Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised November 2019

Commissioned by

Department for Education

Created by

association for Physical Education

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.

Created by: Association for Physical Education, YOUTH SPORT TRUST

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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:
• Over 50% of each year group have attended after school clubs up to March. • Year 5/6 girls football team set up in competition to create parity. • Sports leaders trained and ready for future years. • Differentiated PE lessons following the STEP principle. • All pupils participated in personal challenge lessons.	• Dance highlighted as an area for development by 60% of teachers. • Over 50% of staff lacking confidence in assessing PE. (Tracker to be implemented next year) • Majority of children not engaging with 30 minutes of physical activity per day.

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]?	42%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	58%
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

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:** £19245	**Date Updated:15/7/20**		
Key indicator 1: The engagement of all 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: 18%
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:
More children attending afterschool clubs so that they not only hit the 30 minutes of physical activity in school but also begin to target the 30 minutes at home.	Change 4 Life club subsidised to target least active children.	£2600	30 additional KS2 children attended clubs compared to last year. 15 of these attended more than one club.	Sports coaches to offer a wider range of clubs next year to cater for wider interests. Look into active breakfast clubs as well as afterschool.
Improve PE lessons and lunchtimes when the weather is poor	Table Tennis equipment purchased for teachers and sports coach to use if PE lessons cannot use the hall or outdoor due to weather.	£300	All of year 2, 5 and 6 have used equipment during lunchtimes when having to stay indoors compared to last year where no plans for activity indoors were in place.	Identify more indoor games for KS1 and EYFS before progressing to table tennis is KS2
Raise activity levels of children at lunchtime	Sport leaders to receive training to widen the range of games that they can run at lunchtime with both older and younger children.	£400	Group of year 5 and 6 children were trained in the spring term. Early signs were showing increased numbers in physical activity but didn't fully develop due to covid.	Year 5 children that were trained to continue next year and train some children from current year 4 to work alongside to keep a steady training flow.
Increase activity levels of children at home	Active homework bags set up for classes to give out for a week and rotate.	£200	Not created yet due to Covid. Money to carried forward and used to raise activity levels in 2020/21	

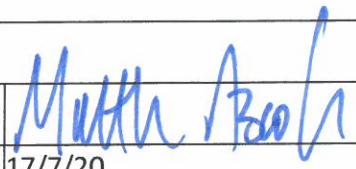
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 12%
Intent	**Implementation**		**Impact**	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn 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:
Improve children's social and personal skills through physical education with a focus on teamwork, resilience and positive communication.	Purchase of Real PE scheme to focus on social, cognitive, creative and personal skills that can be developed through PE.	£2200	Children were beginning to make progress but didn't cover all areas this year due to covid. On taught areas a baseline assessment for physical skills and personal skills have been created and will be used to show progress.	Continue to use real PE as it was beginning to have a positive impact. Train whole school on how to use the same principles in gym and train foundation stage on implementing to achieve early learning goals.
Improve pupil attainment in English and raise the numbers of children that participate in 60 minutes of physical activity each day.	Purchase of Active English to engage children more within spelling and grammar lessons.	£195	Purchased in Autumn 2 and not used enough to show impact yet. Children more engaged in English lessons though and on days where used all children hit at least 30 minutes physical activity each day.	Continue to use to support SPaG lessons to understand whether it has a positive impact on attainment.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 26%
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:
Upskill teachers to raise standard of PE lessons	Sports coach to work with all teachers to improve teaching of fundamental movements and skills.	£3540	All teachers reported being more confident in teaching fundamental movement and games so sports coach will not be needed next year for this.	More specific CPD on dance for all teachers and CPD provided for specific identified areas.
Improve teachers understanding of fundamental movements	Demonstration lessons delivered by Real PE for all teachers to observe so they can see how fundamental skills can be differentiated.	£290	Demonstrations have helped and skills and games within lessons are now differentiated and can follow the STEP principle.	Use demonstration lessons for gymnastics to understand how to differentiate within gymnastics.
Improve quality of gymnastics delivery within PE lessons	Real gym purchased to ensure progression is clear. Sports coach to attend real gym training before rolling out to all staff.	£245	Lessons now have a clear learning sequence and progression within different year groups.	Real gym will be rolled out to all teaching staff and they will be trained in how to use effectively.
Improve quality of PE lessons delivered by sports coach	Level 5 course to be attended by sports coach cover to be arranged.	£1008	Level 5 course completed with knowledge passed on to PE coordinator especially progression of outdoor and adventure lessons. Units planned following the principles learnt through the level 5 course.	Units to be used and adapted next year.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 22%
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 experience a wider range of sports that we cannot offer in school due to space. Children to demonstrate more enjoyment within PE lessons and join take part in clubs outside of school.	Hire local sports hall to deliver PE lessons so that we can include sports such as badminton and basketball which cannot offer at school.	£2400	Children were able to receive more PE time due to use of facilities. Children were able to experience badminton which we were unable to offer in school.	Have a wider range of taster days within school such as tri-golf, Zumba, boxercise etc to continue to widen the range of sports offered.
Wider range of activities to develop the children's fundamental skills	New equipment to improve skills such as ball control, throwing, catching by teaching the activities in new ways following plans put together by PE coordinator and sports coach	£1700	Real PE lessons were fully resourced to allow children to take part individually and in pairs without having to wait therefore being more active. Equipment allowed more differentiation of activites following the step principle.	EYFS resources looked into to allow accelerated progress in their physical development.
Improve our outdoor and adventure lessons	Archery sets purchased to be used during OAA lessons and also lunchtimes and competitions to engage more children	£200	Not purchased yet as this unit was planned for summer term and didn't get taught due to covid. Sets will be purchased next year and money carried forward.	

Key indicator 5: Increased participation in competitive sport				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:	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 participation numbers of girls within competitive sport.	Minibus training and transport to competitions.	£1050	Equal numbers of boys and girls participation in competitions was achieved this year due to more flexibility with transport to attend a girls football league and girls rugby competition.	Maintain equal numbers of opportunities but aim to raise numbers in younger years.
Improved offer of competition for SEND children.	School Games Membership to allow children to participate in a wide variety of sports.	£400	20% of the children who have represented the school this year in competitions were SEND compared to estimate in previous year of 10%.	Run more SEND friendly competitions in school such as archery/boccia/tri-golf.
Children to show more enthusiasm towards competitive sport	CPSSA Membership so children can participate in competitions across the city.	£60	An additional 25 children participated in competitions (would have been more if cross country was not cancelled due to weather/covid)	Maintain interest levels without use of sports coach by having sports crew (young leaders) to run some clubs at lunchtimes and PE coordinator to run afterschool.
	Afterschool training sessions for children attending competitions to improve performance and as a result maintain children's interest in participating in competitions	£1000	All sessions were at maximum capacity and lunchtime sessions were added due to interest.	

Additional Money carried forward due to Covid - £2040

Signed off by	
Head Teacher:	
Date:	17/7/20
Subject Leader:	
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