

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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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 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Sports Ambassadors who run organised play time sports sessions. • Continued to increase the number of children who took part in inter school sports activities. • Increased the range of PE activities on offer to pupils in school. • Increased time for structured PE sessions to 2hrs 25 minutes per week. • Would have achieved Gold PE mark had it been available this year. 	<ul style="list-style-type: none"> • Provide further opportunities for reluctant participants. • Further increase range of extra-curricular PE clubs on offer to ALL pupils. • ALL pupils to take part in some competitive sport during the year. • To ensure that the school submits evidence to achieve healthy schools award. (Not awarded this year due to COVID)

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.	79%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	52%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	97%
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: 2020/21		Total fund allocated: £17,800		Date Updated: 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:
					2%
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"> Ensure there is some physical activity and that this is building towards 2.5 hours of structured activities per week for ALL children. Ensure children have some opportunity for structured activity at lunch and break times. Premier Sport provides teachers who encourage children to be active. 	<ul style="list-style-type: none"> Timetable daily 'Wake and Shake' activity for 5-10 minutes and ensure this is carried out. Ensure the 'Sports Leader' programme is embedded. 		£400	<ul style="list-style-type: none"> Children taking part in daily additional activities which has contributed at least 25 minutes per week to PE activities. Sports Leaders are supporting active play across the school and therefore pupils have more opportunities to take part PE sport coach provides a positive role model for all children. 	<ul style="list-style-type: none"> Ensure time in timetable is allocated for Wake and Shake Activity on daily basis. Retrain/recruit Sports leaders to ensure younger children take over roles and raise visibility of the group. Explore possibility of replacing afternoon break with 'Daily mile' this would include staff participation
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					37%
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"> • High quality PE lessons delivered during curriculum time. • Inter school competition available to all. • To deliver the Sports Leader Programme throughout the school, engaging and facilitating pupils' ability to take responsibility for their learning and delivering of physical activities to the rest of the school. 	<ul style="list-style-type: none"> • Employment of sports coaches • Continue to develop and use whole school plans and assessment. • Children are eager and motivated to represent school and therefore profile of ESSPA is raised. • Continue to Work towards Quality Mark. 	Premier Sport £4500 Equipment £2000	<ul style="list-style-type: none"> • Continued progression of all pupils during curriculum PE lessons. • Questionnaires interviews inform us that pupils enjoy their PE lessons. • Questionnaires inform us that pupils enjoy the variety of activities on offer during curriculum PE. • Sports leaders impact importance of sport/activity by being positive role models in the school. • PE sport coach provides a positive role model for all children. 	<ul style="list-style-type: none"> • School staff better equipped/more confident to teach PE in school • Continue to monitor use of schemes and whole school PE coverage. • Sports leaders will help to develop younger pupils into becoming leaders themselves.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				30%
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>CPD opportunities provided for all staff through use of specialist PE teacher and coaches employed during curriculum time. This will upskill staff and enable them to be more confident and to teach improved PE lessons in the future.</p> <p>Redevelop Long and medium term plans to ensure full curriculum coverage.</p>	<ul style="list-style-type: none"> PE lead used to help upskill teachers as necessary. Class teachers can use sport coach to help develop knowledge and skills of specific sports. Subject leader to research CPD opportunities through Get Ahead Partnership and inform staff where appropriate for their needs. Attend local CPD courses - report back to staff to share information and resources Subject Leader to attend relevant sport conferences and network meetings to gain relevant information. 	<p>Premier Sport £4500 (already accounted for in last section)</p> <p>£450 (supply to attend course)</p> <p>£450 (supply costs for curriculum development)</p>	<ul style="list-style-type: none"> Continued progression of all pupils during curriculum PE lessons. Questionnaires inform us that pupils enjoy their PE lessons Questionnaires inform us that pupils enjoy the variety of activities on offer during curriculum PE. Staff feel more confident in teaching PE beyond the period of the funding 	<ul style="list-style-type: none"> 1:1 lesson observations to monitor staff effectiveness and confidence Staff need to be encouraged to use specialist knowledge availability in school to develop their own teaching. To encourage coaches employed to deliver the PE curriculum, to increasingly involve teaching staff supporting lessons - <i>to increase their confidence in delivery of the subject.</i>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				2%
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"> • Offer additional extra- curricular opportunities for all pupils to take part in physical activity and sport. 	<ul style="list-style-type: none"> • Children to attend the extra-curricular clubs. • School to enter children into sporting festivals/ competitions. • Links made with coaches and outside clubs. • Equipment continues to provide opportunities during break and lunchtimes. 	<p>£300 to allow children who are eligible to attend.</p>	<ul style="list-style-type: none"> • Increased number of clubs on offer (football, tennis, cross country, tag rugby, benchball). • Increased number of children attending clubs. • Children that could not otherwise afford to attend sports clubs in community now get opportunity to attend clubs offered at school. • Coaches signposting children to community sessions (badminton/Brigg Town) 	<ul style="list-style-type: none"> • Increase opportunities for KS1 children. • Continue to develop relationships with Community coaches so a broad and wide range of activities can be offered to all age groups.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				29%
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"> Enter external events to give pupils the opportunity to compete against other schools Children participate in festivals/tournaments held through Get Ahead. 	<ul style="list-style-type: none"> Ensure pupils get opportunity to take part in local competitive leagues, tournaments and festivals. To develop links with external agencies in the community to ensure more pupils participate in community clubs outside of school 	£1300 (PSP costs) £1700 (Local Sports Coordinator) Transport £1200 £1000 (Supply costs to take children to competition)	<ul style="list-style-type: none"> All pupils would have participate in the school sports day. Number of pupils attending competitions increased. (Across all year groups) School won local badminton competition. Came runner in bench ball, girls football and swimming. 	<ul style="list-style-type: none"> Further widen opportunities for pupils to take part in competitive sporting events Investigate further use of virtual interhouse competitions/ children leading own events Explore sustainability of competition if Sports Premium does not continue.

Signed off by	
Head Teacher:	
Date:	1 st September 2020
Subject Leader:	P Keilthy
Date:	1 st September 2020
Governor:	J O'Shaughnessy
Date:	1 st September 2020