



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



YOUTH
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:
<ul style="list-style-type: none"> - Increase in the percentages of Y6 children meeting swimming requirements through top up sessions. - Widened the sporting opportunities the children have through revising the curriculum map and purchasing new resources. - Increased the number of children participating in competitions (Gold Games Mark) - Implemented a new scheme of work - Upskilling our PE specialist - Restored the MUGA to a usable state which increases space used for PE and PA. - Embedded a new assessment tool 	<ul style="list-style-type: none"> - Improve markings on school playground - Renew storage for physical activity and PE curriculum resources

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>	<p>No up to date data is currently held as the children haven't swam in school since Year 4.</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	
<p>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?</p>	<p>This was planned, but unable to take place due to COVID-19 school closure.</p>

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: £19,870		Date Updated: 13 th 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: 13%
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?:	
To ensure our children are physically active at different points throughout the school day and are not restricted by barriers such as space and resources.		<p>Increase space for PE, SS and PA by carrying out a MUGA inspection and repairs.</p> <p>Ensure maximum participation in PE, SS and PA by topping up resources</p>		<p>£1500 MUGA repairs</p> <p>£ 300 resources</p> <p>£312 5 a day subscription</p> <p>£ 545 Active Maths</p>	
				<p>We were able to run lunchtime football clubs as well as provide an additional space for an extra after school club. The children also had more space to run and be physically active during playtimes.</p>	
				<p>The MUGA will provide extra space for after schools clubs and lunchtime clubs to be carried out. The 5 a day and active maths ensures that physical activity is incorporated into as many curriculum areas as possible which increases the children's fitness stamina.</p>	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0.1%
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:
Children to be aware of how their contribution to PE, SS and PA is recognised in whole school rewards.	Frame all certificates awarded to school in recognition of PE, SS and PA.	£30.00	All awards of celebrated in our school reception and presented to the children in our Celebration Assemblies. The children are therefore more motivated to contribute to whole school initiatives. These are also shared in our newsletters.	Certificates will be updated as and when they are rewarded and re-presented to the children in assemblies.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
<p>Ensure children are challenged within their gymnastics lessons and build on their prior learning.</p> <p>Children receive high quality PE lessons</p>	<p>Attended the Level 5 GB Gymnastics course to improve his own gymnastics knowledge.</p> <p>Fed back to subject leader.</p> <p>Timetable allows time for PE specialist to plan and team teach lessons with other members of staff.</p> <p>Widen the number of gymnastics units available on scheme of work.</p> <p>A staff audit showed we needed to carry out staff training on the delivery of the dance curriculum. Staff will attend training sessions which they feel they need to upskill in.</p>	<p>Course and cover costs £400</p> <p>£210 Update of scheme of work</p> <p>Staff Dance INSET £360</p> <p>BPSS Subscription £1300</p>	<p>Children achieve higher in gymnastics and teachers feel more confident delivering lessons. Children are clearly making links between prior learning and building on these skills.</p> <p>Children are more engaged in their dance lessons due to the teachers having more ownership over the themes are delivering dance through.</p>	<p>PE specialist will be timetabled to team teach with class teachers going forward and continue to deliver lessons which build on prior learning and develop new skills.</p> <p>Staff are more confident with delivering dance lessons, which in turn will ensure the children are challenge and engaged in their learning.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0%
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:				
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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:
Raise the profile and motivate children to participate in competitive sport, as well as increasing the number of opportunities. Children able to play on home territory to help raise the profile across the school and to enable to school communicate to spectate.	Purchase new football kits for two teams. Maintain the quality of the grass pitch.	£600 new kit £20 Compost and seed for grass	The children will want to achieve well whilst representing the school, they will also learn to work as part of a team. The children will understand the important of building on skills throughout the school which could potentially allow them to represent the school.	An increased number of children will be able to present the school. They will benefit from feeling part of a team. The kit will also raise the profile of inter level sports.

Signed off by	
Head Teacher:	Maureen Kelly
Date:	15 th July 2020
Subject Leader:	Nicki Whatley
Date:	15 th July 2020
Governor:	Liz Reeve
Date:	15 th July 2020

We have an under spend of £14,293. This will be carried forward to next academic year and will be spent on increasing the children's participation in physical activity. We will do this by installing a mile a day trail and putting other markings on our playground.