

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 2020:	Areas for further improvement and baseline evidence of need:
<p>The development of an excellent relationship with Discovery Sport, who 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, and 16 pupils from Years 4 and 5 successfully completed the training during the last academic year.</p> <p>The purchase of equipment to improve curriculum, after-school and breaktime provision for all pupils. This has included the fitting of display boards and whiteboards outside to support the teaching of PE.</p> <p>Once again, pupils from St. Mary's were able to participate in a programme of competitive fixtures, tournaments and galas giving them the opportunity to enjoy representing the school. Inevitably, the programme was curtailed early due to the Coronavirus pandemic.</p> <p>Our pupils have been given the opportunity to try a range of non-competitive experiences including orienteering for Year 4, disability sport and a tennis taster sessions for EYFS and Year 1 pupils.</p> <p>The 'Daily Mile', a dedicated time of physical activity for all children every day, was successfully introduced.</p> <p>We were able to expand the number and range of after-school clubs that involve physical activity.</p> <p>A programme of lunchtime clubs that involved physical activity and games was introduced.</p>	<p>We want to use PE and physical activity to promote the well-being of our pupils.</p> <p>We want to continue to grow our partnership with Discovery Sport, and re-focus our teaching in PE away from a sports-based approach. We aim to engage all of our pupils by offering fun and creative physical activity that develops thinking, social and personal skills and also promote healthy lifestyles.</p> <p>We also aim to work with our coaches to raise the profile of physical activity and sport across the school by offering a programme of lunchtime and after-school clubs. We aim to increase the physical activity of all our pupils by looking for innovative ways of over-coming the barriers imposed by the Coronavirus.</p> <p>Within the limits imposed by the Coronavirus, we want to offer more competitive opportunities for our young people. This will include competition within class bubbles and using our house system. We want to challenge pupils to beat their own record, and supported by the Schools Sport Partnership (SSP) we aim to look into ways in which technology can help us compete virtually with others. We will be looking into ways in which Sports Day can be safe, competitive and fun.</p> <p>Additionally, we want to develop a system of assessment that enables us to identify the progress being made by pupils in PE and highlights those pupils who will need additional support to overcome barriers to their progress.</p> <p>To boost the participation for pupils with a special educational need by providing positive experiences to improve their self-confidence.</p>

<p>A number of inter-house competitions were introduced.</p> <p>Our pupils loved the opportunity to support Sports Relief, raising money for others whilst being physically-active. This gave everyone's well-being a boost.</p> <p>We were able to support the 'Aldi Kit for Schools' scheme obtaining some equipment that has been put to use in PE lessons and at breaktimes.</p> <p>Our developing relationship with Discovery Sport has enabled staff, including teaching assistants and trainee teachers, to have the opportunity to observe coaches before putting into practise skills in a mutually supportive atmosphere.</p> <p>We were well on the way to achieving the Sports Mark again before the global pandemic stepped-in. However, we were automatically re-accredited with the silver award that we received at the end of the 2018/19 academic year.</p>	<p>To appoint a group of more-able pupils to be sports ambassadors as a way of further developing their skills.</p> <p>We aim to use our partnership with Discovery Sport to further equip staff to participate and lead in PE with greater confidence.</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 continue to raise the profile of sport and PE through the website and by re-introducing 'Sports star of the week'.</p> <p>It is our aim to achieve the silver or ideally the gold level of the School Games Mark.</p>
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<p>Meeting national curriculum requirements for swimming and water safety.</p>	
<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>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	

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

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: £17800	Date Updated: 17.9.20		
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: 39%
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;	Introduce a skills-based approach to the teaching of PE to engage all learners;	£8120		
	Re-launch 'Daily Mile' and 'Fit in ten' within bubbles;			
	Offer an after-school physical activity club to each KS2 class;	£3500		
	Offer a lunchtime physical activity club to each KS2 class;	£2100		

	Develop and use our assessment system to equip learners to overcome the barriers to enjoyment and progress in PE;	£8120		
	Support learners with a SEN by providing positive experiences to overcome barriers to progress;	£1500		
	Purchase equipment and resources to be used during breaktimes to increase physical activity;	£500		
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
To offer a high standard of engaging PE, school sport and physical activity that contributes to pupil well-being;	Promote the value of PESSPA through our partnership with Discovery Sport.	£8120		

	Offer PESSPA in innovative ways by working in partnership with the SSP;	£1500		
	To use physical activity in PSHE and well-being activities;			
	To appoint Sports ambassadors;			
	To continue to raise the profile of sport and PE through the website and by re-introducing 'Sports star of the week';			

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:
To raise the confidence and skills of staff in the delivery of PE and sport;	To equip staff to confidently deliver PE and physical activities by working in partnership with Discovery Sport;	£8120		
	To use the expertise available through the School Sport Partnership to support staff in the delivery of PE and physical activity;	£1500		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
To offer a range of extra-curricular sports and physical activity;	Offer a broad range of physical activity throughout the year through after-school clubs;	£3500		

To offer a greater range of non-competitive sports experiences;	Offer a broad range of physical activity throughout the year through lunchtime clubs;	£2100		
	Provide a greater diversity of games and activities in PE lessons;	£8120		
	Facilitate additional sport and PE experiences through membership of the SSP;	£1500		
To ensure a greater diversity of sports and related activities is well resourced;	Purchase the equipment and resources needed.	£500		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
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 all pupils the opportunity to compete with others;	To use technology to help us compete virtually with others.	£1480		
	To work with the SSP to look for innovative ways in which to compete with others;	£1500		
To achieve the silver or gold level of the School Games Mark;	To increase the level of intra-school and intra-class competition.			

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Jonathan Cooper
Date:	17.9.20

Governor:	
Date:	