

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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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 2020	Areas for further improvement and baseline evidence of need
<ul style="list-style-type: none"> Achieved Gold Schools Games Mark Assessment system in place throughout school for PE Wider range of after school clubs offered to pupils – martial arts, cheerleading, cricket etc – high levels of participation Improved opportunities for children to be physically active at playtimes and lunchtimes by playground leaders, supervisors CPD and new equipment, playground zones Raised profile of PE across school Pupils had opportunities to represent the school in sport or activity/competition An online sports day was held which included external coaches to engage children in PE and exercise during lockdown. Some use of Sports Leaders Displays in relation to PE 	<ul style="list-style-type: none"> Staff to participate in regular CPD that facilitates high quality PE to ensure that the competence and confidence of staff to teach PE is consistent K13 Enhancing the opportunities for our less active and other targeted groups K11 Introducing new ideas to achieve the recommended 30 minutes a day of activity K11 Introduction of more racket sports into school K14 Further opportunities to participate in new sports K14 Show links between physical health and mental health K12 Develop curriculum links with sport/physical activity K12 Continue to engage those inactive pupils in smaller group activities. K11 Participate in Trust events to support inactive children K15

Meeting national curriculum requirements for swimming and water safety	July 2021
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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.	Children did not participate in swimming due to Covid19 No swimming facilities were open
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	
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 over and above 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 the future.

Academic Year: 2020/21		Total fund allocated: £17380	Date Updated: July 2021	
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:
				52%
Intent	Implementation		Impact	
Clear school focus what pupils need to know, be able to do and learn/consolidate through practice	Actions linked to Intent	Funding allocated	What do pupils now know What can they now do? What has changed?	Sustainability and suggested next steps
Increase opportunities for all children to engage in physical activity	<ul style="list-style-type: none"> • Ensure that all children (Y2-6) are taking part in at least one after school club that develops fitness levels • PE leader to identify key children who are less active and less interested in physical activity • Use pupil voice to inform purchasing of new equipment and playground resources • Use of pupil voice to promote new activities to achieve 30 minutes physical activity per day • Purchase outdoor gym equipment • Purchase balance bikes for EY 	<p>£252</p> <p>£8400</p> <p>£335</p>	<p>Confidence levels of midday staff increased and they have more ideas of different range of activities using the play equipment.</p> <p>Pupils have more ownership of organisation/implementation of physical activity in school</p> <p>Pupils have increased opportunities to use outdoor equipment to engage in physical activities</p>	<p>Install multi use surface for daily mile.</p> <p>Continue to identify and encourage all children to participate in physical activity</p> <p>Increase the percentage of children leading and managing sports events</p>

Key Indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				9%
Intent	Implementation		Impact	
Clear school focus what pupils need to know, be able to do and learn/consolidate through practice	Actions linked to Intent	Funding allocated	What do pupils now know What can they now do? What has changed?	Sustainability and suggested next steps
<p>Raise profile of physical activity through Pastoral/Wellbeing and PE leader</p> <p>Develop links with physical activity/sport and other subject areas</p>	<ul style="list-style-type: none"> • PE leader to feed into SLT meetings • PE/Pastoral/Behaviour leader to work closely with all lunchtime staff to increase pupil participation in sports and physical activities • Release time for PE leader to work with staff to organise "Healthy Schools "Week in Summer Term • Dance lessons linked to termly topics 	<p>Resourcing as above £252</p> <p>£1620</p>	<p>During lockdown children were encouraged to participate in virtual events to support their wellbeing. Children who were in school spent increased time participating in physical/sporting events</p> <p>Some evidence of physical learning activities across range of subjects.</p>	<p>Increase community links re sport and healthy lifestyle – high school, parents etc. Engage with professionals offering workshops around physical health linked to mental well-being.</p> <p>To continue when COVID restrictions have been eased.</p> <p>Curriculum development in line with new OFSTED framework to identify opportunities across all subject areas linked to physical activity.</p>

Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				6%
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:
To ensure that newly qualified teachers are confident teaching	<ul style="list-style-type: none"> • NQTs/RQT teachers to work with PE leader to deliver a sequence of PE lessons • Planned time for PE leader to observe quality of teaching in PE • CPD for all staff 	£1038	NQTs are confident delivering PE lessons to their class Quality of PE teaching is consistently good in all year groups	To continue when COVID restrictions have been eased. Audit of staff needs re CPD
Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				27%
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:
Introduction of racket sports into school	<ul style="list-style-type: none"> • Purchase resources to enable tennis, table tennis, badminton etc. to be taught • CPD for PE Lead/staff 	£750	Children have the opportunity to participate in tennis, table tennis and badminton	To maintain engagement and look at school day timings to add in further physical activity where possible.
Children given opportunities to experience different sports	<ul style="list-style-type: none"> • Introduction of year group focussed sport days – archery, 	Bee Active £2660 Port Vale £335 Dance £990	Children to have the opportunity to participate in a wider variety of physical/sports activities	Develop outdoor/adventurous activities. To continue when COVID restrictions have been eased.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6%
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:
Participate in competitions throughout the year (virtually)	<p>Work alongside Trust schools to organize these events and host. Cover costs of venue hire with other Trust schools in a central location. Transport arranged between schools. Once COVID restrictions have been eased.</p> <p>Staff available to support these virtual events throughout the year to support the children to compete.</p>	£1000	More children taking part in league games and tournaments who have not previously participated. Children coming forward to ask if they can take part.	<p>Continue to encourage all children to take part in clubs and events that we do put in mixed ability teams so that children can all compete.</p> <p>To complete when COVID restrictions have been eased.</p>

Signed off by	
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Date:	
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