

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 2019:	Areas for further improvement and baseline evidence of need:
<p>Use of Specialist PE TA to team teach with teachers less confident in PE delivery.</p> <p>Purchasing PE Scheme of Work to help planning of effective PE lessons to our pupils.</p> <p>Top-up swimming lessons provided for children yet to gain the required swimming skills. 9 more children able to swim 25m through having extra 12 weeks of swimming.</p> <p>Sports events included 'Sports Relief' and 'Virtual Sports Week'. We achieved the School Games Recognition Award for work on this.</p>	<p>Embed the use of the 'Champions' PE Scheme of work so staff are using it confidently.</p> <p>Audit PE equipment and purchase any equipment needed to deliver lessons within the scheme.</p> <p>Promote physical activity especially after Covid 19 to combat inactivity during lockdown and mental health.</p>

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>	73%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	63%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	73%
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

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: £18690 Total spent: £11275.42 Carry over to 2020-21: £7414.58		Date Updated: 21 st July 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: 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?:
All children engaged in high quality PE lessons.		Research carried out on different schemes of work and discussions with staff. Purchased Rising Stars Champions PE Scheme of Work in October 2019 and distributed to classes in Autumn 2.		£600	More structured PE lessons with clearer aims and objectives. Clearer progression in PE skills from year group to year group/ Less confident staff have a scheme to follow including website resources
Increase the % of pupils engaged in regular physical activity throughout the school day.		Each class to encourage 10 minutes of physical activity such as a run around the playground every day.		No cost	Children enjoyed the 'active 10' and helped the children to focus on afternoon learning after exercise.
					Develop EYFS PE scheme using the 'Development Matters' Document. Follow scheme for a full school year to monitor the impact on PE learning. More promotion of outdoor physical activity especially after lockdown. More important than ever to get children outside in the fresh air taking part in outdoor learning of any kind. Purchasing of more sports equipment to ensure the Scheme of Work can be fully followed.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				11%
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 raise the awareness of sport and competition in school	<p>Organised Sport Relief 'March 2020' – a day of physical activity where all year groups took part in different physical activities in the hall including dribbling skills, balancing, jumping and dance. Each class worked towards being a 'Sports Champion'. Certificates were awarded in a 'Sports themed' assembly for the whole school.</p> <p>During lockdown, classes have included sports challenges as part of their daily challenges. In July 202 we had a 'Virtual Sports Week' online and in school where children completed daily challenges and competed against their own class for a certificate.</p>	<p>No cost</p> <p>School Games Money: See KI 5</p>	<p>Children tried out different activities in a competitive atmosphere. Children tried to beat their personal best which is important in sport. Children were encouraged to get active at home.</p> <p>Awarded School Games Recognition Award.</p>	<p>Working with Mark Roberts from Bridgewater High School as part of TCAT from September to increase competitions within the academy.</p> <p>WASSP (part of SLA Agreement) also encouraging more competition within school due to Covid 19.</p> <p>Apply for School Games Mark.</p>
To improve data on numbers of children being able to swim 25m by the end of Year 6.	Provide top-up swimming lessons in Autumn Term 2019 for Y5 and Y6 children who had not achieved 25m.	£1200	9 more children in Year 6 achieved the 25m through 12 extra weeks of swimming pushing our data up from 43% to 73%.	Provide top-ups for Y6 in Summer term depending on government guidelines due to Covid 19.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				61%
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 staff confidence in PE teaching.	<p>Timetable implemented from September 2019 to ensure that our Specialist PE TA could team teach with staff less confident at delivering PE.</p> <p>Purchase of Scheme of work (see Indicator 1) so staff have clear objectives and progression when teaching PE.</p> <p>Purchase of SLA Agreement: PE Subject Leadership Day AF sent on Full Day Real PE training in Oct 2019. CPD on Evidencing Impact PE form virtual workshop. Subject Leadership time to monitor and develop MTPs for staff. Sky Try coaching sessions</p>	<p>£5201.82 (KH)</p> <p>See KI 1</p> <p>£1700</p>	<p>Lessons monitored were more structured and clear goals set.</p> <p>Views of staff were happy to have a scheme of work to follow.</p> <p>Following a staff survey, teachers who had the opportunity pre-school closure to have team teaching sessions with KH felt more confident in their PE teaching.</p>	<p>Develop confidence in the medium term plans and objectives for each teacher's year group to ensure that we can see clear progression throughout the school in PE lessons.</p> <p>Further CPD sessions to be timetabled in for Spring/Summer Term 2021.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				21%
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 encourage and provide a range of activities to all pupils.	After-school clubs are offered 4 times a week. Our PE Specialist TA takes time to ask children what sports they'd like to have offered and completes a timetable of a broad range of Sports clubs including dodgeball, football, netball, gymnastics, fitness. To use our PE apprentice in Autumn term to help deliver after school clubs 4 times a week.	£2397.60 (AK)	Registers of after-school clubs kept centrally and are well attended. Due to school closure in March 2020, sport clubs for KS1 did not take place like they usually would in Summer term.	Pupil Voice – children to suggest sports to pursue after school. After school clubs to be provided in Year groups following government guidelines. Provide sports clubs after school for KS1 in Summer term (missed out this year due to Covid 19)

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2%
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:
Increase the profile of competition in school.	<p>Sky Try delivered Rugby lessons for Y3 and 4 in Spring Term and a competition was organised.</p> <p>Promote competitions virtually on class dojo.</p>	<p>School Games Money: £176</p> <p>No cost</p>	<p>Awarded the School Games Recognition Award.</p> <p>Due to school closure, our annual Sports Day was cancelled which is a big event on our school calendar. However, children enjoyed taking part in Virtual Sports week evidenced on Class Dojo.</p> <p>Also, with school closures events such as the re-scheduled Sky Try competition for Y3/4 was cancelled. Road to Tokyo athletics event in Summer term was cancelled for KS1. The Health & Well-being day for Y5/6 was cancelled as well as a primary ability day for our designated provision children. All these events have been enjoyed by our school in the previous year.</p>	<p>Get involved with TCAT Primary competition in 2010-21.</p> <p>Promote more in-house competitions due to Covid 19.</p> <p>Book experience days if Govt guidelines allow.</p>

Signed off by	
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Date:	27.7.20.
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Date:	29.7.20