

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 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> We were awarded the YST School Games Mark Recognition Award for 2019-20 for all of our hard work in PE and School Sport. We provided and engaged all children across the school opportunities to participate in a competitive match. Over 65% of children participated in a sports activity club after school. We changed the way how we assess the children and focused more on letting them choose what target they could achieve within a lesson. Showing what targets they were able to achieve in the lesson, led to more focused and direct outcomes. There was an increase in participation rates in activities such as Dance, Gymnastics, Golf and Netball. Success in a variety of competitive sports. Links with other subjects that contribute to pupils' overall achievement and their greater social, spiritual, moral and cultural skills. The quality of overall provision has improved so that all teaching in this area is at least 'Good' or better. The school is better equipped for a variety of sports. The school has achieved the Gold School Games Mark. Our sports coaches have upskilled their teaching in a variety of sports. 	<ul style="list-style-type: none"> Assess the sports are suitable and accessible for all children. To raise children's level of activity by setting targets and analysing next steps. To increase the number of pupils involved in competitive sport. To focus on healthy lifestyles and initiatives in school and the community.

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>	N/A due to COVID

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	N/A due to COVID
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A due to COVID
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?	N/A due to COVID

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: £	Date Updated:	
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:
The engagement of all pupils in regular physical activity, at least for 30 minutes a day	<ul style="list-style-type: none"> Ensuring a wide variety of playground equipment is available and accessible at all playtimes and lunchtimes. 	£1800	<ul style="list-style-type: none"> We provided playground equipment of a wide variety to all pupils. Our playtimes our staggered between lower school and upper school which means more children get to use the equipment. It is kept in good condition as it is regularly monitored and checked over by our playground leaders. The outcome has been successful as children have been able to use their gross motor skills, and encouraged team work and engagement between peers. Not only this, children have been introduced to equipment they would not be used to using. 	<ul style="list-style-type: none"> Continue to work with the playground leaders, evaluate to see we need to train anyone else and to keep a wide variety of equipment available for all children.
	<ul style="list-style-type: none"> Train playground leaders to make sure the equipment is being used properly, is looked after and to support the children if they are unaware of what to do with the equipment. 	£1000		<ul style="list-style-type: none"> To continue with the lunchtime club set up scheme as this worked well.
	<ul style="list-style-type: none"> CM Sports to continue with a lunchtime club changing sports every 3 weeks. Hold an Intra-class tournament for all years once a half term. Hold a scooter day for whole school and bike ability course for Y6 to promote more children to 	N/A		<ul style="list-style-type: none"> Sign Y5 and Y6 up for a bike ability course.

	scoot/cycle to school and be safe outside of school.		<ul style="list-style-type: none"> The children have had the opportunity to practise the sports they were learning in PE in a lunchtime club in match play situations. Even though the club was voluntary as it was at lunchtime, it was very popular and was ran well by our outside provider. The sports changed and there was a tournament at the end of each half term. Due to COVID-19, this was unable to happen this year. 	
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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:
Ensure 2 hours of quality PE a week	PE was taught by specialist PE teachers across the school. Appropriate curriculum time was allocated to support delivery of PE curriculum.	£4000	More children participated in a wide variety of sports across the year which meant a larger intake to after-school clubs.	Specialised PE teachers to follow-up cancelled training and see next steps.
Continue our SPEED bands scheme to increase participation and engagement to new sports. Promoting sports both in inside and outside school.	Children were provided with Level 1 targets in all after-school club sports to be able to achieve their SPEED	£150	The children who achieved the Level 1 in their chosen sport, learnt new skills to make them better at the sport. They were	To see if there is an easier way for the children to achieve their Level 1.

<p>Audit of PE equipment to identify and address areas for improvement – every half term.</p>	<p>bands. They had to achieve the skill over the term, and once they feel they have done it, they tick and give to the coach to approve and sign off. Once achieved in 3 sports and competed competitively in 1, they receive a bronze band, 5 sports and competitively in 2, a silver band, 5 sports and 3 competitions, a gold band.</p> <p>PE lead, PE staff and playground leaders completed stock lists and kept each other informed if anything needed replacing or if a new sport wanted to be introduced.</p>	<p>£1000</p>	<p>then motivated to achieve Level 2 and 3 and to see if they could transfer the skills they learnt into a new sport.</p> <p>Children were provided with quality PE equipment which let them play the sport properly and to respect and take ownership of equipment.</p>	<p>To continue monitoring equipment.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				8%
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:
Our intent was four our specialised PE teachers to provide an input to our 15-minute starters in staff meetings, covering our plans on PE over a couple of weeks.	Two teachers planned to attend training in the summer term, but this was cancelled due to COVID-19.	£500	This wasn't able to happen due to COVID-19.	This will be carried over to next year.
Provide lesson plans for the teachers who teach P.E. so they are confident when teaching. Give out questionnaires for teachers to assess abilities and confidence. Team teach to raise standards and positive attitudes.	This wasn't needed as specialist PE teachers and sport coaches taught PE.	-	-	If this is required next year, we will put in the appropriate training to make sure the teachers are confident and understand what the children need to be able to achieve.
Teachers/sport coaches who teach P.E. show the aims and objectives for every lesson so they feel confident with what they are achieving.	The PE lead met with the head of our sports provider company and talked through progression across the years and how to achieve objectives. The PE lead then worked with the coaches on how the pupils could take responsibility of this in each lesson.	£1000	The pupils now know what to do to be able to achieve in each lesson. They have 3 targets they could aim for which would be explained to them at the beginning of each lesson then these would be written on a whiteboard for them to see for the duration.	The PE lead will continue to work with the sports providers throughout the year and will hold termly meetings discussing progression and objectives in the upcoming sports. This is so the children will be able to continue to progress and understand what to do to achieve.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				38%
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 continue our afterschool club provision and provide a wide range of sports and activities for all pupils. These sessions let the children practice the skills they have been learning in lessons and to put them in match play. These sessions are taught by qualified, specialised and motivated teachers.	There were 2 -3 sports available for after-school clubs each day for children to choose from. Over 65% of children participated in the clubs.	£3500	Our after-school club provision is extensive and has proved an important part for educational and social/recreational opportunities. Pupils who have attended the after-school club have led them to feel more confident in lessons. It also has led more children to take up extra-curricular activities outside of school.	To continue providing a wide variety of sport after-school clubs.
Provide golf and cricket sessions for specific year groups in the summer term by specialised sports coaches.	We continued are popular JOLF day, this introduced children to a new sport or a sport they haven't played much of, we follow up the day with an after-school club in the summer term. The cricket days were cancelled due to COVID-19.	£2500	It has increased participation in the sport. The skills the children have learnt are transferred to other sports.	To continue with our JOLF days as they have been hugely successful, look into other taster days available in different sports.
Children write up match reports.	We wanted to involve children who weren't fussed about sports but enjoyed writing, to write up our match reports.	N/A	This increased knowledge and participation for children who didn't usually enjoy playing sports, to gain an interest and want to	This has been aimed at Year 6 children, so to focus on including other years and working with the English team with what children to take to prioritise writing engagement.

			join an after-school club in a particular sport. The child/children wrote up the report with somebody who played in the match which promoted engaged conversation about the game from different viewpoints.	
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Key indicator 5: Increased participation in competitive sport				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:
Continuously working with SCO and cluster schools with the implementation of training which then leads to tournaments. To support this, additional expenses (transport, kits, entrance fees, trophies for intra-class tournaments etc) to enable successful participation in competition.	Children across the school participated in at least two fixtures a month. These varied between SCO cluster school competitions, and friendly matches against other schools. The sports and ages varied to increase as much participation as possible. We provided training held once a week taught by our sports providers to support teamwork, confidence and understanding the importance to train.	£2500	Competitions let the children work on their self-confidence, value the importance of team-work and boosted their self-esteem in different ways. The pupils took their experiences into different match play situations in and out of school. The training let them understand the importance of hard-work could lead to positive outcomes. They also learnt how to help others when they lose.	To continue with competitions and matches in a wide variety of sports.
Sports Day Additional expenses (medals, t-shirts) to enable a successful sports day.	It is important for children to attend a Sports Day where they feel part of a team/community and valued for their achievements.	£500	Due to COVID-19, this didn't happen but costs will be carried over to next year.	Continue with same plan for 2020-21 academic year.

Signed off by	
Head Teacher:	
Date:	

Subject Leader:	
Date:	
Governor:	
Date:	