

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 **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 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> -Maintained Sainsburys Gold Award -Achieved the School Games Autumn and Spring Term Recognition and Summer Term Virtual Awards. -Working with subject leader and Sports partnership teachers have been give support to plan, deliver and assess PE skills. -Subject leader support to use Lancashire planning ensured that teachers adapted plans to support individual classes. -Questions directed to least active provided the sport focus for after school clubs. This increased participation from the least active. Many clubs were oversubscribed. -The use of Maths on the move, Go Noodle, Kids Yoga and Supermovers supports an additional 30 minutes as a minimum time. -Registered to take part in a wide range of activities throughout the year to give all pupils the opportunity to participate – unfortunately all events in the summer term were postponed due to Coronavirus. -All PE lessons and clubs include teaching of elements of healthy life style skills. Children had increased knowledge of how they could adopt a healthier lifestyle. Children can openly discuss how they have increased their participation in sport and how to make healthy diet choices. -Developed further links within the community surrounding sport. 	<ul style="list-style-type: none"> -New staff and staff returning to teaching PE will be supported to plan, deliver and assess PE -Increase the number of support staff trained and qualified to deliver extra-curricular activities that involve physical exercise. Support staff assisting within lesson times and specific disability awareness. -Increase cross curricular learning incorporating physical activity. -Map the school grounds and increase teacher subject knowledge and confidence to deliver outdoor and adventures lessons to pupils. And to include this training and delivery method across other areas of the curriculum e.g. maths, geography. -increase the amount and range of equipment to support physical activity at playtimes and break times. - continue to develop additional extra-curricular clubs – subsidised by parents to broaden the range offered - sports week to enthuse and create opportunity to experience wider range of sports - provide training for TA's to enable them to support progress in PE lessons - Training to provide challenge for the Most Able Pupils in PE -increase the skill of Lunchtime support staff to enable them to increase the facilitation of physically active opportunities

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>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.</p>	97%

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	97%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	97%
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: 2019/20		Total fund allocated: £	Date Updated: 30/07/2020	
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:
				%
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:
Increase in numbers of children attending clubs targeting least active children.	Extra curricular clubs offered for a wide variety of sports.	Staff Members funded by School. £5250	All children receive the opportunity to be active for a minimum of 30 minutes per day.	Continue to provide the opportunity for all children to participate in 30+ minutes of physical activity each day.
	Make use of equipment available to borrow from the School sports Partnership.		Clubs offered using SSP equipment had a large take up.	Continue to provide opportunity for children to participate in a wide variety of sports.
All children participated in a mile a day during sports week.	Develop daily health initiative: Mile-a-day for each class in KS2, linked with PB challenge. Takes the place of afternoon break.	£0.00	Classes begun to introduce the daily mile as the weather allowed, however this had to stop due to the Coronavirus. Key worker Children continued to complete the daily mile for the remainder of the academic year.	To introduce the daily mile to be a regular occurrence for all children.
Year 5 children can explain healthy lifestyles and are being used as 'Experts' across key stage to support learning.	Get involved in the healthy eating programme.	£0.00	Children are aware of how to keep themselves healthy. They know engagement in sport will	To continue to be involved in the programme.

To develop active skills across the curriculum.	Buy into the Maths on the move programme.	£1340	ensure that they keep their bodies more healthy and that making healthy food choices is beneficial to their general health. Providing additional cross curricular physical opportunities increase the amount of time children spend active.	To continue to provide and extend the number of cross curricular opportunities.
Allow all children full access of equipment at playtimes in order to promote physical activity.	Allow children in Key Stage 1 to access the whole yard in order for them to gain access to all of the play equipment.	£0.00	Children engage with more equipment and look forwards to the opportunity to use the obstacle course and other equipment on the 'top yard'.	To continue to allow all children access to existing equipment and purchase of more equipment to allow a wider variety of activities through playtimes and lunchtime.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
School on track to apply for the Gold School Games Mark.	Maintain School Games Gold standards of activity levels. Attend inter-school competitions held by the School Sports Partnership.	Staff Members funded by School. £3000	School maintained the Gold Award along with receiving recognition from the School Games for commitment virtually during lockdown. Children are inspired by the	Continue to participate in all sporting opportunities offered by the School Sports Partnership.

Children to engage with the provision of PE and school sport to raise attainment and this to impact on whole school attainment	To buy into the provision offered by ProSport Coaching	£6000	presence of a dedicated sports coach in school. Staff have been supported by the CPD they have offered.	To seek similar/alternative provision.
--	--	-------	---	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
Completed audit showed areas where support was required by teachers and support staff.	Audit teacher needs and plan CPD programme.	£0.00	Teachers audit shows improved picture of confidence to deliver high quality PE and school sport.	Maintain buy in to School Sports Partnership to ensure CPD is available for staff.
Support timetabled to fit with delivery of areas of PE where teachers lacked confidence.	Access CPD programme through SSP to support above	£1998	SSCO provides support for CPD in school.	
Feedback from the support delivered by Sports coaches is positive and shows increase in staff confidence.	SSCo to provide support with curricular, extra-curricular, policies and national initiatives	£395	Participation in CPD offered by SSCO has ensured teachers are familiar with the updated PE scheme.	Utilise sports coaches on offer via School Sports Partnership.
Increase in numbers of children attending clubs targeting least active children	Extra-Curricular clubs provided by both staff members and ProSport offered, with coach from ProSport offering support to staff members.	£470	Staff members reported increased confidence in the areas that were delivered.	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Additional achievements:				
Club registers show increase in participation of numbers of children and the range of sports they participated in.	Wider programme of extra-curricular activities were planned: Netball, football, handball, tag rugby, kurling, multi-skills, frisbee golf, dodgeball, cross country.	£675	Complete range of PE clubs ensured high levels of participation before clubs were no longer able to continue due to Coronavirus.	Continue to offer a wide variety of clubs, and incorporate new clubs.
Bikeability offered to pupils in years R-Y6	Access Bikeability programme through Go Velo.	£0	Children feel more confident and safe riding a bike.	Continue with this provision.
Sports Week during the summer term	Establish sports week – offer a wide range of activities to all pupils.	£0	Sports week took place online via seesaw due to lockdown measures.	Continue and extend the range of sports offered.
Sports ambassadors help to organise sporting events in school	Sports ambassadors have input on sporting events that happen within school	£0	Sports ambassadors were selected from across Key Stage 2 to have an input on what events were carried out in school.	Continue to use Sports ambassadors in order to organise more events.

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:
Ensure all children have the opportunity to take part in competitive events across the school year. (Pendle School Sport Partnership)	Enter to a wide range of competitions for a variety of sports/abilities to allow all children across school the opportunity to take part.	£ 1998	A range of competitions were entered however a large portion of these were cancelled due to the Coronavirus.	To further develop intra-school competitions to give more children the opportunity to play competitive sports within school time.

Signed off by	
Head Teacher:	L J Stinchon
Date:	September 2020
Subject Leader:	L J Stinchon + W Irvine
Date:	September 2020
Governor:	
Date:	September 2020