

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



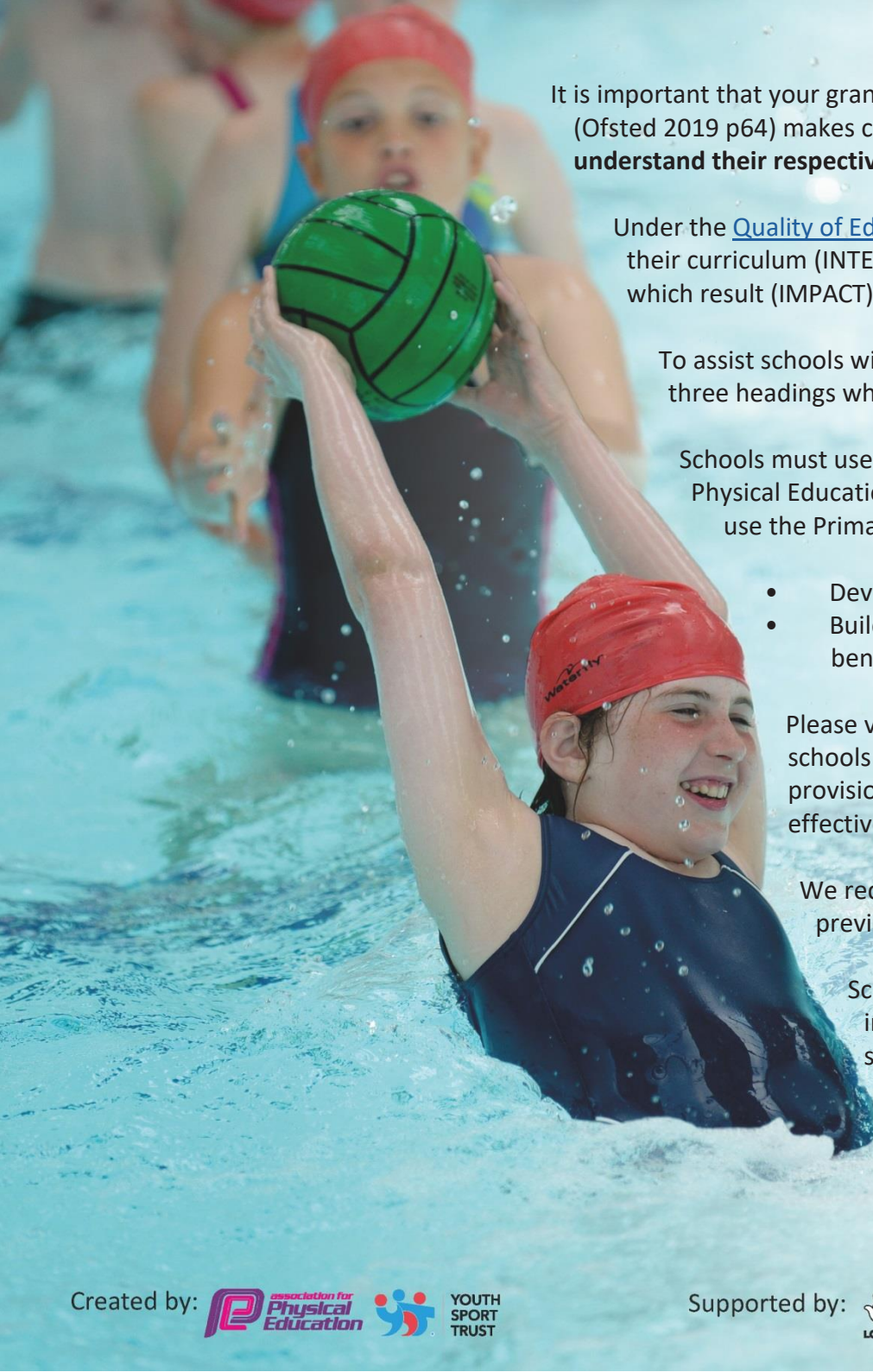
Department
for Education

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.

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"> - KS1 and KS2 accessing more inter school sporting activities/competitions. - FS, KS1 and KS2 taking part in broad range of workshops within school. - Y5 children developing their leadership skills to encourage others to increase their level of physical activity during the school day to support the 'active 60 minutes' initiative. - New PE planning for FS. 	<ul style="list-style-type: none"> - Continue to provide sporting events for all ages and abilities. - Introduce events which include the community. - Development of intra school sports. - Provide support for lunchtime supervisors – access training from Sports Partnership.

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? 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.	48%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	72%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	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?	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: £18,659		Date Updated: 15.07.20					
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: £16,366.35 88%				
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:					
<ul style="list-style-type: none"> To engage and encourage more children to take part in positive, active playtimes and understand the importance of active, healthy lifestyles. To provide lunchtime supervisors with support and training in order to facilitate positive, active playtimes. Develop the playground to include more facilities for children to access at break time. Update of PE resources to ensure there is sufficient equipment available for every PE lesson. Virtual Sports Day implemented in school and 		<ul style="list-style-type: none"> Update for playground markings and tyre trail installation (August 2020) Continue to use Science and PSHCE sessions plus workshops (Woah, Go, Slow) to inform pupils knowledge and understanding around healthy lifestyles. Provide lunchtime supervisor training through Sports Partnership to equip staff with knowledge, skills and confidence to deliver activities (postponed due to covid-19) NS to implement new games – staff to introduce these at the start of PE lessons. 		<ul style="list-style-type: none"> £11,800 £3820 (Sports Partnership - workshop) £0 (covered under above allocation) £0 		<ul style="list-style-type: none"> Waiting for installation. Observe and monitor lunchtime supervisors and to ensure activities are being carried out (once the training has been carried out – postponed to Autumn Term). (New games) Started 2 weeks before lockdown, pupil voice needs to be carried out once we return to school and are able to implement games effectively. Positive responses from parents regarding their own child’s participation 		<ul style="list-style-type: none"> Revise the current activities at playtime termly to ensure there are new activities available for pupils to increase participation in active playtimes. Monitor and assess lunchtime supervisors to check if more training is required and any necessary changes to activities. Assess support for Y5 play leaders to see if they need any training from PE lead. 	

<p>via school web links to engage pupils at home.</p> <ul style="list-style-type: none"> • Pupils in Foundation Stage to develop their physical development through a range of activities and to broaden their experiences. • From previous event, school giving money towards PE resources to provide pupils with a range of opportunities during PE lessons. • Replenishment of PE equipment to ensure lessons can be carried out effectively and children have a range of resources available at playtime to take part in physical activities. 	<p>Children to then practice these at playtime. Y5 pupils involved in leading and implementing activities.</p> <ul style="list-style-type: none"> • PE resources ordered. • A variety of tasks set which children at home could access during the period of COVID-19. Medals and certificates for winners and those who participated. • Resources for Foundation Stage pupils to set up tents. Balancing blocks to strengthen their core and build stability. • A range of equipment ordered to update the PE stock to ensure there is enough equipment available for each lesson and playtimes E.G. footballs, bibs, basketballs etc. 	<p>£350.25 £134.30</p> <p>£228.68 £33.12</p> <p>FREE (voucher from sporting event/sponsorship see K1 2)</p>	<p>in the Virtual Sports Day. Children are able to set themselves ambitious targets to challenge and motivate themselves.</p> <ul style="list-style-type: none"> • PE and playground resources – ordered during lockdown. Pupil Voice, playtime observations and interviews with playground and lunchtime supervisors to be obtained in Autumn Term to assess impact. 	
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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:

£0

0% Spend allocated in KI 1

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:

<ul style="list-style-type: none"> • Whole school celebration of sporting events – Sport Relief, National School Sports Week, athlete visit to inspire children. Continue to celebrate a range of athletes through PSHCE and assemblies. • Y5 fitness challenge (postponed due to COVID-19) to develop a sense of ambition to set achievable targets whilst also pushing themselves to do well. • Activities to include the wider community to promote healthy lifestyles outside of school. Provide families with ways to stay active together. • Supporting children’s mental health and wellbeing discussing issues and ways to resolve these to apply in the future. 	<ul style="list-style-type: none"> • Spring Term – athlete visit to promote different sports. • Fitness challenge for Y5 – Spring Term (postponed). • Liaise with co- PE coordinator to set up activities for National School Sports Week to engage pupils in a wide range of activities (occurred during lockdown. Activities shared on Facebook and dojo to encourage participation). • Colour Run. Parents were invited to come along and join in for a chance to take part in an active lifestyle, promote physical education and include our wider community. • Continue to ensure Jigsaw scheme of work is implemented to support children’s mental health and wellbeing through PSHCE. 	<p>£0 (% taken from sponsorship money raised. Then a % given back to the school to spend on sporting equipment – see KI 1 voucher) £0 (fitness challenge and NSSW activities) £0 Sports partnership/ Colour Run – already allocated funds in KI 1. £0 Jigsaw purchased in previous year.</p>	<ul style="list-style-type: none"> • Parent uptake was high and feedback from parents was overwhelmingly positive. • Spring Term 2/Summer term 1 - to complete pupil voice and staff observation to ensure Jigsaw scheme of work is being completed – use floorbooks for evidence. Giving staff an opportunity to embed these lessons – postponed to Autumn Term 1. 	<ul style="list-style-type: none"> - Use ideas from the Sports Partnership to implement our own whole school and wider community activities. - Continue to implement fitness challenge for Y5. Can liaise with other schools to add competitive element. - National School Sports Week – continue to research new ideas each year and continue to share these on shared spaces and implement in classrooms. - Jigsaw programme – the planning can be used and adapted each 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:
	£833 4%

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:
<ul style="list-style-type: none"> Improved quality of children’s physical education in Foundation Stage to ensure teachers are competent and confident delivering PE and Sport to ensure high quality lessons. PE planning developed for PPA staff to ensure high quality lessons throughout the week to provide children with high quality lessons. 	<ul style="list-style-type: none"> Implement FS planning which was purchased and ensure this is delivered. Attend Humber Conference to understand any changes to Sports Premium and support with spending through CPD of new and innovative ways to develop PE and Sport in school. Develop PE planning for PPA staff. 	£713 £120 £0 using Scheme of Work purchased in previous academic year to help develop the planning.	<ul style="list-style-type: none"> Complete observations, pupil voice and assessment of floorbooks in Spring Term 2 to ensure coverage and complete match task (matching planning to lessons to ensure the planning is being delivered). (Postponed due to COVID-19). 	<ul style="list-style-type: none"> Continue to develop and adapt plans informed by staff feedback to ensure these are relevant, current, challenging and appropriate for our children. Links with Sports Partnership to support when adapting plans eg during lockdown to adhere to social distancing.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				£0 0% Spend allocated in KI 1
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:
<p>Additional achievements:</p> <ul style="list-style-type: none"> • Increase participation in a range of sporting activities to give the children the opportunity to find an activity they enjoy and can access. • Provide a range of whole school activities to develop a sense of community and apply a range of sporting attributes such as determination, encouragement etc. 	<ul style="list-style-type: none"> • All chn took part in - Get Skipping, Whoa, Go, Slow, Colour Run, Get Glowing, Elf Run. • Nursery Welly Waddle. • Y6 Bikeability (cycling proficiency for those who cannot ride a bike) – summer term. 	<p>£0 –Sports Partnership allocation – see KI 1</p> <p>£0 Welly Waddle</p> <p>£0 Bikeability</p>	<ul style="list-style-type: none"> - Bikeability - % of those passing the course TBC when completed in Summer Term. Awaiting results. - Overwhelming positive response from parents and children after each event. 	<ul style="list-style-type: none"> - Activities led by Sports partnership we can deliver and adapt each year to continue to promote active lifestyles. - Communicate with local collages (NL) to identify any students willing to deliver clubs as part of their work placement. - Communicate with PE governor/local feeder school for Y10/Y11 pupils to support with sporting activities.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£0 0% Spend allocated in KI 1
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:
<ul style="list-style-type: none"> Accessing a wide range of sporting competitions across all Key Stages. Aim to include most/all chn from each class in one sporting activity each year to give children the opportunity to apply skills within a competitive situation and to be given the chance to try a range of activities which they had not yet accessed. 	<ul style="list-style-type: none"> Ensure as many activities are attended across KS1 and KS2 which are not yet covered in school. Identify and book competitions through Sports Partnership. Y6 triathlon – summer term – postponed due to COVID-19. 	£0 - part of the Sports Partnership allocation – see key indicator 1 £0	<ul style="list-style-type: none"> Excel spreadsheet has been created to track each child's extra-curricular sporting events. Not a clear picture for 2019/20 due to lockdown and events cancelled. All pupils took part in whole school events listed in KI 4. 	<ul style="list-style-type: none"> Continue to access a wide range of competitions to give chn, particularly G+T and those who are less confident, the opportunity to practice their skills. Develop competitions between schools in the local area/those linked to our feeder secondary school.

Signed off by	
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Date:	15.07.20

Created by:  association for Physical Education  YOUTH SPORT TRUST

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