

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.

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>Personal challenge Staff knowledge of delivering P.E has improved including swimming teaching. Wide range of clubs offered for children including new football teams with local schools. Participation in KS2 school games high with 2 teams or more participating ensuring all children in KS2 got opportunity to take part in inter-school competitions. Use of Reading the game to promote active learning and the profile of PESSPA being raised across the school. Classes are beginning to include active brain- breaks in classroom routines.</p>	<p>P.E scheme to support staff to teach without a sports coach Resources for a range of sports and skills to be taught Storage and accessibility for resources Active learning.</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? 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>	88%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	66%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%

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
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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: 2020/2021: £16,890 Last year's carry forward: £25,755 Total to spend: £42,645 Total spent: £17,216 Carry forward into 21-22 – £25,429	Date Updated: Summer 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?:
To develop more active playtimes including wet play and lunch times.	Purchase playground equipment to ensure that children participate in active games at these unstructured times. Purchase wet play games equipment.	Trolleys for storage - £1164	Wide range of playground equipment purchased including playground trolleys for each class. This enabled children to take the lead on equipment and games that they could play. Games were donated.	Continue to monitor how equipment is stored and used to allow children to be in charge. Research – how to be active during wet play. Develop playground for the KS1 and EYFS to develop active lifestyles from a young age.

To allow more activity in class and targeted intervention to take place,	Employ a T.A to carry out cool kids interventions, train lunchtime leaders for an active lunchtime and playtimes. Purchase of Moki bands to allow for tracking of activity levels – 1 class set	WW group lunch time - £810.00 £687.00	Lunch time clubs ran in summer term through use of a sports coach. All children active during designated time slots on Monday and Tuesday.	Develop sports leaders with older children to support younger children once bubbles are no-longer. Fully embed moki bands into school life and create competitions between classes or children for highest activity levels and target low activity hotspots.
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 carry on using School Games Values to our own School values.	To stickers during intra-school competitions	£108.00 for stickers	Children are engaged and actively seeking stickers by following the school values.	Purchase stickers next year.
To support wellbeing of pupils – active body – active mind Reduction in behaviour issues.	Promoting active lessons – brain breaks Use of imoves, Supermovers, Purchase active lesson resources for core subjects: maths, reading, phonics.		Active brain breaks used throughout all classes with classes using a range of resources dependent on age group and children’s interests.	

Cross curricular links for active lessons begin to be embedded across the school	Cross curricular orienteering active lessons in other subjects maths, English,	£1575	This was set up towards the end of the Summer term and training organised for the start of the new academic years. Objectives link to maths and English for all year groups.	Impact to see in the 2021/22 academic year.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				19%
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:
High quality teaching of P.E To improve the quality of teaching delivered within P.E sessions. This aim is to benefit both the children and staff.	Scheme of work brought and training provided in PDM to support staff using it.	Merton £1324.00 Chris Quigley - £170.00	Scheme of work brought providing planning for EYFS to year 6. Reviewed LTP in place and clearer progression of skills to be in place to support children's understanding.	Support with training of sport coaches brought into school to ensure that they follow the schools LTP and progression of skills.
Join Association for PE (AfPE) to ensure access to specialist and expert support, thus keeping the school fully up to date with recommended and safe practice.	To use the most up-to-date publication for school risk assessments and advice on safe practice	£63.00	Support for P.E lead and reading for staff placed in the staffroom allowing staff to develop interests and cpd.	
Join the Youth Sport Trust (YST) to ensure that we are maximising the opportunities for children to enjoy the life-changing benefits that come from play and sport.	make use of the extensive resources available to us online.	£210		Continue with subscription this year and use it

CPD for all teachers	Dance CPD to be organised with a dance teacher working alongside teachers in lessons to provide CPD. Swimming CPD for T.As and new teachers.	£1500	Dance CPD carried out by Mark Anderson promoting dance as a sport, providing new experiences for children as well as supporting and enabling staff to feel more confident in delivering dance.	Continue this into the next year to embed and increase confidence of staff.
Release time for PE Co-ordinator	Book supply cover for PE-Co-ordinator		Due to Covid and school regulations cover wasn't able to be placed.	To apply this in the next academic year to allow a key focus on sport and pe. Including teacher observations and a mini-dive into P.E.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
53%

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: Updating equipment and increasing participation.	Equipment will be purchased, in addition to curriculum stock, to support and develop active lifestyles. The equipment will support and encourage activity during playtimes and will be used to support afterschool clubs. The range of equipment will support both adult and child led activities. Some pupils will benefit from extra support through play leaders to participate in active games at these unstructured times and therefore providing appropriate resources is key.	Sports directory £242.00 TTS – 285.00 Bishop sports – £2586.00	Wider range of sports offered and afterschool clubs include new sports for children to try including Boccia, curling. Range of activities for children to play at playtimes.	Develop sports leaders to allow some pupils will benefit from extra support through play leaders to participate in active games at these unstructured times and therefore providing appropriate resources is key.

	Speakers for outdoor music Orienteering labels clamps	£148.00 £60.00	Use of music throughout the school year motivates and promotes active lifestyle – dance Fridays with music on the playground.	Safe music streaming site for children.
To purchase Balanceability Resources and Training for staff in order that all children can ride a bike without stabilisers by the end of Year 1	Purchase training and resources. Organise 4 x Balanceability sessions for reception and potential mop-up sessions for any Year 1 children who require it.	£1154.00	Balance bikes purchased along with teaching resources. Balance activity bag also purchased. Implementation of Balance bikes in the provision of the LTP.	Introduce a tracking system to assess children’s skills, to allow interventions.
To broaden the range of after-school sports clubs offered to children by linking in with outside providers already working within the wider locality. Link with outside providers to provide broader range of after-school clubs i.e. ‘Chance-to-Shine’, yoga for children,	Contact local providers of sports activities for children and liaise over provision of after-school clubs.		Outside providers were not used due to covid-19 procedures	Contact local providers of sports activities for children and liaise over provision of after-school clubs.
To enable storage of equipment for new sports and allow children and staff to access equipment easily and safely	Purchase of new storage container to allow for structured storage of equipment.	£4692.00	New storage container quoted and sent to governing body – to be implemented during the summer holidays.	

Transport costs enable participation of sport events.	To use the funding to pay for transport to maximise pupil participation.		No travel costs were accrued due to no sporting events being held outside of school.	Continue to support to pay for transport to enable more children access
To continue with whole school intra school sports competitions. 8 in total throughout 2020/21	To create a whole school competition calendar. P.E leader to organise each half term's competition.		Whole school intra games were not able to go ahead due to bubbles being implemented.	To create a whole school competition calendar. P.E leader to organise each half term's competition.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0.3%
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:
Plan for further matches/tournaments/competitions both internally and externally. To continue to provide children with the opportunity to compete within more competitions than previous year (If Covid-19 regulations allow)	<ul style="list-style-type: none"> - Staff to arrange more internal competitions in a variety of sports (e.g. badminton, cricket, netball) between children within school. (E.g. sports days, Sports Relief, during PE sessions, during extra curriculum sports clubs) - School to arrange competitions with external teams. E.g. Swimming league, netball league. (Other schools, teams within the local authority, cluster group competitions) - Parents/carers to become further involved in competitions that children in school may participate within. - School sports tops for competitions 	£438	Unable to mix classes and promote intra -games against unfamiliar and restrictions in sports due to guidelines.	Continue with this action next year to promote and increase participation in sport.
To develop entry into virtual games to allow all children to compete.	<ul style="list-style-type: none"> Release time for subject lead to research and implement virtual games. Promotion of virtual games via home learning site. PDM with staff to promote and train. 	In house cover.	School games participation certification – key stage 2 classes participated in some virtual games ran through the school games group.	Continue if required due to Covid-19.