

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020

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 **31st July 2020** at the latest.

**** In the case of any under-spend from 2018/19 which has been carried over this must be used and published by 31st March 2020.**

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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> Fully implementing the Lancashire Scheme of work throughout the school, including writing of a Curriculum Map, a new PE policy, a progression of skills document and a school wide provision plan to ensure clarity for staff in the delivery of curriculum PE with clear expectations and outcomes for each year group – COVID affected. Swimming provision was intended to widen, to incorporate all KS2 children taking part in swimming lessons, making sure the younger KS2 pupils begin to develop these skills – COVID closure curtailed these plans. All children in school have an increased breadth in their curricular PE experience, through both class teacher and specialist PE teacher led lessons (sports, dance and gymnastics), ensuring complete curriculum coverage – COVID closure curtailed these plans for most pupils. Specialist PE teacher provision CPD for staff to improve knowledge and skills for delivery of class teacher led PE lessons – impacted by COVID closure. Increased provision and participation in extra-curricular sporting activities – wider variety of regular provision led by school staff with increased opportunity for competitive team sports against other schools – impacted by COVID closure. Improved lunchtime provision throughout school by a specialist provider to increase active participation in physical activity during break time through structured sports and games activities. 	<ul style="list-style-type: none"> Ensure incomplete key achievements fulfilled in the following academic year 2020/2021. Ensure teaching staff have the required subject and skill knowledge to teach PE effectively – continued CPD where required. Ensure that the planning and teaching of PE is skill based, focused and it builds on previous learning, in line with PE curriculum provision and progression documents. Ensure teacher assessment in PE is clear and accurate. Create a collective portfolio of evidence to demonstrate expectations in PE which acts as a teaching resource for future learning and skill development. Achieve “Bronze” status for the Schools Sports Award Mark. Increase the profile of PE throughout the school to encourage healthier living and lifestyle. Celebrate success in improvement and effort during lessons by creating weekly class award to help raise profile of PE. Increase the opportunities for pupils to take part in a range of extra-curricular sporting and physical activities. Widen the age range of pupils who can take part in extra-curricular sports and activities, as well as provide opportunities for younger children to compete against other schools in organised competition. Raise pupil awareness of out of school opportunities to take part in sport.

Did you carry forward an underspend from 2018-19 academic year into the current academic year?

YES/NO * Delete as applicable

If YES you **must** complete the following section

Created by:   

If NO, the following section is **not** applicable to you

Supported by:   

If any funding from the academic year 2018/19 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2020.

Academic Year: September 2019 to March 2020		Total fund carried over: £0	Date Updated:	
What Key indicator(s) are you going to focus on?				Total Carry Over Funding:
				£
Intent	Implementation		Impact	
Your school focus should be clear how you want to impact on your pupils.	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?:	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?:

Meeting national curriculum requirements for swimming and water safety.	
N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	
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 2021.	% School Closure – COVID 19
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	% School Closure – COVID 19
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	% School Closure – COVID 19
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?	Yes/No School Closure – COVID 19

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: £15,973	Date Updated: July 2020	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				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: £1000	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Increased participation and physical activity on the playground.	<ul style="list-style-type: none"> Existing equipment organised and distributed to each playground. PNE community and education trust – lunchtime provision x3 days each week. Playground zoned and timetabled for each class. Lunchtime staff to become increasingly involved in lunchtime physical activity with the children. 	<ul style="list-style-type: none"> £0.00 £1000 £0.00 £0.00 	<ul style="list-style-type: none"> Break times are active for the children with increased engagement. Wider range of activities and structured games being organised and led to help develop the pupil's skills. 	<ul style="list-style-type: none"> Further equipment to expand provision and range of available activities. Further zoning of playground to create other areas for physical activity. Appoint pupil "sport ambassadors" to lead and promote sport, encourage participation and celebrate achievement.
Increase physical activity through regular run around the playground to encourage attention to physical health and wellbeing. Increase fitness levels.	<ul style="list-style-type: none"> Classes timetabled for playground time during the week. Children to be taught about the benefits of such regular exercise and the effects on mind and body. 	<ul style="list-style-type: none"> £0.00 £0.00 	<ul style="list-style-type: none"> Increased engagement in physical activity and increased keenness to take part in physical activity. Pupil increased awareness of the benefits of exercise on their health and wellbeing. 	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0%
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"> • Increase opportunities to take part in sporting activities. 	<ul style="list-style-type: none"> • Increased range of sports to take part in during break times to appeal to wider range of pupils and involve a greater number of them in physical activity. • Basketball/netball hoop permanently mounted on wall outside for use during break time – responding to pupil voice request. • Organise Sports Days for KS1 and KS2 to complement annual carousel of activities to increase opportunity to compete in physical activity and sports. 	£0.00 £0.00 £0.00	<ul style="list-style-type: none"> • Increased participation in physical and sporting activities during break times. • Greater number of pupils involved in wider range of physical and sporting activities. • Increased opportunities to participate in sporting activities as a Key Stage. 	<ul style="list-style-type: none"> • Produce calendar of events for year showing events to attend and extra-curricular opportunities. • Create portfolio of evidence for sport participation • Appoint pupil “sport ambassadors” to lead and promote sport, encourage participation and celebrate achievement. • Create more opportunities for Class and Key Stage competition during the year.
<ul style="list-style-type: none"> • Raise profile of sporting events and activity in school. 	<ul style="list-style-type: none"> • Regular reports on sport fixtures and extra-curricular clubs at the end of Key Stage 2 assemblies. • Increase pupil profile of competitive sports with some match reports written and delivered by pupils. • Sport Board established, regularly updated to promote and inform pupils on recent competitive team events and extra-curricular activities. 	£0.00 £0.00 £0.00	<ul style="list-style-type: none"> • Increased awareness of sporting activity throughout the school. • Increased opportunity to ask about and be informed about sporting activity in the school leading to greater participation. • Increased requests from pupils about other sporting extra-curricular opportunities. 	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£8500 - 53%
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"> Staff skill audit highlighted dance and gymnastics as areas for staff development (CPD). Improve teacher skills through specific sports training to improve quality of provision for pupils in PE lessons. 	<ul style="list-style-type: none"> Series of gymnastics sessions for each class (half term per class) to support teaching staff in developing their own skills and knowledge (CPD) for the delivery of subsequent PE lessons. Series of dance sessions led by a specialist for each class (half term per class) to support teaching staff in developing their own skills and knowledge (CPD) for the delivery of subsequent PE lessons. PNE Community and Education Trust Project led sessions (half term per class). Covering a variety of sporting activities and use of small equipment. To support and develop range of teacher skills and knowledge for the delivery of PE lessons (CPD). Staff able to share and use own personal skills to benefit the pupils and grow the available experiences for pupils. 	<ul style="list-style-type: none"> £6000 £2500 	<ul style="list-style-type: none"> Improved skills, knowledge and understanding of both dance and gymnastics to support teachers when planning and leading PE lessons. Incomplete for most year groups due to COVID closure. Improved attainment and progress in pupils both immediately – due to direct specialist teaching, and subsequently – following teacher CPD input and reflection. Incomplete for most year groups due to COVID closure. Improved awareness and practice in the delivery of sporting curriculum with improved use of small equipment to support learning in lessons. Improved skill attainment and progress for pupils in the immediate lesson and longer term due to teacher CPD opportunity. Incomplete for most year groups due to COVID closure. 	<ul style="list-style-type: none"> Follow up staff skill audit to assess personal impact and changed confidence in delivering dance and gymnastics and to identify other areas for further CPD. Investigate CPD opportunities to develop other areas of sport/PE curriculum learning, such as – cricket, rugby, tennis? Investigate Sport Apprentice/Assistant programme to support development and delivery of PE throughout the school.
<ul style="list-style-type: none"> Increased staff participation in extra-curricular sporting activities to increase choices and availability for pupils. 				

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0%
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"> Develop and extend the provision of extra-curricular opportunities and activities offered throughout the year. Develop swimming provision to wider age groups across KS2. 	<ul style="list-style-type: none"> All teaching staff asked to lead two extra-curricular opportunities for half a term during the course of the year. Although these may not be sporting in nature, they are still linked to health and wellbeing to broaden the experiences and activities available to pupils and so encourage and develop their mental and physical health and wellbeing. Extra-curricular provision promoted and communicated to parents through letters, email and weekly newsletter. Shift focus away from Upper KS2 to Lower KS2 and provide swimming lessons for this younger age group to help develop their skills at a far earlier age, aiming to reduce the number of Upper KS2 children who require lessons to meet the expected standard. 	<ul style="list-style-type: none"> £0.00 £0.00 – existing budget 	<ul style="list-style-type: none"> Increased participation in extra-curricular activities – some clubs having a waiting list due to demand. Progress curtailed due to COVID closure. Wider variety of pupils attending extra-curricular activities – some for the first time. Progress curtailed due to COVID closure. Improved variety of available experiences appealing to a broader range of pupils. Progress curtailed due to COVID closure. Pupil's confidence and skills in swimming and water safety improved. Swimming programme halted due to COVID restrictions and closure. Profile of swimming as a healthy activity raised throughout the school and achievement and success celebrated. Swimming programme halted due to COVID restrictions and closure. 	<ul style="list-style-type: none"> Maintain extra-curricular provision and develop to include wider range of opportunities for pupils. Use of "pupil voice" to lead such development and meet the interests of our pupils. Promote and celebrate participation and achievement. Create and update "Sport Wall" display to make a running record of events, participation and achievement Appoint pupil "sport ambassadors" to lead and promote sport, encourage participation and celebrate achievement. Develop list and contacts for variety of outside school clubs that children might be interested in.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£696 - 5%
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"> To increase participation in competitive sporting events for teams in school. To extend the range of competitive teams taking place in school. 	<ul style="list-style-type: none"> Enter a range of sport leagues – football, netball, rugby, Kwik-cricket, rounders. Transport pupils to participate in league fixtures – Millers Taxis. Enter Preston Primary Schools Sports Council events. Enter DB Sports Event Management competitions to expand opportunities for pupils. 	<ul style="list-style-type: none"> £561.00 £60.00 £75.00 	<ul style="list-style-type: none"> Increased numbers of children representing the school in a wider variety of teams. Increased opportunity for more children to be a part of a team at some point in the year. * Greater range of teams appealing to wider range of children. * Increased opportunities for some younger children (below Upper KS2) to take part in a team representing the school. * Profile of competitive sporting activity raised throughout the school due to greater and wider participation. * Raised profile of sports leading to greater interest in extra-curricular sports clubs. * <p>*All the above were hampered by COVID restrictions and closure/cancellation.</p>	<ul style="list-style-type: none"> Expand competitive opportunities further and send teams to additional annual events organised by Preston Primary Schools Sports Council, DB Sports Event Management and School Games competitions organised by Harriet Ashcroft. Promote upcoming competitions to encourage participation in extra-curricular opportunities and further sporting leagues and events. Encourage staff in year groups below Upper Key Stage 2 to identify children with particular skills or ability – encourage these children to become part of competitive teams for sporting events throughout the year. Encourage staff to provide extra-curricular sporting opportunities for younger age groups – below Upper Key Stage 2.

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