

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:
<p>The successful appointment and training of Josh Maund to the role of PE apprentice in partnership with Inspire+.</p> <p>The development of excellent relationships with Boston United and Discovery Sport, who both provide a high standard of PE and sports coaching to our pupils.</p> <p>We now have a programme of training in place enabling Key Stage 2 pupils to become playground leaders.</p> <p>The purchase of equipment to improve curriculum, after-school and breaktime provision for all pupils.</p> <p>Participation in an expanding programme of fixtures, tournaments and galas. This has provided pupils from St. Mary's with the opportunity to enjoy representing the school whilst competing in a rich variety of sports.</p> <p>The purchase of sportswear with a dual purpose. Firstly, it can be used by pupils who don't have the correct kit and thereby helps to raise the levels of participation in PE lessons. Secondly, it is also being used by pupils when they represent the school in competitive fixtures to provide a collective sense of identity.</p> <p>Our pupils have been given the opportunity to try a range of non-competitive experiences including orienteering for Year 4, tennis taster sessions for EYFS and Year 1 pupils and 'Change for Life' events to boost the confidence of children with low self-esteem.</p> <p>We have raised the profile of sport and PE through the website and by</p>	<p>To further develop Josh's role, building on his training and experiences to date, to support the promotion and provision of PE, school sport and physical activity across the school.</p> <p>We are also keen to extend our partnership with both Boston United and Discovery Sport so that we can offer a wider range of sport/PE through additional clubs. This will include delivering clubs that target priority pupils, particularly those who may be less likely to engage with physical activity.</p> <p>Further to this, we aim to work with our coaches to raise the profile of physical activity and sport across the school, and also we want to use these partnerships to grow the confidence of staff in the delivery of PE and sport.</p> <p>We want to build on our now established programme of training Key Stage 2 pupils to be playground leaders by providing adult support and mentoring to develop their skills further.</p> <p>To appoint a group of more-able pupils to be sports ambassadors as a way of further developing their skills.</p> <p>To ensure we have the key equipment and resources needed to support our provision of excellent curriculum and extra-curricular PE.</p> <p>To boost the participation for pupils with a special educational need by providing positive experiences to improve their self-confidence.</p> <p>We want to embed physical activity within the school day by introducing the 'Daily mile', inter-house competitions, the 'Fit in ten' initiative and by including fun physical activity throughout the curriculum to meet our aim of</p>

<p>introducing 'Sports star of the week' into our weekly celebratory assembly.</p> <p>Our Sports Day is now bigger and better. This flagship event promotes the school's commitment to sport, and it has been successfully redesigned with the emphasis being on high levels of participation. Children are now much more engaged, and parents are more involved too, following their child's progress around a series of track and field events. The event has become more about inclusion offering a much broader spectrum of sports. There is something for everyone, not just racing!</p> <p>The school has been awarded the bronze level of the School Games Mark.</p>	<p>promoting the well-being of all pupils.</p> <p>To involve our sports ambassadors in the continued development and improvement of Sports day.</p> <p>Through working with the School Sports Partnership, open up opportunities for pupils to experience a wider range of competitive and non-competitive PE, sport and physical activity.</p> <p>It is our aim to achieve the silver level of the School Games Mark by introducing additional intra-school competition during curriculum PE sessions and through inter-house events.</p>
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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>62%</p> <p>This figure is lower than in previous years as the top-up swimming programme scheduled for May was cancelled due to the nationwide lockdown.</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>62%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>77%</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>No</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: £17800		Date Updated: 20.7.20	
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: 27 %
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:
To provide <u>all</u> children with the opportunity to be physically active at school;	The introduction of the 'Daily Mile' to provide a dedicated time of physical activity for all children every day.	PE and Sport development role £4000	This successful initiative ran from September until the start of the lockdown in March. It has been overseen by Josh Maund. Everyday, all the children engaged in five minutes of movement in addition to normal physical activity at breaktimes.	To build on the success so far by relaunching in September 2020 and giving our Sports ambassadors the job of promoting the benefits of the Daily Mile. Each bubble will conduct their own Daily Mile whilst restrictions on interaction apply. This will be linked to the introduction of the 'Fit in ten' initiative to improve wellbeing and combat obesity.	
	Increase the number and range of after-school clubs that involve physical activity.	Coaching £10670	We added an extra after-school club, taking our provision to four after-school clubs that involve physical activity per week. All clubs were suspended in March.	Continue to offer, at least, the same number of clubs that was offered this year. However, each club will be provided for a specific bubble whilst restrictions on interaction continue.	
	Introduce a number lunchtime clubs that involve physical activity.	PE and Sport development role £4000 Coaching £10670	We introduced five lunchtime clubs per week with a PE/sport/physical activity focus. Josh Maund runs one, Discovery Sport runs two, and Boston United two. They have been targeting specific groups including pupils with a special educational need, those who are low on confidence and pupil premium pupils. All clubs were suspended in March.	Pupils within the bubbles will be canvassed to identify activities which will result in a high level of participation. Other staff members will be encouraged to run additional clubs.	

	Introduce inter-house competition that involves physical activity.	PE and Sport development role £4000	The children have participated in a number of inter-house competitions. Some of these have included physical activity, for example the skipping competition.	This is something we aim to develop further, building on what was achieved before the lockdown. It is proving popular and has whole school support. Sports staff and sports ambassadors will need to ensure that competitions involving physical activity are a key element of the inter-house rivalry.
	Train Year 5 Playground leaders to raise the level of physical activity amongst EYFS/Key Stage 1 pupils at break times.	School Sport Partnership (SSP) membership: £2400 PE and Sport development role £4000	This has been highly successful with 16 pupils from Years 4 and 5 being trained as playground leaders to facilitate fun and safe physical activity on the Key Stage 1 playground at breaktimes.	We want to build on our now established programme of training Key Stage 2 pupils to be playground leaders by providing dedicated adult support and mentoring to develop skills further.
	Purchase equipment and resources to be used by playground leaders, and during breaktimes to increase physical activity;	£230	Newly purchased resources have been used to promote increased levels of physical activity throughout the school.	An equipment audit, conducted in conjunction with the coaches, was completed at the end of the year to identify resources needed for the next academic year.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

19 %

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:
To offer a high standard of engaging PE, school sport and physical activity that engages pupils and contributes to their well-being;	Promote the value of PESSPA through our partnerships with coaching providers.	Coaching £10670 PE and Sport development role £4000	Monitoring by the subject leader identified that the children have benefitted from a high standard of PE provided by enthusiastic coaches, who are viewed as positive role-models by pupils. These partnerships brought additional benefits too, including an inspiration assembly led by Boston	In 2020/21 PE will be taught in a holistic way by focusing on physical fitness and skills, emotional resilience, healthy behaviours and choices, developing social skills for better teamwork and challenging all the children to use their thinking skills to solve problems and be creative.

			United coaches.	Through our renewed contract with Discovery Sport and by appointing and supporting a team of sports ambassadors we will raise the profile of PESSPA in line with whole school development plans.
Supporting and inspiring learners with a Special Educational Need.	SSP membership: £2400		Through our membership of the School Sport partnership we have been able to host an afternoon of disability sport which featured New age kurling, Boccia and Seated volleyball. Further activities were curtailed by the lockdown.	Repeat and build-on these activities, perhaps by staging a tournament within school, and against another school as a way of using the new skills in a competitive context. This will depend on the lifting of some of the current restrictions on interaction.
By supporting Sports Relief 2020.	PE and Sport development role £4000		The children loved this great opportunity to be physically active whilst raising money for a good cause. Thanks to the staff who facilitated the fun and games.	At the start of the new academic year, it will be important to look ahead and plan opportunities in conjunction with the whole school staff to promote PESSPA through special days, weeks and one-off events.
To appoint Sports ambassadors.	Coaching £10670		Working with Discovery Sport we aim to engage four pupils to be sports ambassadors to help at sports day and beyond following an application process. Unfortunately, this aspiration was not achieved as Sports Day was cancelled.	It will be important to complete a role description for sport ambassadors. Also, to appoint the school ambassadors at an earlier stage in the academic year in order to expand their remit.
By supporting the 'Aldi Kit for Schools' scheme.			This was a whole school initiative with children across the years being encouraged to support the scheme and obtain equipment which has already been put to use.	We will be keen to participate if the scheme is run again.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				7 %
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:
To raise the confidence and skills of staff across the school in the delivery of PE and sport;	To develop a partnership between coaches and staff for the delivery of curriculum time PE and sport;	Coaching £10670	This has worked well, with staff, including teaching assistants and trainee teachers having the opportunity to observe coaches before putting into practise skills in a mutually supportive atmosphere.	At the start of the new academic year, it will be beneficial to audit skills, with a view to using this information to help achieve the key indicators, and also to identify development needs of staff. In partnership with coaches from Discovery Sport, and also possibly through the School Sport Partnership, any developmental needs that have been identified can be addressed.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				21 %
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:
To offer a greater range of extra-curricular sports and physical activity;	Increase the number and range of after-school clubs that involve physical activity.	Coaching £10670	This was achieved with a minimum of four sports clubs on offer each week.	As a minimum, we will continue to offer the number of clubs introduced this year. However, arrangements will initially be different due to the restrictions on interaction that will be in place. It is likely each club will be provided for a specific bubble. Pupils within the bubbles will be
	Introduce lunchtime clubs.	Coaching £10670 PE and Sport development role £4000	A minimum of four lunchtime clubs were also available each week.	

To offer a greater range of non-competitive sports experiences;				canvassed to identify activities which will result in a high level of participation. Other staff members will be encouraged to offer additional clubs.
	To increase the range of non-competitive experiences available to pupils.	SSP membership: £2400	Year 4 pupils had the opportunity to hone their mapwork and teamwork skills during a morning of orienteering. Reception and Year 1 enjoyed a tennis taster session. Children with a special educational need experienced a range of disability sports.	Whilst it is our aspiration to increase the range of non-competitive experiences available to pupils, this will be limited by the current restrictions on interaction. During the lockdown, the SSP introduced a series of sports challenges in which pupils and groups competed with others around the county by taking a video of their performances. We aim to use technology more to provide non-competitive experiences.
To ensure a greater diversity of sports and related activities is well resourced;	Purchase the equipment and resources needed.	£300	Newly purchased resources are being used to support curriculum time PE, clubs and other additional PE, sport and physical activity.	An equipment audit, conducted in conjunction with the coaches, has been completed and resources needed for the next academic year have been ordered.

Key indicator 5: Increased participation in competitive 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:
To ensure pupils have the opportunity to participate in a wide range of sports competitions or competitive fixtures.	Membership of the local School Sport Partnership.	SSP membership: £2400 PE and Sport development role £4000	This has provided the school with access to a large number of tournaments offering opportunities to participate competitively in a range of sports.	Whilst it is our aspiration to increase the number of competitive events in which the school participates, this will be limited by the current restrictions on interaction between classes and schools. During the lockdown, the SSP introduced a series of sports challenges in which pupils and groups competed with others around the county by taking a video of their performances. We aim to use technology more to provide competitive experiences.
	Targeted extra-curricular coaching to ensure pupils are prepared for competitive sport.	Coaching £10670 PE and Sport development role £4000	The setting up a netball club and provision of weekly football coaching at lunchtimes and after-school helped to ensure pupils felt prepared for competitive sports fixtures.	Once the current restrictions allow us to participate in competitive sport, it will be essential to agree with coaches how preparation for forthcoming competitive sports events can be built into the structure of our PE curriculum. This will be used to provide <u>all</u> children with the opportunity to demonstrate their competence and be included in teams that represent the school.
	Participation in locally arranged events.	Transport to swimming gala: £25	Pupils have had the opportunity to participate in a number of competitive sports fixtures including the Boston Primary Schools swimming gala, the Boston Primary Schools football league and the Boston Primary Schools cross-country races. Further events were cancelled due to the closure of schools.	We aim to participate in as many events as possible once current restrictions no longer apply. We will look for opportunities to use technology to offer competitive sport too.

	Arrange additional fixtures to offer competition to pupils who are not catered for by existing leagues.	Transport: £175 PE and Sport development role £4000	To build on the success of our new netball club, a successful fixture was arranged against another local school. Additionally, arrangements have been made for our girls football team to play against other local schools.	See above.
To achieve the silver level of the School Games Mark;	To introduce more intra-school and intra-class competition.	Coaching £10670 PE and Sport development role £4000	Discovery Sport have introduced intra class competition as an essential element of their coaching programme within Key Stage 2. Intra-house competitions have also been introduced this year.	We were unable to re-apply for the School Games Mark this year due to the Covid-19 pandemic. As a result, the criteria for achieving the silver award will be discussed with our coaches at the start of the new academic year, and a plan put in place to meet the criteria for the award.

Signed off by	
Head Teacher:	Lisa Gleed-Thornley
Date:	20.7.20
Subject Leader:	Jonathan Cooper
Date:	20.7.20
Governor:	
Date:	