

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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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"> Achieved 4th consecutive School Games Gold Mark More understanding of 'What good PE looks like' from in house CPD and outside agencies Children more confident in PE and enjoying their lessons – as reported in pupil interviews Daily Mile introduced in year 6, with positive outcomes shown in pupil interviews and overall fitness levels 	<ul style="list-style-type: none"> CPD required for teaching staff to ensure that they are more confident in teaching PE – information obtained through staff confidence questionnaires Daily Mile to be fully embedded into school life and completed daily by all pupils and staff, following last year's success in year 6 Interventions to be established to create behaviour change and a more positive outlook on physical activity Improve swimming outcomes by using premium money for top up swimming Maintain School Games Gold Mark and look towards application for Platinum

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.	28%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	39%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	39%
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 (Due to COVID-19 restrictions)

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: £18,650	Date Updated: 20/07/20	
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:
				14%
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 improve physical activity levels for all pupils by embedding the Daily Mile into the school day for all children To ensure lunchtimes are structured and active, allowing for an increase in physical activity through play and games 	<ul style="list-style-type: none"> Make teaching staff aware of the benefits of the Daily Mile and ensure that it is embedded within the school day for every class Introduction of an outside sports coach to model active lunchtimes and provide CPD for lunchtime staff 	£2600 on sports coach to lead lunchtimes	<ul style="list-style-type: none"> The Daily Mile is taking place across the school every day, with children expressing how much they enjoy their time outside and the fact that it happens regardless of the weather – a real positive during pupil interviews Lunchtimes are active, with all children occupied in physical activities or gameplay Lunchtime staff are now more confident in setting up lunchtime activities and promoting physical activity 	<ul style="list-style-type: none"> Data to be obtained at the start of the year to measure fitness levels– this can then be tracked across the year and interventions put in place Daily Mile to continue for all children and staff Lunchtime staff will now be able to continue to set up lunchtime activities without the need for help from a sports coach – this will however need monitoring and reviewing due to the changes required for COVID-19 procedures

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				28%
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"> Target specific pupils who are not keen on physical activity and school sport Target children who are exceeding in a specific area Increase physical activity at unstructured times of the day Provide personal challenges at lunchtimes Increase in outdoor learning opportunities 	<ul style="list-style-type: none"> Interventions in place 4 days a week to target specific children who are not keen on physical activity Talent ID forms created for teachers to help signpost talented children to community clubs or after school clubs Purchase 2 Activall Walls to provide an additional aid for increased physical activity at unstructured times of the day Outdoor classroom and resources developed to ensure that lessons are more active 	<p>£3500 on first instalment of the lease of Activall Walls (to be carried forward and paid in October 2020, due to COVID-19)</p> <p>£1725 on teacher cover to plan and deliver outdoor learning lessons</p>	<ul style="list-style-type: none"> Following the interventions, pupils have a more positive relationship with physical activity and improvements in fitness levels were beginning to be seen (prior to the COVID-19 restrictions) Activall Walls arrived during the summer term and have therefore only been accessed by a small number of children so far – however they are already a great success and are really accessible to all The impact of outdoor learning was beginning to show prior to the summer term school closure 	<ul style="list-style-type: none"> Continue to provide meaningful interventions next academic year, with a bigger focus on fundamental skills that haven't previously been mastered Continue to develop pathways and relationships with local clubs Use Activall Walls to target certain children, to help improve hand eye coordination, motor skills and fitness levels Continue to develop outdoor learning, ensuring that it is fully embedded into our whole school curriculum

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				37.5%
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 improve teachers' confidence in delivering high quality PE lessons To ensure children are getting access to lessons that are well structured and offer opportunities for personal development 	<ul style="list-style-type: none"> 1:1 CPD coaching sessions during PE lessons for all staff CPD delivered by a coach from an outside agency who specialises in teaching high quality PE Staff confidence levels measured through the use of questionnaires to establish specific CPD needs Staff to observe the coach, team teach alongside the coach and then move on to teaching independently with the coach's input as they progress 	£7000 on sports coach to deliver CPD to all staff, 4 afternoons a week	<ul style="list-style-type: none"> Teaching staff are more confident in the delivery of their PE lessons Pupils have expressed that they are enjoying their PE lessons more and feel like their learning is more skills based than previously Better preparation for sporting competitions, both intra and inter, leading to an increase in staff and pupil confidence 	<ul style="list-style-type: none"> Sports coaching will need to continue for 3 days a week next academic year to account for the loss of CPD due to the COVID-19 closure Reduced from 4 days to 3 based on teacher feedback and increases in confidence from the initial support received Explore options for purchasing a PE scheme to ensure teachers have access to high quality lesson plans and resources

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"> • Access to a range of different sports through workshops and wider school sporting events • House competitions • After school clubs 	<ul style="list-style-type: none"> • Participation in judo, skipping and dance workshops • Access for all children to a range of different sports for house competitions • A broad range of after school clubs are available for children of all ages and abilities • Encouragement for children to take part in new sports at home through weekly personal house challenges 	Included within the £1900 HBSSPAN membership allocated for within indicator 5	<ul style="list-style-type: none"> • Particular interest in the judo workshop, with many pupils showing an interest in following up the sport outside of school • All pupils have had the opportunity to try new sports through the introduction of house competitions which has led to better engagement in physical activity 	<ul style="list-style-type: none"> • Look into what we can access next year – keen to develop wellbeing opportunities such as yoga • Think about how their access to new sports and experiences can be sustained in the current climate, despite COVID-19 restrictions • Contact local community clubs to build new partnerships

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				20.5%
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"> • Create a sense of belonging and competition opportunities for all pupils • Improve children's ability to compete in competitive environments and cope with different outcomes • Provide opportunities for children to compete against other schools and within different settings 	<ul style="list-style-type: none"> • Introduction of a house system to bring more meaning to intra-house sporting competitions • Entry into level 2 competitions to increase participation and adequately prepare pupils • Develop weekly personal challenges to be completed to earn house points 	<p>£1900 on HBSSPAN Gold membership</p> <p>£1925 on teacher cover for planning and delivery of events</p>	<ul style="list-style-type: none"> • Good engagement in personal challenges – both at school and at home • Retained Gold Mark • Success in virtual competitions in the final term • Success at inter school competitions, with teams making it through level 2 competitions • Pupils that have previously struggled to take part in sports competitions have been given the opportunity to represent the school or their house throughout the academic year • Increased confidence across the school to take part in intra-house sport, with children clearly enjoying and investing in the house system 	<ul style="list-style-type: none"> • Continue house competitions next year and develop personal challenges even further • Ensure that intra-house competition is available every term • Continue to prepare pupils for competitive sport and further develop resilience to cope with both victory and defeat • Apply for Platinum School Games Mark

Signed off by	
Head Teacher:	Victoria Newman – <i>V Newman</i>
Date:	27.07.2020
Subject Leader:	Olivia Morris – <i>O. Morris</i>
Date:	20/07/2020
Governor:	Pauline Clements – (currently unsigned due to COVID-19 restrictions)
Date:	