

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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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 2021: | 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. • Links made to whole school wellbeing policy through MMA sessions | <ul style="list-style-type: none"> • Staff CPD for areas where staff are less confident teaching • Introduction of PE scheme to ensure progression across an effective curriculum • Continue to improve accessibility of designated sports areas • Improve the provision of competitive sports both through inter and intra school competition |

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| 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. | 57% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 46% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 64% |

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?

Yes/**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: 2020/21 | | Total fund allocated: £18,160 | | Date Updated: 01/07/2021 | |
|---|--|--------------------------------------|--------------------|--|---|
| 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: 15% |
| 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 children participate in at least 30 minutes of physical activity per day Encourage physical activity during play times and lunch times | <ul style="list-style-type: none"> • Introduce daily/weekly mile to encourage all children to be activity • Promote the importance of being active using displays and posters around school • Train children to become play leaders • Play leaders to monitor and look after outdoor equipment • Invest in broader range of outdoor equipment accessible for all ages. • Complete child questionnaire to investigate | | £2000 | <ul style="list-style-type: none"> • Play leaders beginning to introduced during break/play times. These children taking more responsibility to encourage physical activity. • Children spending more of their break times participating in physical activities • Completed whole school children’s voice to allow them to give opinions on new play equipment. • Each class now have their own set of play equipment for break times. This has enabled them to be more active | <ul style="list-style-type: none"> • Continue to train play leaders to encourage physical activity during non-structured times. • Healthy snack scheme within school. • Continue to invest in wide range of lunch time clubs. • Child voice |

| | what equipment they would like to have | | and to participate in a range of different sports. | |
|--|--|--------------------|---|--|
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| | | | | 10% |
| 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 improve awareness of the benefits of being active and having a healthy lifestyle To improve awareness of links between PESSPA and mental wellbeing | <ul style="list-style-type: none"> Enrol in governments Healthy Schools Rating Scheme. Assess children's current perception of PE Complete school display Promote healthy lifestyle through assemblies and workshops Introduce healthy snack scheme Continue to involve physical activities on whole school wellbeing days Liaise with JS to discuss investment with regard to wellbeing policy Introduce weekly yoga sessions | £1500 | <ul style="list-style-type: none"> Promotion of healthy lifestyle has stalled due to COVID restrictions this year. We have been unable to have who school assemblies or workshops. Revamped wellbeing policy within school with a continued focus on physical activity. Staff have run sports clubs during the Summer term to encourage an active healthy lifestyle. | <ul style="list-style-type: none"> Promote healthy snack scheme across school. Raise the profile of PE across the school through displays etc. Continue links with revamped wellbeing scheme in school. |

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|---|--|--|--|--|
| To introduce staff school sports ambassadors. | | | | |
|---|--|--|--|--|

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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: |
| To provide opportunities for CPD for all staff | <ul style="list-style-type: none"> Complete staff confidence and subject knowledge audit Find gaps that need to be filled in staff subject knowledge via CPD CPD given during allocated staff meetings All planning ideas to be uploaded onto staff drive | £1000 | <ul style="list-style-type: none"> School has had weekly CPD sessions from Premier which have been used to build teacher confidence. Particularly in newly qualified staff members. Planned CPD through new PE scheme for next academic year. Teaching of swimming has not been possible this year due to Covid restrictions. | <ul style="list-style-type: none"> Ensure that teachers are not deskilled in the teaching of PE. Ensure a consistent approach to teaching PE. Continue to liaise with staff regarding areas of low confidence. |
| To improve quality of the teaching of swimming. | <ul style="list-style-type: none"> Complete staff confidence and subject knowledge audit Enrol designated swimming teachers onto CPD courses | | | |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 35% |
| 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: |

| 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: |
| <p>Promote competitive sports inside school</p> <p>Promote competitive sports outside of school</p> | <ul style="list-style-type: none"> • JP to organise inter school competitions for different activities. • Celebrations of achievement during assemblies • School display board • Investment in resources to ensure PH can host sporting events (goalposts) • Create school sports teams • Enter local competitions organised by local authority • Create inter trust competitions with IFTL | £1250 | <ul style="list-style-type: none"> • New provision of school sports equipment to promote competitive sports – Football goals and netball posts. • Limited impact due to Covid-19 restrictions. We have not been able to participate intra or inter school competitions due to social distancing guidelines. | <ul style="list-style-type: none"> • Facilities in place to host football and netball fixtures. • Promote value of inter and intra school competition. • Create a network of schools in the trust to compete with. |

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| Signed off by | |
| Head Teacher: | |
| Date: | |

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| Subject Leader: | J. Pye |
| Date: | 10/07/2020 |
| Governor: | |
| Date: | |