

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by

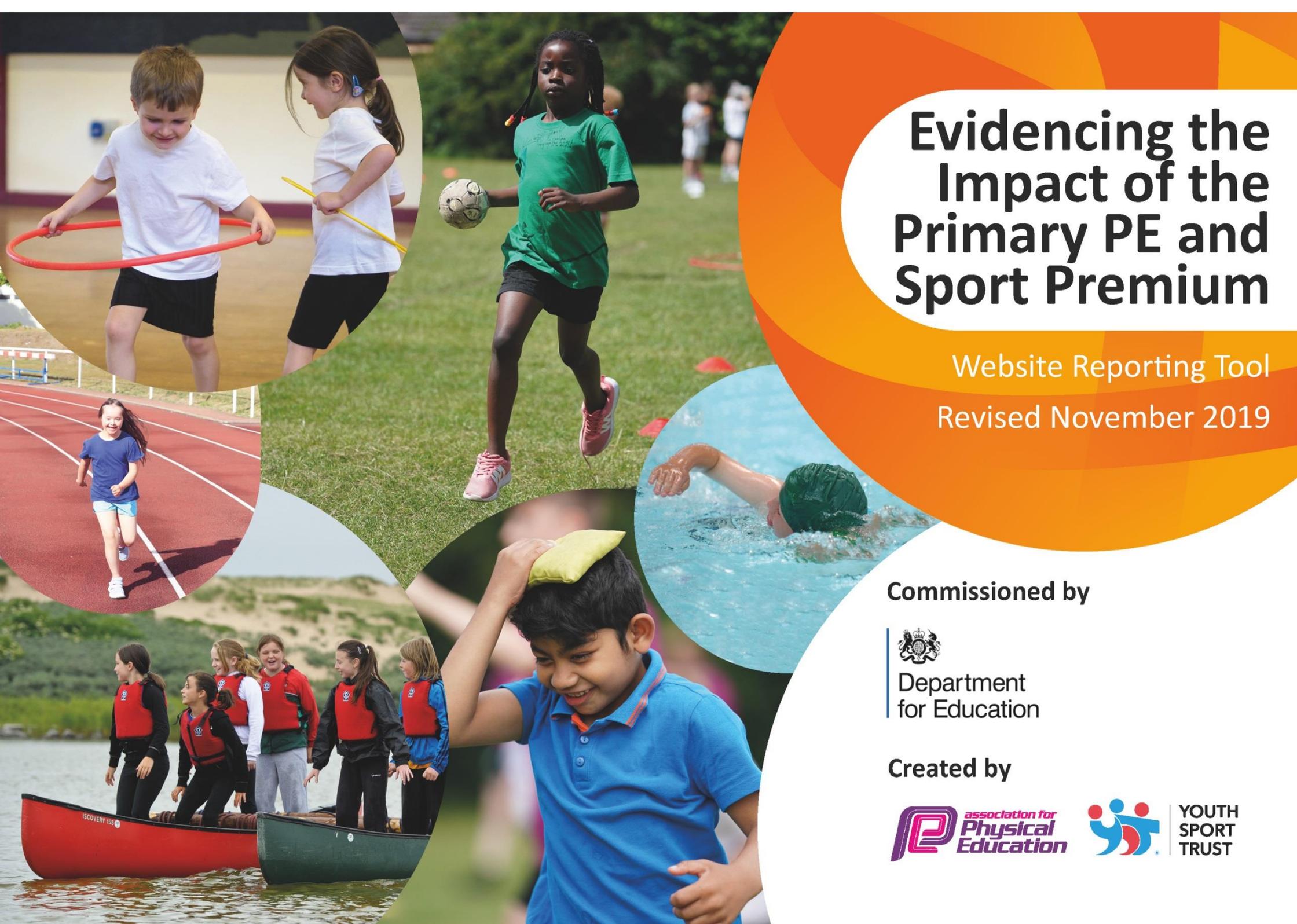


Department
for Education

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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 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 March 2020:	Areas for further improvement and baseline evidence of need:
<p>KPI 1 – 5: New Lacrosse, Dodgeball, Football and Athletics kits have ensured consistent delivery of these areas and allowed progression and variety within the PE curriculum.</p> <p>Achievement of Gold award in recognition of provision for PE and School Sport awarded by Your School Games.</p> <p>Extra provision for children targeted as inactive, in need of skill support, confidence issues and development of positive health behaviours (Power Programme and Yoga). PALs (Playground Activity Leaders) delivering activities to children in KS2 during lunchtimes.</p> <p>Sports Council and sports leaders to support with equipment and activities during KS1 lunchtimes.</p> <p>Offer of a broad and balanced curriculum which ensures that pupils' skills are developed progressively and prepares them excellently for the secondary curriculum – sports activities delivered by specialist coaches including fencing, archery, lacrosse, bikeability, balanceability, dodgeball, gymnastics and dance were added to the provision of more traditional sports such as football, rugby, cricket, netball, basketball and multi-skills, allowing children to have greater experiences and thus improve their skills knowledge for secondary school.</p> <p>Increased delivery and participation in pupils attending extra-curricular activity across the year groups – SMWST offered an improved after school provision that included 10 sports specific clubs across the year (to date March 2020) including aerobics, netball, dance, lacrosse, handball, multi-sports, tag-rugby, football (KS1 & 2), archery and fencing.</p>	<ul style="list-style-type: none"> • Continue to offer a wide range of sports we offer to pupils that goes beyond the basic offer of the NC • Increase extra-curricular provision for the least-active children across KS1 and KS2. • Improve links with local clubs and have them deliver taster activities and after school clubs. • Specialist coaches to provide structured activities during lunchtimes • (As a result of staff changes) increased staff knowledge and experience in delivering high-quality PE sessions. Specialist provider and sports coaches to provide CPD. • Maintain Gold award for Your School Games. • Develop The Spinney to support OAA and Forrest schools provision • Swimming lessons for children in Y3-6 to meet NC standards inc top up

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>	74%

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	74%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	74%
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?	Yes/No (was planned but due to Covid-19 this will be used in 2020/21)

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: £17,740.000		Date Updated: April 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: 45%
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?:	
<ul style="list-style-type: none"> Provide high quality teaching of PE for an extensive range of physical activities. For children to be able to swim at least 25m by the end of KS2, use a range of strokes and perform safe self-rescue. 	<ul style="list-style-type: none"> Embed the progressive LTP in place, through 2 hours of high quality PE a week. Long-term plan to include a range of sports to increase pupils experience of sports High quality sports coach to continue to assist and upskill teachers in assessing progression of skills in PE Equipment bought to support PE lessons: tennis balls, netballs, netball training bibs, bean bags, dance scarves, Floorhoc balls, soft sponge balls & indoor Slazenger foam balls Gymnastics equipment bought: Gym mats, inclined mat trolley and training springboard 	LSSP £3365 enhanced package PEco £3500 £281.74 £783.50	Enhanced, inclusive, more exciting curriculum provision. Wider range of activities for children to perform that are fun and enjoyable, yet engaging. Children's skill improving across the year groups. Children making healthier life choices. Sustained attendance in after school clubs. Higher engagement in PE lessons Engagement of chn in Gymnastics. G&T children identified.	Sustainability and suggested next steps: Teachers to work alongside coaches to improve teaching and assessment of skills. Also to help improve teacher subject knowledge. Continued LTP to show PE taught each year group from year 1-6 (review as necessary to provide a range of sports to engage all children) PE delivery to incorporate high quality PE lessons. This will also provide opportunities for dance.	

<ul style="list-style-type: none"> Less able pupils to have extra support sessions. Increase the levels of pupil fitness & encourage them to have a healthy, active lifestyle Embed as much physical activity into the school day as possible 	<ul style="list-style-type: none"> Y3/4/5 & 6 pupils to access swimming lessons for summer term (10 weeks). 7 Year 6 children who have been identified to access top up swimming sessions Promote the daily mile at least 3 times a week, but every day if possible. Use the active heatmap to plan opportunities for physical activity throughout the day. Select and train PALs in KS2 to lead activities at lunch times. Specialist PE coach to provide lunchtime football competitions Use attendance registers to monitor participation and target the least active children. Host a cooking club Develop a self-sustained gardening club, led by a group of children and the school horticultural club (planned for Summer Term) 	<p>Unable to fulfil due to Covid-19</p> <p>Included in LSSP package</p> <p>Included in PEco package</p> <p>Unable to fulfil due to Covid-19</p> <p>Unable to fulfil due to Covid-19</p>	<p>Children's increased fitness levels and improved wellbeing. Lunch time disputes between children decreased. Children ready and alert for afternoon lessons. Wide range of children taking up extra-curricular activity in lunchtimes and after school.</p> <p>Children experience a wider range of sports and activities in relation to physical exercise. Supports with life skills and personal skills.</p> <p>Increased confidence, self-esteem and a real desire to learn. The enjoyment of PE and increased participation in wider activities. Extra-Curricular clubs (sustained attendance) : Aut 1 - Netball 95%. Lacrosse 83%. Handball 90%. Football 100%. Spr 1 - Tag Rugby 82%. Netball 89%. Archery 100%. Fencing 83%. Mini overs 100%. Spr 2. Football 91%. Multi-Skills 89%. Dance 100%.</p> <p>Pupils are more active in PE lessons - take part without stopping to rest. Standards achieved in PE NC are improving with over 80% achieving end. of KS2 attainment target (ARE) Attitudes to learning improved - better concentration in lessons</p>	<p>Years 3 and 4 children to continue swimming lessons in Summer term 2020. Children have been identified from next years 5 & 6 cohort, who will access top up sessions.</p> <p>New PALs to be appointed in July 20 and are to shadow the current PALs to ensure delivery of lunchtime sessions begins in September 20.</p> <p>A lifestyle week is planned each year for children to experience various activities.</p> <p>New clubs are planned for the first half term 20 and will continue to be planned throughout the year.</p>
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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:
<ul style="list-style-type: none"> Raise the profile of PE and sport through whole school focus days/ weeks Embed the use of the PALs/SSOC to lead activities in school. Encourage cross-curricular links to maths, science and PSHE. Encourage links to the 5 ways to well being, to develop chn's resilience and mental health. Whole school display to celebrate and showcase PE, sport and wellbeing. 	<ul style="list-style-type: none"> Plan annual sports day and sports focus week and invite all stakeholders to attend Appoint new SSOC/PALs in KS2 to lead activities at break and lunch times from Sept Look at topics of curriculum to identify cross curricular opportunities. As part of lifestyle and fitness week, offer a range of activities for chn to experience Identify inactive kids and encourage active participation and positive life choices through the Power Programme. Links the school Christian values to 'my personal best' values. PALs and teachers to award children based on their school games/my personal best values they have shown. Foster acts of kindness and a growth mindset. 	<p>Included in LSSP package</p> <p>Unable to fulfil due to Covid-19</p> <p>Included in LSSP package</p>	<p>Unable to fulfil due to Covid-19</p> <p>PALs received further training in November 2020 (LSSP). They provide a range of lunchtime sports activities encouraging participation and showing excellent leadership skills. Improved interaction between children in different year groups.</p> <p>Children feeling empowered and prepared to make positive healthy life choices from the learning of the programme.</p> <p>All children encouraged to persevere with challenges to meet personal targets. School's Christian values of integrity etc explored through sports.</p> <p>Promote children's involvement of sporting activities and events</p>	<p>Sports Day is planned in the new diary for June next year.</p> <p>New children from year 5 to be selected in June and Training to be booked for Autumn 2020.</p> <p>Power Programme to be booked for Spring 2021. Continue to use Arbor to record participation of children's uptake of extra-curricular sports to target most inactive.</p> <p>Seek out training for My Personal Best for teachers and coaches</p> <p>Book PALs training for new Y6 cohort</p> <p>Sporting achievements shared in</p>

	<ul style="list-style-type: none"> • PALs and PE lead to update the PE and sport display at least 3 times a year. 		<p>throughout the year. Advertise sports available at school for children.</p>	<p>assembly (Friday Celebration Assembly)</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:
<ul style="list-style-type: none"> Provide specialist PE coaches to support / assist class teacher in developing their assessing and teaching so that pupils make greater progress because of high-quality tracking and assessment, especially GD children. PE subject lead/coaches to work alongside some teachers to help build subject knowledge Conduct staff knowledge and skills audit, to ensure any mentoring is bespoke to their needs Attainment levels for pupils in all areas of NC to be 85%+ of pupils at ARE 	<ul style="list-style-type: none"> PE subject leader to discuss with staff and sports coaches the school's tracking system. GD children to be signposted to outside clubs. Create opportunities for teachers and coaches to meet to discuss progress of pupils and to inform next steps in teaching. PE lead to quality assure current coaches and mentor staff as necessary PE lead to monitor pupil progress each half term to identify any pupils not on track. 	Included in LSSP & PEco package	<p>Coaches using specific assessment sheets in autumn term, utilised by teachers to track attainment and progress. Coaches using specific sheets in Spr term, utilised by teachers to track attainment and progress.</p> <p>In class PEco coach has leaders from each class to set up activities and to deliver warm ups and cool downs. Children aware of importance of these. Major muscles used in lessons identified.</p> <p>Observation showed improvement in quality of teaching. Children more engaged. LTP ensure progression of skills in each year group.</p> <p>All teachers aware of tracking systems used by PEco and LSSP. SL also able to analyse whole class attainment and progress.</p> <p>Aut/Spr term PE attainment analysed. See separate PE analysis for results.</p>	<p>A tracking system has been used by LSSP and Peco this year, which will continue to be used to help ensure the assessment of the children is accurate.</p> <p>Each class has a group of leaders chosen by the teachers every half term. Year 6 pupils help in the delivery of sports day. PALs children lead sports at lunch time.</p> <p>Accurate and consistent assessment system, the subject leader has been able to analyse progress and attainment across all classes. This has enabled trends to be spotted and discussions to be and with teachers. This will continue into the next year.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:

				15%
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"> Provide a wide range of after school clubs for children to access physical activity outside of school day and to broaden their sporting experience To maximize opportunities pupils have through purchasing/using commercial, quality resources/equipment. Personal challenges to improve children's motivation. 	<ul style="list-style-type: none"> Provide a range of after school clubs, which cover all areas of the NC Embed PE LTP and amend if necessary. Make links with clubs that offer unusual sports i.e. judo, fencing, OAA, gymnastics. Striker academy - specialist coaching Cheerleading equipment purchased Nike training footballs 12x6ft FA Spec Match Goals Audit, plan and develop lunch time and after school clubs and activities using staff, coaches and young leaders to improve the range of activities offered to pupils after school and at lunch. PALs/SSOC trained and developed to deliver quality lunchtime activities, including a change4life club. Embed the role of the PALs/SSOC to plan and deliver lunchtime activities 	<p>Part of LSSP and PEco package</p> <p>£722</p> <p>£1440</p> <p>£105.60</p> <p>£119.76</p> <p>£269.98</p>	<p>LTP amended to include dance and gymnastics across the year groups. Extra-curricular activities in line with PE LTP and upcoming sporting events to target GD children allowing children to be competition ready.</p> <p>Fencing & Archery delivered with high up take. Children given a wider experience.</p> <p>Year 1 children won Football Tournament.</p> <p>Cheerleading club offered to engage more girls.</p> <p>Equipment for ASC, coaching and competitions. School now has equipment to be host football competitions.</p> <p>PALs have received training in Autumn 1 and Spring 1 - delivered lunchtime activities to all KS2 children allowing to children be more active and develop leadership skills.</p>	<p>Liase with PE coaches to plan in Intra school and class competitions.</p> <p>Continue to offer wide range of sporting activities.</p> <p>Book in assembly for 2021 to maintain interest.</p> <p>Engage with schools in community to host football competitions</p> <p>Recruit and train new PALs for 2020/21.</p>

	<p>and personal challenges throughout the year.</p> <ul style="list-style-type: none"> • Administer assemblies to encourage participation in new clubs. • As part of lifestyle and fitness week, offer a range of activities for chn to experience 	<p>Unable to fulfil due to Covid-19</p>	<p>Assemblies promoted after school clubs which increased the uptake and raised profile of sports across the school.</p>	<p>Plan for 20/21. See out opportunities and book</p>
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Subject Leader:	
Date:	
Governor:	
Date:	