

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

Commissioned by



Department  
for Education

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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](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.

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.

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<p>School staff have a shared vision for PE and physical activity and that they model this vision throughout the school day.</p> <p>The outdoor area has been redeveloped. This construction work started in August 2020 and is planned to continue.</p> <p>The Lancashire PE app has been purchased to aid planning, progression and assessment. The PE subject leader attended the course to implement this in school</p> <p>Over the last academic year, PE has developed significantly. It has a high profile in school. OFSTED were pleased with PE in school.</p> <p>Lunchtime staff have been trained to provide active lunch times through games. skill development and team work. This initiative has been resourced with new playground equipment.</p> <p>The use of specialised coaches (ProSport) to deliver lessons on a Wednesday afternoon has not only raised the profile of PE but also helped to improve staff confidence and skill.</p> <p>The children enjoy PE, children learn and develop new skills and have regular opportunities to apply these skills.</p> <p>Lessons are of high quality and progress has been noticeable. A strong foundation for PE is now in place and this can be further built on in the coming years.</p> <p>With a focus on fitness, the children are now aware of the impact that PE and sport have on their bodies. The staff have been given ideas of how to teach fitness and monitor it within their class. The children have started to show measurable improvements in their fitness which will hopefully progress over the next year.</p> <p>The uptake of extra-curricular activities has increased as these are developed with</p>	<p>Playground leaders (children) need to be trained to support the welfare staff in delivering active lunch times.</p> <p>The out door area to continue to be developed. Children will need training to use the area with new fixed equipment, safely.</p> <p>To continue to develop the number of extra curricular clubs provided by school - through teacher staff and ProSport coaches.</p> <p>The PE app needs to be implemented in school (ICT dependent). This will be done through staff meetings lead by the PE subject leader. This will aid planning, ensure progression though correct sequencing of skills and develop accurate assessment.</p> <p>The purchase of further gymnastic equipment will be assessed in school</p> <p>The development of outdoor and adventurous sports will continue in school, using offsite facilities where appropriate. The planning and development in the PE app should facilitate this.</p> <p>To continue to access the support and development opportunities offered by HRVSSP.</p>

the children's thoughts in mind. Two year six students are Bronze Ambassadors and act as sport captains for the school and the school council have influenced pupil leadership in PE. The following free clubs have been offered (the aim being that all children can access at least one club in a school year).

KS1 Kurling

KS2 Kurling/games

KS2 tag rugby

KS2 tennis (planned but stopped due to covid)

KS1 invasion games

KS1 multi skills

KS1 striking and fielding (planned but stopped due to covid)

KS2 multi skills

Year 3/4 football

Year 5/6 football

KS1 athletics (planned but stopped due to covid)

Y5/6 high fives

KS1 and 2 Chance to shine Cricket

KS1 and 2 change for life (planned but stopped due to covid)

All clubs have excellent numbers with many being oversubscribed. Clubs with a small charge have also been offered to the whole school including tri golf/dodgeball/multiskills/olympics.

Year 6 completed level one and two bikeability and 6 children completed level 3

All reception children completed tots on tyres and learn to ride.

The school is also part of the HRVSSP and has entered many competitions, achieving success in many of these. St Bartholomew's has a good name in Hyndburn and are seen as a successful school. The Athletics team reached the Lancashire finals and other teams medalled (usually gold!) in many sports.

New resources for the school were ordered to update older equipment. New benches, mats and general stock was purchased for both key stages

Participation in B and C team competitions increased the number of children given the opportunity to play competitive sport. Competition in Key Stage Two (with other schools in Hyndburn) provides gifted and talented children with an opportunity to achieve success and regular festivals allow children, who are not as confident, to learn new skills and compete against other schools. This was planned to continue

but halted due to covid.	
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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? <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.	87%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	67%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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

## 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

Academic Year: 2019/20		Total fund allocated: £		Date Updated:	
<p><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</p>					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:
Lunchtime staff report measurable positive impact on behaviour through active lunchtimes	Breaks: for KS1 a rota of equipment each day Lunchtimes:KS1 and KS2 rota led by dinners staff. Lunchtime staff trained. Weds lunch - coach provides opportunities for least confident and whole school.			All children are active for at least 30 minutes each day. Lunchtime activities and clubs ensure that children are physically active and are engaged in activities. This in turn has a positive impact behaviour. Behaviour at lunchtimes is good.	Continue to provide opportunities for children to participate in 30 + minutes of physical activities each day.
Increase in numbers of children attending clubs targeting least active children.	Morning clubs - alternating between ks1 and ks2 throughout the year (Tuesday) Change for life club - focus on less active children (planned but stopped due to COVID) Monday - Chance to shine cricket - 6 weeks y2-4 Thursday am - high 5 netball - year 5/6 After school clubs - Weds- football y 5/6. Friday - Term 1- tag rugby y3-6,			Numbers of children participating in clubs involving physical activity at lunchtimes have increased. All children in the school have the opportunity to attend a club at least once a week	Extend the range of clubs offered to ensure participation is maximised and a wider number of children participate.

<p>The outdoor area will be developed to encourage participation in a variety of activities</p>	<p>term 2 - Y3/4 football term 3 y3-6 tennis. Regular paid Thursday club. Increase numbers attending weekly C4L club – focus on least active/obese. Link with PSHE through healthy food initiative.</p> <p>Design new outdoor fixed area. Removal of older area. New area to be decided on by school council and bronze ambassadors and built ASAP</p>		<p>Build started August 2020 (Covid)</p>	<p>When build is completed: Training provided to children for safe use Rota in place to ensure all children have access to area.</p>
<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: %</p>
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>
<p>School on track to be able to apply for platinum sports mark</p> <p>Children to engage with the provision of PE and school sport to raise attainment and this to impact on whole school attainment</p> <p>At least two hours of PE a week is</p>	<p>Evidence achievements and PE to show developments needed for platinum school games mark.</p> <p>To buy into coaching and CPD from ProSport.</p> <p>Chance to shine and cricket affiliation</p> <p>Staff/PE coaches/Swimming teachers</p>		<p>Due to covid, gold mark maintained - will apply for platinum this year.</p> <p>Children are inspired by quality coaching in school. They access a range of sports and all children succeed. Staff have been supported by the CPD they have offered. They have delivered a variety of</p>	<p>Continue to participate in all sporting opportunities the School Sports Partnership offers. Apply for Platinum Mark in 2020. Gather appropriate evidence</p> <p>Complete application</p> <p>To continue with this provision</p>



provided	provide quality lessons.		sports so children of all ability can compete and access a variety of skills.	
Cross curricular links with other subjects	Links with science/pshe/music to be maintained, ensuring children develop knowledge		Clear links with science and pshe through fitness and healthy living. Evidence in science books	To continue and investigate links with other subjects
PE is seen as a key subject in school	pupil questionnaire to give an insight into attitudes, opinions and life skills learn		Planned for summer term - stopped due to closure for Covid.	Ensure this happens Spring 2021
PE board to celebrate school games achievements	board shows achievements, bronze ambassadors and upcoming events		Board in place. Pictures of leaders and ambassadors	Update more frequently. Include pupil voice
Purchase new equipment to replace older/broken equipment	New benches, new mats and new equipment to be purchased for both KS1 and KS2		Purchased Autumn term 2020. Now regularly used by staff.	Continue use and replace any older equipment.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
Planning, sequencing and progression of skills and accurate assessment is achieved through the purchase of the PE app (Lancashire)	PE leader to attend training and deliver training to staff to implement the use of the app across all classes in school.		Training course attended and app purchased. Due to COVID/ICT issues, this is yet to be implemented.  All staff have received paper copies of updated planning scheme.	Implement this in school. Subject leader to provide training for all staff to regularly use the PE app.
CPD offered to staff that need training	ProSport coaching in school on Weds afternoon working alongside teachers with training needs or class specific needs. Staff to liaise with coaches to ensure they develop opportunities to learn to teach new skills, new games and new sports Other sessions provide CPD to TAs and HLTAs ensuring skills for behaviour management, the ability to push AGT children and support the less confident and SEN		Regular staff training. Confidence has increased. A focus on skill development and differentiation was clear in classes worked with. Coaches have worked in school for a number of years and know the staff and children well.  Lessons are tailored to the needs of the staff, school and most importantly, the individual child.  A variety of sports have been offered such as gymnastics, tag rugby, team building activities, cricket etc.	Continue with coaching to provide team teaching opportunities for staff in new year groups.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				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:
<p>Club registers show an increase in participation of numbers of children and the range of sports they participate in.</p> <p>A variety of extra curricular clubs are offered to all children in the school. Assessment showed increase in ability of children and increase in skill level.</p>	<p>Audit of current PE resources and equipment. Purchase new equipment to deliver varied PE and school sport programme</p> <p>Wider program of x-curricular activities offered: kurling, football, high fives, multi skills investigated Numbers attending to be increased and coaches to be increased as needed</p> <p>Purchase stickers and necessary equipment</p>		<p>Enough resources ensures children can access quality extra curricular activity - see key indicator two for new resources purchased.</p> <p>Complete range of PE clubs ensured high levels of participation in extra-curricular clubs. Clubs offered for: Athletics ks1 (Covid stopped) Multi-sport ks1 and ks2 Netball ks2 Cricket ks1 and ks2 Football ks2 Tennis ks2 Tag Rugby ks2 Kurling ks1 and ks2 multi skills ks1 invasion games ks1 striking and fielding ks1 (Covid stopped) change for life ks1 and ks2 (Covid stopped)</p> <p>Planned for summer term - Covid stopped. HRVSSP home sports day sent to children working from home</p>	<p>Maintain the equipment</p> <p>Replace any damaged or worn equipment</p> <p>Replace and invest in new gymnastics equipment.</p> <p>Maintain levels of participation and club offers through coaching and staff opportunities.</p> <p>Plan and set dates for sports day 2021.</p>

Sports day for eyfs/ks1/ks2			and participated in school with key work children.	
Bikeability in Autumn term	Access Tots on Tyres, learn to ride and Bikeability programmes		30 Children are confident and safe on bikes (eyfs)  30 Y6 passed level 1 bikeability 29 Y6 passed level 2 bikeability 6 Y6 passed level 3 bikeability	Rebook and continue
Bronze Ambassadors to feedback thoughts from children in running of PE	Children applied and selected by staff and pupils. Attended training provided by HRVSSP.		3 children trained - worked alongside PE leader to develop use of new equipment.	Select and train new sports leaders - raise profile across school. Work alongside school council to develop sports crew.
Through HRVSSP, develop playground leaders	Access HRVSSP sport leader training program.		Contact made and initial booking made. Cancelled due to Covid.	Rebook for early Autumn term. Children to work alongside lunchtime staff.

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:
<p>Competitions entered shows at least an equal number of children have participated in competitive sport as compared to previous year.</p> <p>Opportunities to access festivals for less confident children</p> <p>Number of children completing SEND sporting activity has increased</p> <p>Affiliation with Lancashire cricket develops opportunities for children to compete learning new skills.</p> <p>Transport to and from events</p>	<p>HRVSSP buy in to to give new participants an opportunity to represent school.</p> <p>Maintain existing inter school competition programme.</p> <p>Attend developmental festivals and inclusion events to engage least active and SEND pupils.</p> <p>Maintain 'friendly' competitions as an outcome for participation in extra-curricular</p> <p>Develop intra competition – at end of every unit of work hold class/year group competition</p> <p>Chance to shine and further development of year 6 children to prepare for HRVSSP and county competitions</p> <p>Mini bus hire</p>		<p>Children from year R - year 6 competed in events thorough out the year, targeting AGT children and other, less confident children</p> <p>Children participated in the full range of sports offered through the sports partnership and additional local sporting events.</p> <p>THIS WAS STOPPED IN MARCH 2020 DUE TO COVID AND SCHOOL CLOSURES</p> <p>In class competitions allows a range of children to achieve through self and team competition.</p> <p>Chance to Shine club - sept 2020 Affiliation coaching did not happen due to COVID.</p> <p>Ensured all children can access events during the school day and after the</p>	<p>Maintain this, ensuring all children have an opportunity to represent school at least once in their school life.</p> <p>Develop this so that classes are regularly competing against each other - at least 3 times a year.</p> <p>Continue and develop</p> <p>Continue as needed</p>

			school day.	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	