

# 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 **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 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Interhouse competitions were introduced between the new houses to increase and raise the profile of competition throughout the school.</li> <li>• More sport was introduced into breakfast club, focusing on a new sport each day.</li> <li>• A school wide survey about sport opportunities in school and out of school was completed.</li> <li>• Table tennis tables were purchased for children to use during break/lunch times/at after school clubs and during curriculum time.</li> <li>• A new netball kit has been sponsored by a local company.</li> <li>• All classes receive a minimum of 2 hours PE/Games a week.</li> <li>• Extra-curricular sports clubs are organized every night of the week and some lunch times.</li> <li>• A tri golf course has been created on the infant field.</li> <li>• The school participated in a Paralympic event, which saw children who can't access mainstream sports, be given the chance to represent their school.</li> </ul>	<ul style="list-style-type: none"> <li>• Play leader training for year 5 – This will give the children a chance to learn how to lead activities for children younger than them</li> <li>• Introduction of new sports to the school ( E.g. Tchoukball)</li> <li>• The creation of a certificate system to go alongside the celebration certificates, which recognise certain PE values in lessons.</li> <li>• Purchase a school wide staff PE kit.</li> </ul>

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.	83% (based on Year 5 data)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	83% (based on Year 5 data)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Children haven't had swimming lessons in year 6 due to being off as a consequence of lockdown
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/ <b>No</b>

## 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: £17,710		Date Updated: July 2020	
<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: 15.08%
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>All pupils to take part in 15 minutes of additional activity every day in addition to PE lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Volunteer to take weekly lunchtime football practices for boys.</li> <li>The mile a day scheme is ran by all junior children when the field is dry at the end of lunch time, with the infants doing this during lessons.</li> <li>The super mover scheme is done every day when the field is wet and lead by the class teacher.</li> <li>Extra-curricular sport clubs are on offer every day after-school, which are led by teachers or outside coaches.</li> <li>Playground games on offer every lunch time on the infant playground for KS1</li> <li>Sports lead to do sporting activities during breakfast club</li> </ul>	£2671.33	<ul style="list-style-type: none"> <li>Year 5 and 6 children get access to weekly football practise, improving their fitness and understanding of the game</li> <li>Every child in the school will run a mile a day for 15 minutes at the end of lunchtime, improving their health and concentration for the afternoon lessons. (Weather dependent when junior/infant field is dry)</li> <li>Every child in school will take part in the super mover videos on a daily basis. (Weather dependent when junior/infant field is wet)</li> <li>Children are given access to variety of sports to boost engagement and excitement (Football, Netball, Zumba,</li> </ul>	<ul style="list-style-type: none"> <li>Training year 5s to lead active lunch games to ensure that all children have the opportunity to take part in a physical activity to participate in at lunch time</li> <li>Introducing more sports to the school to encourage children to take part in additional physical activity (E.g. Tchoukball)</li> </ul>	

			<p>Tag Rugby, Athletics, Dance, Cricket, Rounders, Tennis, Boccia, Hockey)</p> <ul style="list-style-type: none"> <li>Year 6s lead games at lunchtime for KS1 children to join in, providing opportunities for children to encourage peers to be active.</li> </ul>	
<p><b>Key indicator 2: The profile of PE/SPA being raised across the school as a tool for whole school improvement</b></p>				<p>Percentage of total allocation:</p> <p style="text-align: center;">%</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>
<ul style="list-style-type: none"> <li>Recognising sporting achievements made in school and out of school</li> <li>Displaying trophies and medals that are won through</li> </ul>	<ul style="list-style-type: none"> <li>Achievements highlighted and celebrated in assembly and certificates and medals/trophies given. (Also, match results and significant achievements during lessons are highlighted.)</li> <li>Photographic evidence of sporting activities displayed on PE notice board to raise the profile and increase awareness.</li> <li>Match reports/photographs are published on the schools website to share achievements with parents and the wider community.</li> <li>School weekly newsletter recognizing any sporting achievements.</li> </ul>		<ul style="list-style-type: none"> <li>There has been an increase in the amount of pupils across school being recognised for their contribution to PE lessons and extra-curricular activities.</li> <li>Parents have attended assemblies.</li> <li>Pupils are very proud to be involved in assemblies/photographs on display which is impacting on confidence and self-esteem throughout the school.</li> <li>Sporting success recognized in the school weekly newsletter, on the school website and sports notice</li> </ul>	<ul style="list-style-type: none"> <li>Creating a certificate system to go alongside the celebration certificates, which recognises certain PE values in lessons e.g. sportsmanship as well as achievements</li> </ul>

<p>school competitions</p> <ul style="list-style-type: none"> <li>To achieve a school games mark</li> </ul>	<ul style="list-style-type: none"> <li>Display cabinet in the school entrance to showcase what the children have won throughout the year.</li> <li>PE lead to enter competitions throughout the academic year that are hosted by school games. Instil the school games values into curriculum lessons.</li> </ul>		<p>board.</p> <ul style="list-style-type: none"> <li>Visitors/parents are able to see what achievements have been made in sport throughout the school</li> <li>Tanworth have achieved a gold medal this year through the competitions that have been entered. This can be found as part of the school's letterhead.</li> </ul>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				46.43%
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>Provide staff/TA with professional development, mentoring, training and resources to help them teach PE and sport more effectively.</li> <li>Improving resources available for staff to use</li> </ul>	<ul style="list-style-type: none"> <li>Specialist sports coach employed to work with all staff and TAs in lessons and clubs.</li> <li>Continue using “The PE hub” as our scheme of work for curriculum lessons.</li> <li>Purchased four new football goals</li> <li>Purchased kitbags for football and netball team kits</li> </ul>	<p>£7406.34</p> <p>£455</p> <p>£308</p> <p>£40</p>	<ul style="list-style-type: none"> <li>All staff have improved subject knowledge and confidence. Pupils are more active in PE lessons through strategies such as dynamic workouts and other examples of good practice being shared.</li> <li>Better subject knowledge/ increased confidence has encouraged staff to take a more active role in curricular lessons.</li> <li>PE lead to lead less curriculum lessons next academic year as teaching staff have increased confidence and knowledge in teaching PE lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Send staff on more courses that include a PE element to maintain confidence and knowledge throughout all sport</li> <li>PE lead to continue to offer guidance and support where needed, particularly as new sports are introduced.</li> </ul>



	<ul style="list-style-type: none"><li>• Two outdoor table tennis tables have been purchased for use on the junior playground, which children will have the opportunity to use them during lunchtimes and afterschool.</li></ul>			
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1.3%
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>Creating a competitive atmosphere around the school through inter and intra school competitions</li> </ul>	<ul style="list-style-type: none"> <li>The girls' football team were entered into the Warwick university football league and the South Warwickshire football league.</li> <li>The Boys' and girls' football team entered the ESFA football tournament.</li> <li>The Boys' football team competed in the Studley area football league.</li> <li>The school entered a personal best day at Stratford leisure centre.</li> <li>Entered the SWPSA cross country competitions.</li> <li>Year 2 and 3 children participated in a football festival at the Croft school.</li> <li>Competed in the sportshall athletics qualifiers and finals.</li> <li>During the national lockdown, sporting challenges were set for</li> </ul>	<p>£20</p> <p>£12</p> <p>£200</p>	<ul style="list-style-type: none"> <li>Children have been able to access a variety of sports in a competitive atmosphere, which had helped them develop as team players and discover how to win and lose.</li> <li>As a result of developing these skills, the children have been able to showcase their sporting abilities in many different areas through succeeding in many competitions</li> <li>We had 3 children from across Year 5 and 6 represent South Warwickshire at the county cross country competition.</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to enter all ABS, school games and Stratford district competitions</li> <li>Continue to have local cluster meetings with local schools regarding the sports provision</li> </ul>

	children to complete. <ul style="list-style-type: none"> <li>• During national sports week, the school competed in the virtual sports week from home and school.</li> </ul>			
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Budget remaining is £2496. This is due to the school not being open for four months due to Covid 19 and not being able to travel to competitions by coach like previous years.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	