

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

Commissioned by

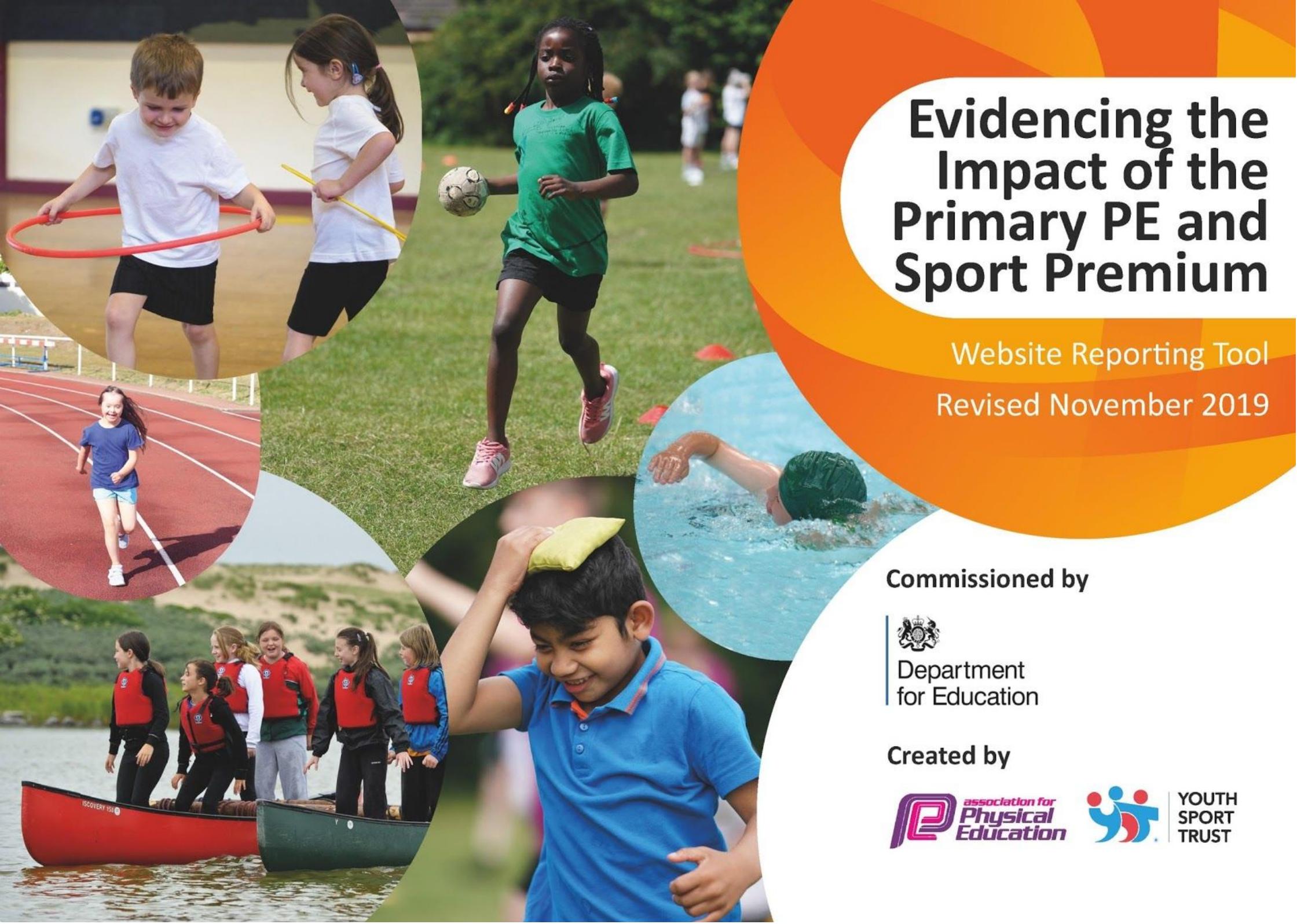


Department  
for Education

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](http://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 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>● Introduced a new and exciting PE scheme of work from EYFS to Yr6 - IPEP.</li> <li>● This includes an efficient reporting and assessment tool to allow for clear and accurate judgements.</li> <li>● School teams are resilient and show amazing sportsmanship, which is commented on by other schools and teams.</li> <li>● The children have been involved in a variety of sport this year, including new and different sports.</li> </ul>	<ul style="list-style-type: none"> <li>● Developing PD skills in EYFS - especially Gross Motor and core strength.</li> <li>● To further develop organised games for break and lunch times</li> <li>● To develop extra-curricular provision to help our school teams progress further in competitions by looking at coaching.</li> <li>● To enhance our residential offer to allow more children to access it.</li> <li>● To have more outdoor play/gym equipment.</li> <li>● To have designated areas for teams to play and practice - MUGA.</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.	81%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	81%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	85%
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?	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.

<b>Academic Year:</b> 2019/20		<b>Total fund allocated:</b> £ 17,000		<b>Date Updated:</b> Sept 2020	
<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					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:
All children to take part in regular PE sessions	<ul style="list-style-type: none"> <li>2 PE lessons weekly</li> <li>Regular CPD for staff through- competition SLA - high quality PE</li> </ul>	£505- DPSSA £1800 - SLA	The PE coordinator did monitoring throughout the year to ensure high quality PE lessons. As well as audit skills of staff to ensure correct CPD opportunities.	Further implementation of 1K a day across KS 1	Development of EYFS outdoor provision to enhance PD
To ensure that children have active break times	<ul style="list-style-type: none"> <li>1K a day</li> <li>Organised games/equipment available at break times and lunch times</li> </ul>	£750	Daily use of 1ka day markings - ignited the competitive spirit between children and also staff!	Have brain breaks and wake and shake sessions in class to help with reintegration back into school after lockdown.	
To introduce Activ Maths across school	<ul style="list-style-type: none"> <li>1 hour weekly active maths session with Sports Mentor - planned to link and reinforce Maths</li> </ul>	£500	Equipment well used, less behaviour incidents at lunch and break times due to organisation and new equipment.		
<b>Key indicator 2:</b> 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:
Children to be part of skilled based lessons, given by enthusiastic, knowledgeable staff.	<ul style="list-style-type: none"> <li>● DPSSA</li> </ul>	£505	Skills audit ensured appropriate training opportunities for staff. Children enthusiastic and engaged - through observations by PE lead.	To widen the training opportunities to staff and also support staff.
To deliver an interesting and varied curriculum to engage all learners.	<ul style="list-style-type: none"> <li>● Purchased IPEP scheme and assessment tool</li> <li>● Purchased some equipment needed to be able to access the new curriculum offer.</li> </ul>	£600 £750	Assessment showed that skills were improving during the start of last year (up until lockdown). Through pupil interviews and staff feedback, the school community voiced that they liked the new scheme and that it was developing confidence and new skills.	To continue to develop its usage.
To deliver a wide range of extra curricular activities that are available across school.	Staff to be used to increase the number of opportunities for children to engage in more sporting events.	£505 - DPSSA - competition Transport - £135	All sports clubs and events were well attended by the children. We had a girls football team for the first time.	To look into coaches to help improve our teams to enable them to progress further
To provide Sporting Experiences that will help to encourage children to take part and enjoy DPSSA.	To enable children to take part in organised sporting events such as athletics, boccia, SEND comp etc. To invite inspirational speakers to school - Inspire athlete - members of staff/Rob.	£505 - DPSSA - competition Transport - £135	Inspire athlete was cancelled this year due to covid. Competitions were well attended at the start of the year.	To continue these experiences this year - following guidance.
To provide opportunities to be active throughout the curriculum.	To enable opportunities to be active		Activ Maths has been a great success this year, ran by our	Active Maths to continue, it enable wake and shake

	across the curriculum, such as, Activ Maths, 1 K a day, PD, Outdoor play equipment.		Sport's Mentor. The children have been able to apply Maths skills in a very different and unique way. Playtimes and lunchtimes have been a great opportunity to encourage outdoor play, team work and 1k a day competition. Normally we would do sports day, this year it was a virtual one so children at home could join in.	sessions to happen throughout the day as brain breaks, for all year groups to do daily 1k a day sessions and have organised, adult led games on the yard at playtimes and lunchtimes.
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
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<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
New scheme which gives greater in depth teaching of skills across a range of sports.	<ul style="list-style-type: none"> <li>analyse staff skills - google form</li> </ul>	£600 £505	Key areas of development highlighted and CPD arranged to help support staff in those areas.	CPD for staff in weaker areas - where this didn't take place last year, also for any new staff too.
PE coordinator to develop and extend own subject knowledge through CPD.	<ul style="list-style-type: none"> <li>Develop own knowledge of subject - staff meetings, network meetings - SIG/Cidari and DPSSA meetings.</li> <li>Identify any training need and factor that into budget.</li> </ul>	£500 £505	PE coordinator to continue to develop subject specialism.	Look at staff forum/feedback sheets to be able to share good practice in our school as well as with others at network meetings.

To use a variety of resources to enable the curriculum to be delivered in an engaging way.	<ul style="list-style-type: none"> <li>To make sure all staff are trained and confident in using the variety of equipment we have in school, including any new equipment being introduced.</li> </ul>	£500	New equipment bought to help deliver the new scheme of work. This equipment being introduced during staff meeting time so staff know what we have and how it can be used.	Continue to order equipment - focus on KS1 and EYFS - to ensure curriculum delivery is of the highest standard. To have equipment to develop PD within EYFS/SEND children.
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**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:  To provide outdoor education through residential visits.	Year 6 to access a 3 day residential using PGL provider.	£1680	Unfortunately didn't take place this year due to Covid- it is in place for next year and has happened each year previously and been a great team building and adventure packed success.	Rearrange PGL for year 6 and look to book in experiences for classes lower down school.
To enhance our dance provision	To enable children both in the curriculum and as a curriculum enhancer, to develop dance skills and performance skills.	£8000	Children were able to access dance extracurricular activities using the new equipment. The performance aspect was cut short due to covid.	To monitor and follow guidance on performing arts.
Regular entries in to competitions	The SLA enables our children to	£1800	The SEND team enjoyed the	To continue entering into

<ul style="list-style-type: none"> <li>- boccia</li> <li>- bowling</li> <li>- dance</li> <li>- football</li> <li>- athletics</li> <li>- netball</li> <li>- rounders</li> <li>- cricket</li> </ul>	<p>take part in many sporting competitions and events. Bowling is a local competition run by the local bowling club, that we have always been a part of.</p>		<p>boccia event and received public praise for their sportsmanlike behaviour.</p> <p>All teams received training from our sports mentor, however coaching will be looked at next year.</p>	<p>competitions to enable children to access a variety of events.</p> <p>To look at installing a MUGA to have an area for teams to practice.</p> <p>To look at funding coaching to help our teams progress further</p>
<p>Use of sports premium to transport children to events and venues.</p>	<p>Coaches to be used to get teams to and from venues.</p>	<p>£1500</p>	<p>Coach for swimming, local athletics events, football matches, netball and rounders where staff transport is insufficient.</p>	<p>To continue to provide this to ensure that all children have the equal opportunity to join a team.</p>
<p>Westend in Schools the World Book Day Dance Workshop</p>	<p>Children to experience dance in a way that links with literacy.</p>	<p>£500</p>	<p>Pupil feedback and staff feedback was positive. Children were engage and enjoying the opportunity to express themselves through dance</p>	<p>To book again for next year - look at other opportunities to introduce dance into the wider curriculum.</p>

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:
To increase the number of competitive opportunities available to all children.	Encouraging children to participate, including having younger children train with older children to learn from them. More opportunities for children to be competitive within PE lessons. Girls football team.	£1800	The girls loved their football training and matches. All clubs were well attended and by a wide age group.	Continuation and further entries when they resume. To employ coaches to help develop the children further.

Signed off by	
Head Teacher:	<i>L. Peckson</i>
Date:	Oct 2020
Subject Leader:	<i>E. Simms and J. Heald</i>
Date:	Oct 2020