

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 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Specialist providers into school to provide lunchtime and after school clubs. This has helped to create links with local sports clubs and providers. • Children given opportunities to engage in new sports through lunchtime MMA clubs with specialist coach. • Investment in outdoor sports resources to encourage children to participate in regular physical activity. • Investment in equipment for transition from Early Years to Key Stage 1. • Links made to whole school wellbeing policy through organised yoga sessions. 	<ul style="list-style-type: none"> • PE cupboard to be made more accessible • More opportunities to be provided for all year groups to participate in competitive sport • CPD opportunities and staff training based on staff PE audit • Catch up sessions for swimming that was interrupted due to Coronavirus outbreak. • Continue to raise the profile of PESSPA as a tool for whole school improvement. This is even more important with most children returning to school after lockdown.

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>	<p>N/A No current Year 6</p> <p>Year 4 swimming interrupted by Coronavirus outbreak. This will be caught up next year.</p>

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	NA No current Year 6
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	NA No current Year 6
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: £17,750		Date Updated: 23/7/2020	
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: 16%
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:
Encourage more physical activity during play times and lunch times.	<ul style="list-style-type: none"> • Begin training children to become play leaders. • Invest in outdoor play equipment to encourage physical activity • Contact Premier to begin specific lunch time sports clubs. 	£2840	<ul style="list-style-type: none"> • Number of children actively using equipment at lunch times has increased. • Lunchtime behaviour improved <p>Impact will continue to be monitored moving forward into 20/21 school year due to closure</p>	<ul style="list-style-type: none"> • Continue training of play leaders at lunch times. • Play leaders to act as equipment monitors to ensure equipment is looked after. 	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 20%
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>To improve the transition between Early Years and Key Stage 1</p>	<ul style="list-style-type: none"> • Liaise with early years teachers to discuss progression towards early learning goals and how physical activity can help towards these. • Invest in physical resources for children to use. 	<p>£3330.00</p>	<ul style="list-style-type: none"> • Children more visibly active and more willing to use resources. • Resources can be accessible to other year groups 	<ul style="list-style-type: none"> • Continue to use and maintain resources purchased. • Continue to work with early years staff to maintain successful transitions to Key Stage 1
<p>To create links to school wellbeing policy</p>	<ul style="list-style-type: none"> • Discuss potential advantages of using physical activity with JS • Invest in activities to be used during Wellbeing days 	<p>£240.00</p>	<ul style="list-style-type: none"> • Children actively engaged in yoga sessions. • Children enjoyed yoga sessions and asked to participate again during second wellbeing day 	<ul style="list-style-type: none"> • Continue to explore links between PESSPA and Wellbeing. • Investment towards activities towards wellbeing day

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				47%
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 ensure all staff are delivering high quality PE lessons	<ul style="list-style-type: none"> Teaching ideas to be shared on staff drive Contact Premier coaching to deliver lessons for teachers to observe Share CPD with staff during allocated staff meetings 	£8500	<ul style="list-style-type: none"> Teachers more confident in delivering high quality standard of PE. Limited impact due to staff illness and coronavirus outbreak. 	<ul style="list-style-type: none"> Reduce percentage of funding allocated for this intent. More frequent lesson observations
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				51%
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:
Provide children with a broad range of sporting after school clubs.	<ul style="list-style-type: none"> Arrange meeting with Premier sports to discuss provision Contact local football clubs (Corby Town, Peterborough United) to create coaching links. Contact Northampton Saints Rugby club to arrange coaching sessions. 	£9200	<ul style="list-style-type: none"> Increased numbers to after school and lunch time clubs Children questionnaires from Sports England (interrupted due to lockdown) Children have a greater experience of a broader range of sports 	<ul style="list-style-type: none"> Gain feedback from parents and children about the impact of extra sports clubs. More evaluation and monitoring of sports club's numbers Reduce amount of budget spent on this intention

	<ul style="list-style-type: none">• Introduce MMA lunchtime club• Monitor and evaluate these clubs			
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Key indicator 5: Increased participation in competitive sport				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:
Promote competitive sports inside school and outside school	<ul style="list-style-type: none"> • Introduction of interhouse/class competitions during school year (CC) • CC to enter local sports competitions 	N/A	<ul style="list-style-type: none"> • Limited impact due to staff illness and school closure due to Coronavirus outbreak. 	<ul style="list-style-type: none"> • To be continued moving forward into next academic year.

Signed off by	
Head Teacher:	Chris Woolhouse
Date:	23/07/2020
Subject Leader:	Chris Capes
Date:	23/07/2020
Governor:	
Date:	