



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by

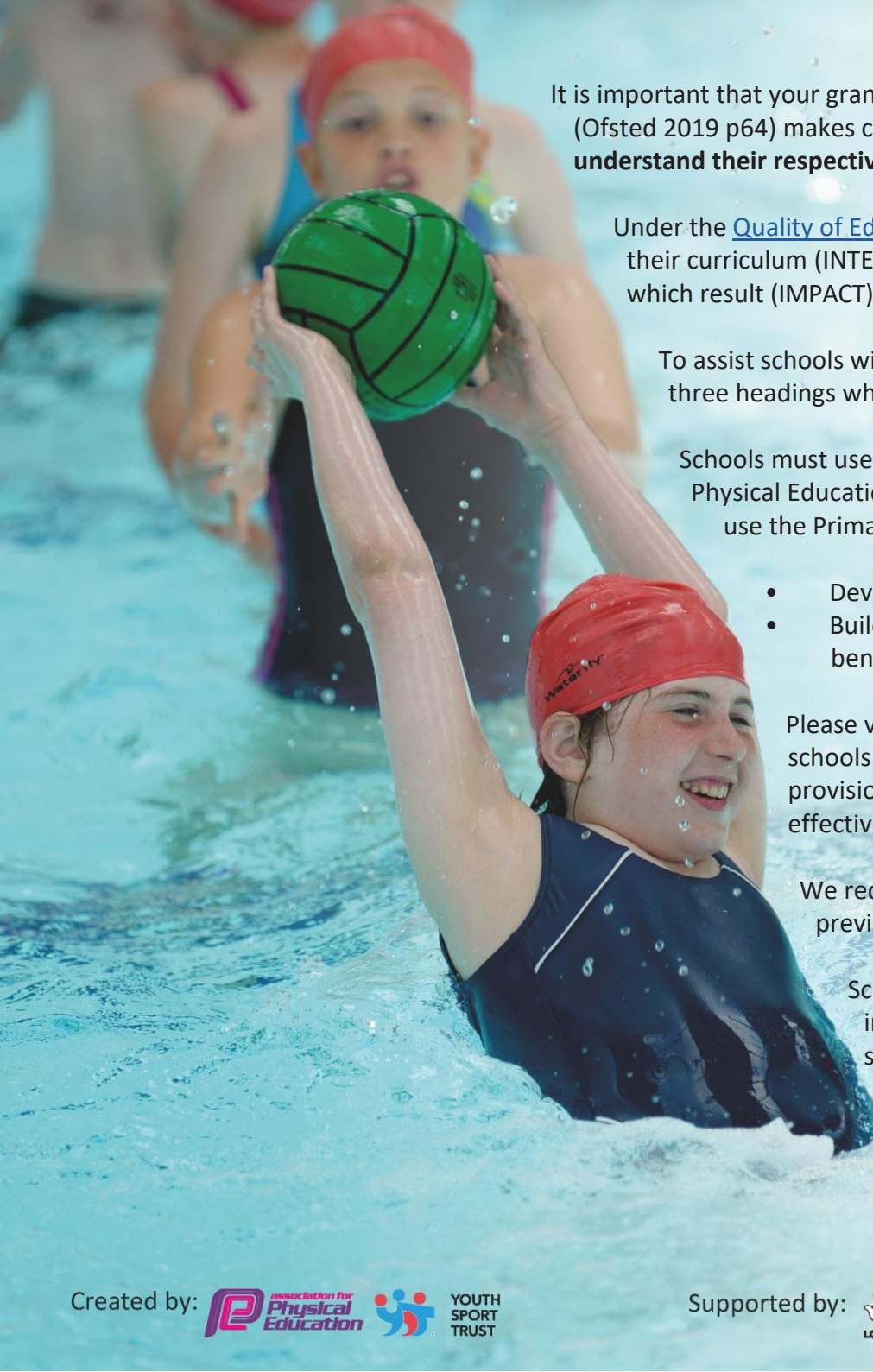


Department
for Education

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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 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • 91% of pupils able to swim 25m, use a range of strokes and can perform safe rescue • Raised the profile of exercise within the school • All stakeholders have improved knowledge of benefits of walking • Growth in extra-curricular clubs • CPD for subject specialist in assessment • Developed the mile a day • Made mile a day path more interactive 	<ul style="list-style-type: none"> • Improve swimming attainment to 100% for Y6 pupils by July 2020 – all pupils need to have attained the basics in water safety, strokes and stamina for healthy lifestyle and wellbeing. • Develop teachers’ skills further in multi-skills delivery – to promote the development of stamina, agility and strength in all pupils • Develop active lessons e.g. PE and Maths skills – to develop physical activity in lessons other than PE and to use core skills in foundation subjects • Develop physical activity for reluctant participants – to increase the activity levels of the majority of pupils, especially those in KS1 for early intervention and promotion of an active lifestyle • Develop the leadership role for pupils – to develop co-operation, responsibility and communication skills

This academic year, due to the COVID – 19 crisis there has been an under-spend of the allocated sports premium.
This will be carried forward to the new academic year. The carry forward amount is £ 5,982

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 2020.0</p>	91% This is based on a parent questionnaire (July 20). This is 10/11 pupils. No swimming this year due to COVID.
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	82% This is based on a parent questionnaire (July 20). This is 9/11 pupils. No swimming this year due to COVID
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	82% This is based on a parent questionnaire (July 20). This is 9/11 pupils. No swimming has

	taken place this year 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?	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: 2019/20		Total fund allocated: £15,016		Date Updated: July 2020	
<p>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</p>					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?:
To promote an active lifestyle for all pupils		For the whole school to walk to the moon and back – use pedometers to measure distance walked daily.		£150 for pedometers	Whole school walking and exercising every day. Scores collected by year 6 and posted on display board and in newsletters
Increase the activity levels of all pupils		To develop the mile a day track to make it more interactive		£8,800	Outdoor gym equipment placed around the mile a day track. Installation completed on day of lockdown – children not yet engaged with it.
				£0	Interactive boards placed around mile a day course – containing puzzles, simple exercises etc
					To invest in a class set of pedometers – to use in class as cross curricular resource.
					Children to engage with equipment. Collect Pupil voice on impact.
					Collect pupil voice of use. Classes to design own sets based on topics

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation		Impact	7%
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 PE is cross curricular	To invest in a 'scheme' that offers opportunities to work in a cross curricular way To develop the mile a day track with quizzes and simple exercises.	£995	This was not yet undertaken due to COVID We will audit teachers and children before and after two terms use. PE will be used as a vehicle for delivering other subjects.	Scheme to be embedded in daily class room practice. Classes to design own set of cards for mile a day track.
To help the children aspire to be better and dream big	To undertake work on the Olympics, key athletes and the different countries involved. To have a GB athlete visit the school and speak to the children	£0	This was not yet undertaken due to COVID Both re-scheduled for Nov 2020	Displays up across the school to recognise key athletes. House groups changed to match names of athletes

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	13%
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:
Develop teachers CPD in multi skill games	For the whole staff to have improved knowledge of key skills in PE and how they can be developed.	£1800	Basic skills are developed fully in and out of the classroom. This work has been rescheduled due to COVID	TA's and playground leaders adopt games at playtime when working with KS1 children
Develop teachers understanding of assessment in PE	Subject Champion attended a CPD course. Information shared at Staff meeting	£150	Subject Champion to revisit in Term 1 All staff to use to assess PE	Continuity across the school and all staff happy to use.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	0.2%
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 develop the out of hours provision	School council to question school about what they would like Approach providers Monitor uptake	£0	More children involved in out of hours provision Pupil voice reports enjoyment.	Look to develop links to new clubs so children can participate outside of school
To develop the leadership role for pupils	Playground leaders to be trained in multi skills	£40	The year 6 play leaders have a huge impact on the school as a	Play leaders happen yearly, year 6 train the next year's

	To have own notice board with ideas and games – to help raise profile		whole. The training will help them deliver structured activities.	leaders. Some disruption this year due to COVID
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	3%
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 offer opportunities to all pupils in competitive sports activities.	To follow the HASP partnership timetable of sports. Look to develop opportunities in house – football tournament – potted sports	£400	School atmosphere is one of support and encouragement. Pupils take pride in representing their school Increased confidence in all participants	Develop links with individual school to allow more people to participate

Signed off by	
Head Teacher:	Paul Cox
Date:	28 th July 2020
Subject Leader:	Vanessa Allcorn
Date:	28 th July 2020
Governor:	Monica Pell
Date:	28 th July 2020