

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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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"> Sustained increase in the number and variety of clubs offered to children. Continuation of sports provision throughout the school closure. Continuation of the super coach programme to increase fitness levels and showcase new activities which may appeal to some children. 	<ul style="list-style-type: none"> Support new staff in delivering PE. Use outdoor learning activities to enhance the children's emotional health and well-being when they return to school To embed active phonics lessons in EYFS and KS1.

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? 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.	%
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?	All year four children have a 45 minute swimming lesson each academic year – this year's was cancelled due to the lockdown.

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: £17,560		Date Updated: 01/07/20	
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:
					30%
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"> Continue to offer a lunchtime coach to support less active children in accessing fun activities. Continue to run sensory circuit groups each lunchtime. The year four children are trained to deliver playground leader activities. Introduce Backpack Phonics, an active programme integrating PE skills and phonics learning. 	<ul style="list-style-type: none"> The September baseline assessment and regular updates from PE lessons are used to highlight less active children. A trained lunchtime supervisor delivers specific small group activities. A group of children are ready to deliver activities to younger children. They work closely with a member of the lunchtime staff. Staff are trained in delivering the phonics programme. Following training staff can 		£2800 – external coach £2800 – trained TA £100 – introductory training	<ul style="list-style-type: none"> Regular assessments show that fitness levels are improving amongst the vast majority of children. The skill level of the children taking part has improved and some of the older children now support the younger children. Children confidently lead a range of fun activities. Children’s skill levels increase in both phonics and PE. 	<ul style="list-style-type: none"> Lunchtime training and shadowing of the external coach is used to upskill staff. Children in the early years are assessed as they start school so that the programme is started as soon as possible. Due to lockdown the year three children missed out on training during the summer term and this will need to be put in place during the autumn term when

	take part in coaching opportunities to support the delivery.			<p>the children return to full time school.</p> <ul style="list-style-type: none"> Backpack phonics is timetabled daily for all children in the early years.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
<ul style="list-style-type: none"> Two of the focus weeks included activities to develop the children being physically active. Achievements of individuals and groups is celebrated during celebration worship on Friday. The aim is to inspire others. The role of the Sports' Ambassadors is developed 	<ul style="list-style-type: none"> Staff planned focus weeks to include activities to raise the children's awareness of increasing fitness levels, raising aspirations and improving mental health. Successes from in school as well as outside school are celebrated. The new PE coordinator plans a series of meetings to listen to children's suggestions about sport and being physically active, as well as feedback on PE 		<ul style="list-style-type: none"> Children developed 'Twenty Things To Do Before Leaving Year ..' booklets with their children during a community focused week. Children's achievements are highlighted in a public forum. The children have a way to raise concerns and make suggestions. The sports' ambassadors presented information to the governors in 	<ul style="list-style-type: none"> The second focused week was cancelled due to lockdown and will be included in the plans for next year. Being active will continue to be part of some focused weeks in the future. Celebration worship will continue to be used as a means of celebrating successes. The sports council nominates ambassadors to speak to governors about future and current school developments.

<ul style="list-style-type: none"> • Embed the Super Coach programme to upskill teachers, particularly new staff, introduce children to new sports and increase children's fitness level. 	<p>lessons.</p> <ul style="list-style-type: none"> • Identify further sports and activities to inspire the children. 	<p>£5000 super coach</p>	<p>February.</p> <ul style="list-style-type: none"> • All classes have an extra extended PE lesson for one whole term. 	<ul style="list-style-type: none"> • The extra extended PE lesson becomes a feature of the school timetable. Teachers are skilled in delivering a wider range of sports.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				18%
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"> Team-teach is organised to support newer members of staff in delivering particular areas of PE. 	<ul style="list-style-type: none"> A timetable of support is arranged through the induction tutor. Support is provided for the new PE coordinator. 	£3230 – support for 2x NQT training	<ul style="list-style-type: none"> Raised confidence in teaching aspects of PE. 	<ul style="list-style-type: none"> Plans are produced and these can be used as the new teachers move on to teach their class for the whole PE lesson. The PE coordinator builds up a useful set of resources to support the development of teaching all areas of PE.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				19%
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>Additional achievements:</p> <ul style="list-style-type: none"> Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. Lunchtime staff select less active children to participate in a specific, adult focused lunchtime activity. 	<ul style="list-style-type: none"> Use staff knowledge and expertise to enhance provision. Organise external support to lead specific clubs and activities. Purchase new resources selected by the children in sufficient quantities to enable a large group of children to be active 	<p>£3,103 after school clubs, extension activity clubs</p> <p>£333.73 - resources</p>	<ul style="list-style-type: none"> New clubs have been introduced on Friday and after school. Less active children are identified and encouraged to participate in a range of adult focused activities. 	<ul style="list-style-type: none"> The school is no longer dependent of 'experts' coming in to support PE and clubs. Lunchtime staff are well-trained and a buddy system would be introduced to coach new staff employed at the school.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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"> The school participates in locally organised competitions. Engage more pupils in inter/intra school teams and activities. 	<ul style="list-style-type: none"> When a planned event is organised the school sends a team to participate. Organise a competitive sports day. Take part in a dance show. 	£910 dance teacher	<ul style="list-style-type: none"> Children enjoy the opportunity to compete and publicise their achievements during celebration worship and through the newsletter. Both were cancelled due to the lockdown and closure of school. 	<ul style="list-style-type: none"> Staff organise friendly matches between local schools and within the school. School staff continue to run a range of clubs on Friday afternoon.

Signed off by	
Head Teacher:	<i>S. J. Wade</i>
Date:	01-07-20
Subject Leader:	
Date:	
Governor:	
Date:	