

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

Commissioned by



Department  
for Education

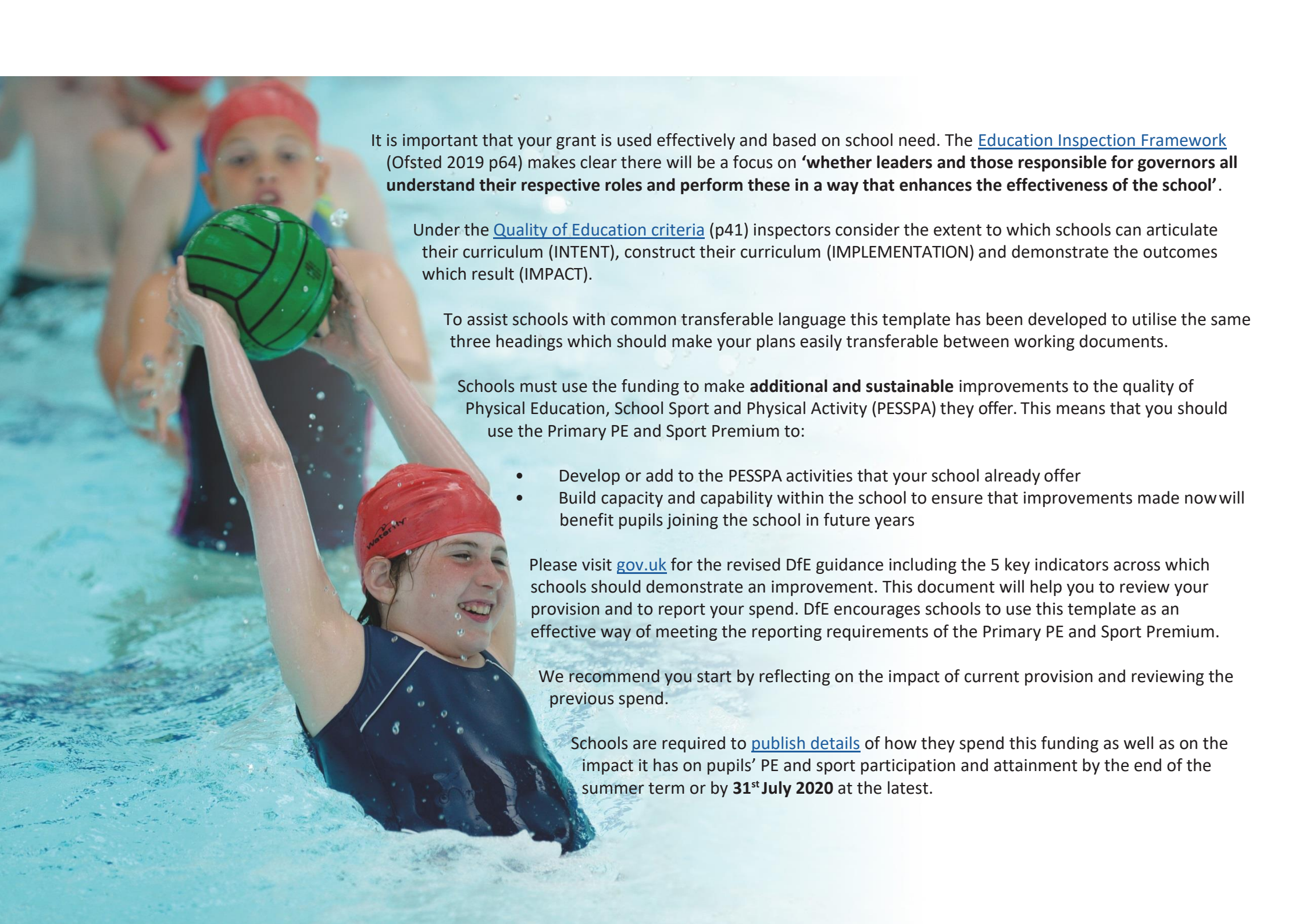
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YOUTH  
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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on **‘whether leaders 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](#).

DRAFT

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>• Monitoring has shown that children are continuing to make more conscious decisions about movement and space. They transfer this independent thinking across the curriculum and are better prepared to transfer skills across activity areas.</li> <li>• Improved confidence, knowledge and skills of most staff through appropriate CPD has supported an increase in pupil progress. CPD has provided the Subject Leader with knowledge and skills to effectively monitor lessons being taught.</li> <li>• Children take part in increased time and effort led sports during lunch times.</li> <li>• EYFS have easy access to wide range of balance and sporting activities, through more effective resource organisation.</li> <li>• More range of after school clubs being offered to all year groups.</li> <li>• Children have taken part in increased range of inter-school competitions, with positive attitude to sport and skill success celebrated in school.</li> </ul> <p>Inclusive, key Stage sports days at local athletic stadium enabled children to be inspired to take part in a greater range of competitive sports.</p>	<ul style="list-style-type: none"> <li>• Train 'Play and Sport Leaders' to run zoned-activities at lunchtimes, and break times and be the drivers/ambassadors of fitness across the school. Playgrounds to be resourced to support this initiative.</li> <li>• Movement of staff across year groups leads us to believe that CPD is needed to upskill some staff.</li> <li>• One NQT's and three RQT in post this term, CPD needed to enhance quality of provision and train to teach at least good lessons.</li> <li>• Outdoor and Adventurous activities is now onsite. Investment has been made in mapping and set-up of orienteering. This needs to be embedded into the curriculum with the continued embedding of the 6C's curriculum. Training now needs to take place.</li> <li>• The provision of 30 minutes added daily exercise needs to be reviewed to balance with timetable constraints and the school environment. This review will be particularly relevant to winter months and weather conditions.</li> <li>• Share practise of teaching across phases for all staff. A team-teach approach will develop practise for all, particularly new staff. This will be a great way of encouraging new ideas, staff taking risks in their delivery of PE and develop differentiation (support and challenge) within lessons.</li> <li>• Increase level 2 competition. Timetable constraints, staffing structures and travel all impact on participation levels: obstacles which need to be overcome at an agreed MAC cluster meeting in the Autumn Term.</li> <li>• Ensuring the children's preferences re. sports and activities are included in the long term plan, and the long-term plan maps to space, provision and competition.</li> <li>• Investment in high quality resources, in order to increase competitive sports training and inspiration.</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.	80%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	66%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	53%
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?	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: £19,000		Date Updated:	
<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?:	
Sports coach employed 2 days a d week and after school to engage different sections of pupils in physical activity.	Schedule in place to ensure ultimate efficiency of time. CPD for staff		£8,000		
New equipment to be purchased to support break time and lunchtime activities in Key Stage 1/2, engaging children in physical activity	Provide equipment / resources to introduce new sports into the KS1/KS2 playground, to improve delivery of existing ones and to support wide range of lunchtime and leisure sports activities.		£1,000		
Skipping coach – work with different groups of children throughout the year.	Skipping coach – 2 lessons a week Attend a skipping competition at the end of the year. Run after school club – Wednesday aimed at KS1 children		????????		

<p>Training of Young PE leaders.</p>	<p>Training of Year 2 and 5 Play and Sport Leaders. Badges/ Equipment and Awards for children.</p>	<p>£200</p>		
<p>Children to be more active in a range of lessons.</p>	<p>Book in themed days for children to exploring new activities – bring in trained coaches – CPD for staff. Play leaders to help organise themed days.</p>	<p>£1,000</p>		
<p>Primary Steps in PE – Active Understanding. Teachers to use in any lessons. Use on Wet breaks/lunchtimes</p>	<p>Our 5 Minute Active Understanding Breaks are designed to develop core athletic movements, raise heart rate, aid coordination and provide quick mental breaks for children. As well as this we have also incorporated active games meaning that teachers can use physical activity as part of mini plenaries or review sessions.</p>	<p>£150</p>		
<p>Children understand why walking/cycling is a healthy option Children understand how to stay safe on bikes and when walking</p>	<p>Year 6 – Bike ability Year R – Balance ability</p>	<p>£1,000</p>		
<p>Storage for KS1 and KS2 on playgrounds for break and lunchtimes activities</p>	<p>Purchase better storage for PE equipment</p>	<p>£800</p>		
<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>				<p>Percentage of total allocation:</p>
				<p>%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>	<p><b>Impact</b></p>		



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 school's sporting achievements to a wide audience – Seesaw and PE newsletters for parents.	Sports board. Weekly celebration on seesaw. Parents informed of activities and achievements in newsletters.	£0		
PE subject leader is regular update the PE curriculum to bring it in line with the whole school focus, creating objectives for teachers to use in their planning. Long term curriculum plan to be made in line with hall timetable (PE hub)	Strategic analysis of planning – against schools learning ladders. Analysis of assessment systems linked to data. Transfer data onto DCPRO	£0		
Take part in School Games Award as use this as an indicator for improvement and achievement.	Sign up for School Games Quality Mark and promote across school.	£200		
Role models -local sporting personalities so pupils can identify with success and aspire to be a local sporting hero.	Ascertain which local personalities the pupils relate to and invite them into school.	£500		



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
Staff CPD for NQTs and RQTs. The PE subject leader will use some management time to model lessons for other members of staff, sharing practice including differentiation especially in classes with SEN. Work with Lunchtime staff on importance of being active at lunchtimes	Staff to be coached alongside sports coach to look at how to progress children in their class, ensuring that the children in their class are catered for on their own merit with support and challenge provided.	£500		
In order to improve progress and achievement of all pupils the focus is on upskilling the staff. All teaching staff will undertake the following training: • training sessions on gymnastics including the transfer of skills to apparatus. Work with Premier Education	Identify the local centres who are running these courses. Ensure all identified staff are enrolled. Establish dates when cover is required and appoint cover staff. Ensure that time is provided for school based working	£2,000		
DanceDesk subscription and curriculum support	Provide subscription to Coordinator network including CPD. National & professional support memberships. Improve teaching and provide new ideas for the curriculum. Improve confidence of teachers to deliver high quality PE with up-to	£900		

	date pedagogy.			
Scheme of work for Pre School to follow	Look for a scheme of work for Pre school staff to follow in PE lessons	£250		
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				%
<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:
Olympic Workshop (booked last year – carried over due to COVID-19)	Booked from last year (carry over)	£1080		
To ensure all existing swimmers increase their attainment by 10 metres thus increasing their confidence in water. All remaining non swimmers achieve 25 meters thus meeting the statutory requirements of the national curriculum for PE. All pupils can perform safe self-rescue over a varied distance so they are confident and safe in water.	Additional pool hire and swimming teacher purchased for the whole year to ensure children reach their maximum potential in swimming. To utilise the coach based at the swimming pool to work alongside teachers	£1000		

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:
Virtual Competition have been set up from the Black country games.	PE lead to provide teachers with information from Black country games. PE to lead pick different year groups each to complete each game.	£0		

Signed off by	
Head Teacher:	Anthony Brown
Date:	05/09/20
Subject Leader:	Jess Towers
Date:	05/09/20
Governor:	
Date:	