confident swimmers at the end. There needs to be highlighted with parents in year 2 or year 3 to go to swimming lessons so that they are water confident before they start. It is a misconception of some parents that they don't need to take their children swimming, as this is a skill that they will learn in primary school. We also need to prepare for the Year 5s that missed swimming last year due to Lockdown.</li> </ul>

	<ul style="list-style-type: none"> <li>- Our P.E. TA's role will be developed further. Once Covid restrictions change, he will assist teacher's knowledge with our new PE activities, for example: handball and orienteering. The TA will assist in delivering high quality lessons and assessments. Coaches will also be brought in to support/instruct in lessons.</li> <li>- It is important that, as a school, we understand the gaps in the children's progress due to Covid. We may track this closely and plan for high quality fast track learning and assessing. Mr Evans and the new PE app will support this. All children will carry out a baseline assessment at the start of the school year and children will be targeted for additional support.</li> </ul>
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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><b>N.B.</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>	43%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	40%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	51%
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?	No due to restrictions at the local pools – availability of pool time and catch up for the Year 5s who missed last year.

## 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.

<b>Academic Year:</b> 2020/21		<b>Total fund allocated:</b> £18,170 + £3,717 carry forward = £21,887		<b>Date Updated:</b> Sept/Oct 2020	
<b>Key indicator 1:</b> 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: 48%
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?:
<ul style="list-style-type: none"> <li>- Continue with outdoor sports or physical activity for breakfast club (15 minutes) to encourage more attendance and getting involved in physical activities.</li> <li>- Due to Covid restrictions, we have five bubbles and will take 1 bubble out a day.</li> <li>- Do core strength, coordination and gross motor skills work with the infant children that haven't developed or are weaker in these skills (15 minute group work)</li> </ul>		<ul style="list-style-type: none"> <li>- Set up a timetable for KS1 and KS2 to discuss the scheme.</li> <li>- Get training and courses for apprentice from staff and outside agencies.</li> <li>- Train PE apprentice to take out small groups of 4 to 6 children to educate them on healthy choices and exercise using the Change 4 Life resources (with physical activities).</li> <li>- Find innovative and inspiring ways to encourage our classes to keep fit at home.</li> </ul>		PE TA total allocation for PE = £13,000  2/3 of his time is morning work = £8,667	<ul style="list-style-type: none"> <li>- TA to be trained as a replacement for the apprentice. This is achieved through the PE Subject Leader.</li> <li>- Staff completed Sensory Training so can continue from PE apprentice. Start to roll out to the juniors too.</li> <li>- Once the scheme and plan is in place, it can be used by any member of staff in any class.</li> <li>- Add fitness videos and links on our school pages. Send links out via dojo. Send</li> </ul>

<ul style="list-style-type: none"> <li>- Introduce the Change 4 Life scheme to make pupils aware of and improve basic health and fitness (targeted group in each class).</li> <li>- Introduce more physical activity clubs after school so children get an additional hour of sports and physical activity a week. SENco to try to identify and invite pupils that need extra activity.</li> </ul>		<p>1/7 of PE TA's time will be providing after school clubs = £1,857 One Covid restrictions ease.</p>		<ul style="list-style-type: none"> <li>- online certificates for children who achieve a set amount of time.</li> <li>- As the use of outside agencies aren't sustainable, there is a need to upskill some teaching assistants and teachers, who can do school clubs (This will be achieved when Covid restrictions change).</li> <li>- This plan will progress as we adhere to the changes of Covid regulations.</li> </ul>
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<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>	<p>Percentage of total allocation: 2%</p>
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Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> <li>- Celebrating sports achievements in weekly and monthly assemblies to enhance the importance of sport and encourage all pupils to participate and become involved in and out of school.</li> </ul>	<ul style="list-style-type: none"> <li>- Children's successes celebrated in class assembly or monthly celebration assembly.</li> <li>- Achievements and results celebrated in assembly (parents invited to the monthly</li> </ul>			

<ul style="list-style-type: none"> <li>- Celebrate the smaller successes. Children who find PE a challenge and have managed to achieve a skill that they haven't been able to do before i.e. managing to catch a ball one handed for the first time, being able to ride a bike.</li> <li>- Celebrating sports achievements in weekly and monthly Zoom assemblies to enhance the importance of sport and encourage all pupils to participate and become involved in and out of school.</li> <li>- Sporting activities like clubs and competitions to be highlighted on the TV in the entrance (when Covid restrictions change) and school newsletter. This gives children pride in representing our school as well as improving the profile even more. Share on the school display board and Class Dojo.</li> </ul> <p>A change to the timetable with P.E. afternoons to adhere to current Covid restrictions .It is an adjust but still ensuring P.E. is a priority.</p>	<p>assemblies)</p> <ul style="list-style-type: none"> <li>- Achievements and results celebrated in assembly (parents invited to the monthly assemblies).</li> <li>- "Sports corner" in the newsletter to show calendar of event, clubs and competitions. Also a PE board needs to be created somewhere in the school.</li> <li>- The P.E. TA to document all sporting achievements in the school with the sporting participants helping to create a power point to explain the events.</li> </ul>	<p>1/35 of PE TA time = £371</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:
				26%
Inten t	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:
<ul style="list-style-type: none"> <li>- To up-skill staff with the support of subject leader. PE TA and coaches so that they can be assisted in gaining confidence and knowledge in teaching PE and assessment procedure so they can improve progress and achievement of pupils.</li> <li>- To work towards specialist P.E. teachers.</li> <li>- To develop/support role of the P.E. Subject Leader with CPD courses.</li> <li>- Ensure staff have the equipment to use the PE App to aid assessment.</li> </ul>	<ul style="list-style-type: none"> <li>- To roll out PE training sessions for HLTA's and new teachers to help with the correct techniques.</li> <li>- To deliver the updated PE policy with the teachers during a staff meeting.</li> <li>- To ensure CTK partnership is renewed and set up timetable for specialist coaches to attend or via zoom due to Covid restrictions.</li> <li>- To send one teachers on a course for specific training as identified.</li> <li>- To identify specific areas of need with the staff to create in-house specialists.</li> <li>- To attend the new Lancashire scheme of work (Foundation, KS1 and KS2) and share the</li> </ul>	<p>£1,500 for additional coaches</p> <p>£500 for training and App</p>		<ul style="list-style-type: none"> <li>- Sustainability will be achieved over the next few years as each teacher will be trained in one activity that they can become leaders in this sport and share their expertise with others.</li> <li>- CTK partnership includes dance festivals, coaches and tournaments. The up-skilling of teachers in gaining knowledge and techniques is sustainable but the partnership itself is unsustainable without funding.</li> <li>- A PE Inset Day will be needed to share practical ideas and knowledge.</li> </ul>

	skills when appropriate.  - Purchase a set of mini iPads (1 per class) to support PE teaching and assessment.	£3,600 for iPads		
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

Percentage: 9 *9.5* location: %

Inten t	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:
<p>Additional achievements:</p> <ul style="list-style-type: none"> <li>- Continue to offer a wider range of activities within and outside the curriculum (when Covid restrictions change) to give pupils different experiences in sports.</li> <li>- To ensure that resources are well stocked and are correct size for the age group using it.</li> <li>- To order new stock for each bubble to create inspiring and energising play times.</li> </ul>	<ul style="list-style-type: none"> <li>- To create a timetable that incorporates at least the main units of study every two years plus additional extra units that add variety to the curriculum.</li> <li>- To adjust timetable to adhere to the Covid rules.</li> <li>- Subject leader to encourage the variety of P.E. activities that are available.</li> <li>- PE Subject Leader to train apprentice in the main units of PE plus extra areas that are different.</li> <li>- Yoga for schools will be rolled out after Covid restrictions change.</li> <li>- Continue to ensure resources are stocked for main and newer units of P.E.</li> </ul>	£2,000 allocated for resources		<ul style="list-style-type: none"> <li>- PE TA to be trained in skills in every main unit that they will share with other teachers during their lessons. More staff will have a broader knowledge to teach pupils.</li> <li>- Ensure that the resources are stocked checked and looked after so we don't need to replace as often.</li> </ul>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				15%
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:
<ul style="list-style-type: none"> <li>- To continue the partnership with CTK that provide 10 tournaments/festivals across all classes throughout the year so pupils can participate in competitive sports outside of school (as Covid restrictions change).</li> <li>- To continue to be part of the netball and football league set up by DB Sports (Preston Primary School Sports Council). To re-enter the sports tournaments with DB Sports, Preston Primary School Sports Council and Sports Games (as Covid restrictions change).</li> <li>- To start in-school team sports tournaments throughout the year in different sports (as Covid restrictions change).</li> </ul>	<ul style="list-style-type: none"> <li>- Renew partnership with CTK</li> <li>- Give out CTK booklet of sporting activities and put dates onto diary.</li> <li>- Ensure all coaches have correct qualifications.</li> <li>- The teams to have a designated training day so that they have enough time to understand the rules and positions.</li> <li>- Ensure travel costs are covered to competitions.</li> <li>- To organise one sports competition for each class throughout the year with PE TA. Time to plan and run the events.</li> </ul>	<p>£2,750 for CTK partnership</p> <p>£500 for additional tournaments and competitions and transport</p>		<ul style="list-style-type: none"> <li>- As stated above, the partnership is unsustainable without funding (Key Indicator 3) unless we don't pay for the coaches and hold competitions at a venue for a smaller fee.</li> <li>- Issues around restrictions due to Covid. Look at taking part in the innovative Virtual competitions with virtual coaches.</li> <li>- If this works, the timetable can be run year on year by the P.E subject leader.</li> </ul>

Signed off by	
Head Teacher:	<i>J. Edwards</i>
Date:	1/10/20
Subject Leader:	Catherine Cremona
Date:	1/10/20
Governor:	Governors Resources Committee
Date:	15/10/20