

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 pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

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.	42%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	45%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	85%
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

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Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Range of after school clubs provided, which are well attended by pupils. • Children are given the opportunity to participate in competitions. • PE teaching is consistently good or above and staff have been given lots of opportunities to develop their own practice and CPD. 	<ul style="list-style-type: none"> • Develop and promote the outdoor areas to support learning outside the classroom. • Promote active lunch and break times through Play Maker award children. • Play Maker- potential after school club run by pupils for KS1 overseen by OJ. • Continue to provide as many extra-curricular activities as possible- Edsential and staff led. • Ensure PE Passport is being implemented successfully. • Continue with a programme of CPD to support staff with the teaching of PE.

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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: 2019/2020		Total fund allocated: £18,850		Date Updated: November 2019	
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:
					%
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:	
Promote the profile of PE across school.	The funding will be to ensure that PE, school sport and physical activity are prominent across school life, both within curriculum time and through extra-curricular activities. See below for further details.	£6600 – Edsential Premium SLA (See below for breakdown of spend of this amount)			

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Engage younger pupils in new activities leading to increased enthusiasm and desire to take part back in school.	F2 and KS1 Sports Festivals	£920 (Edsential)	These events did not take place due to school closures. It was planned for 100% of children from F2, Year 1 and Year 2 to attend a sporting festival.	We have planned to attend further festivals again next year, when permitted.
Develop leadership skills of Year 5 and 6 pupils. Engage all pupils in regular activity	Year 5 and 6 pupils develop leadership skills that lead to improvements in responsibility, resilience, self-esteem and confidence. Delivered through PlayMaker Award.	£675 (Edsential)	Delivered in Autumn term. 16 children from Year 5 and 6 are now able to lead 'active play' to help ensure children in KS1 are meeting active 30 minutes each day. Before restrictions around mixing 'bubbles', we had planned to increase the leadership opportunities for children through encouraging them to support with leading a Key Stage 1 extra-curricular club, led by our PE lead.	Due to not being able to cross 'bubbles' children from Year 5 will help to support leading active play next year within their own year group, until restrictions change. Once the restrictions allow, the Year 5 children will continue to support younger children to be physically active again.
Track and monitor the engagement of children in extra-curricular opportunities, which increase physical activity.	PE Passport	£599 (Edsential)	Edsential PE Passport was used to track participation in extra-curricular activities, allowing trends and target children to be easily identified.	The data recorded from this year will be used to inform our extra-curricular offer to children next year.

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Develop pupil and staff understanding of the importance of leading a healthy and active lifestyle.	FAN (fitness and nutrition) programme. Increased engagement in physical activity, self-esteem and confidence. Changing attitudes towards being active.	£380 (Edsential)	This did not take place due to school closures.	We will look to take part in this programme again next year to continue to develop children's understanding of the importance of leading healthy active lifestyles. This was rescheduled and will take place in Summer Term 2021.
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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:
				%
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:
Use physical activity and outdoor learning to impact on the wellbeing of targeted pupils	Forest Schools Targeted intervention groups using physical activity to impact on social, emotional and mental health.	£7250	During the year, 199 children took part in the Forest Schools intervention programme. Following the programme, staff reported that children further developed their ability to talk about their emotions, improved their general speaking and listening skills and 100% of children said they would like to	Staff involved within the sessions will be able to continue to use the activities and techniques next year. Taking part in the programme has encouraged staff to feel more confident about using out outdoor space, something that will continue in the future.

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<p>Use Physical Activities to engage pupils and develop social and emotional skills</p>	<p>Personal Best Programme to work with focus groups of pupils to achieve developments against 3 outcomes: Resilience, Self-esteem and changing attitudes towards physical activity.</p> <p>Pupils demonstrate improved social and emotional skills, including an increased ability to interact with each, better communication skills and increased resilience.</p>	<p>£ 1680 (Edsential)</p>	<p>take part in the programme again next year.</p> <p>One of the planned two Personal Best Programmes did not take place due to school closures.</p> <p>In Autumn term, 31 children took part in the programme. The impact of the programme was assessed against the 3 outcomes, with pupils reporting an increase across all 3 outcomes. (See 'Personal Best Impact Report' for full breakdown of results.</p> <p>Following the programme:</p> <ul style="list-style-type: none"> - 78% of children said they can 'always' keep trying when things are difficult. - 74% of children said that they 'always' like taking part in physical activity. - 85% of children said they 'always' or 'sometimes' feel good about themselves, an increase of 11%. 	<p>Children will be reminded of their successes within the programme to encourage them to continue to make progress across the 3 outcomes.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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?:	Sustainability and suggested next steps:
Improve standards of Teaching and Learning in curriculum PE	PE Curriculum CPD delivered by PE Specialists to support school staff.	£1680 (Edsential)	All teachers who took part reported an increase in confidence with teaching PE and said that the training was 'excellent'.	Teaching staff to continue to use this knowledge next year within teaching PE. All teachers will be encouraged to teach the same unit of work again next year to apply the support to their own teaching.
Develop knowledge of Subject Leader to enable further opportunities for young people.	PE Subject Leader Programme	£600 (Edsential)	Subject Leader Support Programme has ensured effective leadership of PE within school.	We will continue with the Subject Leader Support Programme again next year to ensure continuing effective leadership of PE within school.
	Subject Leader Network Event	£35 (Edsential)	Subject Leader Network Event did not take place due to National Lockdown.	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:		
<p>Engage a wider range of pupils in a variety of after school activities</p> <p>40% of pupils across the schools will have attended at least one after school activity. Incl family Zumba.</p>	<p>Continue to provide a range of after school activities to target ALL pupils.</p> <p>Staff survey and interests discussed.</p> <p>Edsential PE Passport used to track participation and engagement across the year to support staff to target all pupils.</p>	<p>Included as part of Edsential PE Service</p> <p>£520 - 2 x After School Clubs (Edsential)</p>	<p>36 extra-curricular clubs offered to children across the year.</p> <p>1 - Family Activity Club 12 - Key Stage 1 13 - Key Stage 2</p> <p>65% of children attended at least one extra-curricular club last year.</p> <p>Family Zumba club took place in Spring 1 half term. 12 families took part in this.</p>	<p>With school closures in March, we did not manage to get as many children taking part in extra-curricular activities as planned. Despite this, more children attended at least one club compared with 2018/19 academic year. We will strive to continue to build on this again next year, depending on restrictions.</p>

<p>Increase activity levels in lessons and clubs through a greater quantity, and a wider range of equipment.</p>	<p>New equipment purchased to enrich curriculum and extracurricular provision. Staff able to deliver fully inclusive and active lessons (e.g. all children having their own ball) New activities delivered using purchased equipment</p> <p>Old equipment repaired- Creative Play</p>	<p>£1000</p> <p>£800</p>	<p>New equipment purchased will ensure that PE can continue to take place next year despite of restrictions around sharing of equipment being in place. It will also ensure that lessons are highly active and inclusive due to a greater quantity of equipment. New activities such as basketball, tag rugby, badminton and tennis can now also be delivered to ensure children are able to access a wider range of opportunities through both curriculum PE and extra-curricular clubs. Outdoor equipment is now safe to use again and is already showing evidence of supporting children with active play.</p>	<p>The equipment will ensure that active and inclusive lessons can continue to take place in the coming years.</p> <p>Outdoor equipment will now be sustainable and useable for the coming years after a period of inactivity. This will help to support children who are not engaging with structured opportunities offered to engage in physical activity.</p>
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<p>Ensure all children are meeting National Curriculum requirements for swimming and water safety.</p>	<p>Provide all children across Key Stage 2 the opportunities to become competent and confident swimmers.</p>	<p>£5500 (Incl transport)</p>	<p>Additional funding was used to provide additional swimming to previous years to support all children to meet the National Curriculum expectations.</p> <p>In 2018/2019 academic year ___% of children in year 6 were meeting NC requirements upon leaving school.</p> <p>With the additional swimming in place this year, ___% of children from Year 6 were able to leave school meeting the required standards for swimming and water safety.</p>	<p>Due to the proximity of our school to water, we believe that swimming and water safety are vital skills. We aim to continue to use our PE Premium funding to support children learning to swim.</p> <p>The need for this should hopefully reduce each year as children will have also been taught to swim in previous years as they move up through the school.</p>
<p>Additional achievements:</p>				

Key indicator 5: Increased participation in competitive sport				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?:	Sustainability and suggested next steps:
<p>Associated benefits of participation in competitive sport, including confidence, motivation and teamwork.</p> <p>40% of pupils can represent the school in at least one competition. The school are successful in achieving the School Games Silver Award.</p>	<p>Participation in Edsential Competitions for All</p> <p>Transport to competitions</p>	<p>Included as part of Edsential PE Service</p> <p>£500</p>	<p>Without school closures taking place:</p> <ul style="list-style-type: none"> - 100% of children from F2 and Key Stage 1 would have taken part in a sporting festival. - 40% of children from Key Stage 2 would have taken part in a competitive event. <p>Despite school closures, between Autumn and Spring term:</p> <ul style="list-style-type: none"> - 40% of children took part in a competitive sporting fixture, competition or event. - Compared to 20% of children in 2018/19 academic year. 	<p>With restrictions looking set to stay into the next academic year, our aim is to continue to support children to participate in competitive sport through both virtual competitions and intra-school competitions.</p>

Signed off by	
Head Teacher:	L Hazeldine
Date:	July 2020
Subject Leader:	Miss Olivia Jones /Miss Sian Abraham
Date:	July 2020
Governor:	
Date:	

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