

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:
<ul style="list-style-type: none"> • Non-active children identified and given pupil voice to identify why they aren't / haven't engaged with any PE activities. • School council created to help raise the profile of PE. • School Games silver award 	<ul style="list-style-type: none"> • Development of strategies / clubs to help engage the identified non-active children. • Further development of sports council. • Create sports leaders to work towards the playmaker award. • Identify those who have been least active during lockdown period – push to engage with new activities this year. • Mental health awareness – raise the importance this year through new clubs and Personal Best programmes.

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.	63%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	60%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	60%
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: 2019/20		Total fund allocated: £18,530		Date Updated: August 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:
					%
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>Reintroduction or Continuation of the daily fitness programme 'Active 10'. Each class will perform an activity every day in addition to their PE lessons.</p> <p>Children will:</p> <ul style="list-style-type: none"> • Improve stamina levels • Improve concentration levels • Learn and perform better academically as a result of 'brain breaks' • Feel less stress and anxiety as a result of the Active 10 programme 	<p>KT relaunch and AB pushed the focus in AUT1 on fitness and stamina as part of PE curriculum.</p> <p>Sports council tasked with logging daily classroom exercise.</p> <p>Class teachers to be more flexible in approach to 'active learning' in their classrooms.</p> <p>Class teachers to give 'flexi 5/10' most afternoons and use equipment provided.</p>	<p>As part of £7800 KT half day this academic year.</p>	<p>Evidence:</p> <ul style="list-style-type: none"> • Photos and videos of lessons. • Photos and videos of class activities. • Minutes from sports council meetings. <p>Impact:</p> <ul style="list-style-type: none"> • Children are actively discussing fitness and recommending routines. • Increased awareness of the importance of their own fitness and stamina. 	<p>Teachers continued delivery of fitness and stamina lessons. Big focus on children's mental health and looking at games / activities which boosts this.</p> <p>Children to take over as sports leaders. They will work towards playmaker award and will deliver playground games in small groups at lunchtimes.</p>	

<p>Active lunchtimes – All children have the opportunity to be active during lunchtime through the Active Play and Play Leader scheme (Activ8). Children will:</p> <ul style="list-style-type: none"> • Improve their social skills through play • Improve different elements of fitness depending upon the type of activity • Improve leadership skills 	<p>Purchase of play equipment</p> <p>Activ8 lunchtime activity club for Y3-Y6</p> <p>Registers taken for Activ8 lunchtime club – less active pupils identified and catered for.</p>	<p>£550</p> <p>£500 (Part of Mr Ryan’s role)</p>	<p>Evidence:</p> <ul style="list-style-type: none"> • Playground sectioned off into designated ‘play areas’ with equipment used more frequently. • Invoices • Registers <p>Impact:</p> <ul style="list-style-type: none"> • All children involved and enjoyment of activities. 	<p>Working with children to help deliver new games to their friends. To be delivered through play maker award.</p> <p>Develop sports council to help keep their year groups as active as possible.</p> <p>Look at Edsential health tracker scheme (fit bits).</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p> <p style="text-align: center;">%</p>
<p style="text-align: center;">Intent</p>	<p style="text-align: center;">Implementation</p>		<p style="text-align: center;">Impact</p>	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Sports Day</p>	<p>Links built with SJP for 15 sports students to help set up and manage each event at the Oval.</p>	<p>£500</p>	<p>Evidence</p> <ul style="list-style-type: none"> • Due to COVID-19 sports day cancelled. Virtual sports day online put in place. • Sports Day video and results. <p>Impact</p> <ul style="list-style-type: none"> • All children participating in events for the enjoyment of sport. <p>Profile of PE raised.</p>	<p>Speak with SJP about running similar sports day planned.</p> <p>If delivered virtually again, look to go bigger to increase participation across school.</p> <p>PE Passport being invested in and rolled out for staff to use.</p> <p>Observations of staff teaching to further develop and identify next steps.</p>

<p>The profile of PE and sport being raised across the school. Full participation and enjoyment of pupils in competitive sport.</p>	<p>Whole school competitions and celebrations of achievement and good sportsmanship and team work.</p> <p>Sports person to come in through the 'Inspire through Sport programme' to speak and inspire children.</p>	<p>£200 + free event</p>	<p>Evidence</p> <ul style="list-style-type: none"> • Sponsor forms with money raised from event • Photographs • Sports themed morning • Autographed picture from athlete • Medals and certificates <p>Impact</p> <ul style="list-style-type: none"> • Profile of sport (mountain biking) raised • £1803 raised for new sports equipment for the school (pending) 	<p>Staff meeting to raise profile of sport across the school – with a strong focus on mental health and wellbeing.</p> <p>Continue with swimming lessons 2020-2021 with additional swimming lessons made available for year 3 children.</p> <p>Look at companies who offer more athlete visits.</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:
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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>Increase confidence, subject knowledge, delivery, differentiation and assessment of teachers receiving support.</p> <p>Improved delivery and confidence will result in children:</p> <ul style="list-style-type: none"> • Making the expected or better progress • Having more fun during lessons • Improved behaviour • Opting to do more sport or activity after school 	<p>KT to deliver a number of curriculum support programmes to key teachers in a range of sport subject areas.</p> <p>KT to identify target areas with teaching staff and plan the support around these targets.</p> <p>KT to model lessons as well as supporting during solo teaching.</p> <p>KT to hold weekly meetings with staff to evaluate the lesson, set new targets and plan for upcoming lessons.</p> <p>KT to identify 'next steps' with the teacher.</p>	£7,800	<p>Evidence:</p> <ul style="list-style-type: none"> • KT lesson plans • Evidence of quality teaching of gymnastics on PE Passport app • Evaluations of KT teaching <p>Impact</p> <ul style="list-style-type: none"> • Confidence built in the teaching of gymnastics and dance • Children enjoying lessons and challenging themselves 	<p>Develop a clear sequence of learning and progression maps for each area of PE from year 3 to year 6.</p> <p>Identify key areas for staff development and look to target specific weaknesses in topic areas.</p> <p>Train staff on PE passport to capture evidence of quality PE lessons.</p>
<p>Edsential Curriculum Support:</p> <p>Four members of staff will receive curriculum support for one half-term. Focus will be on confidence, subject knowledge, delivery, differentiation and assessment.</p>	<p>Edsential staff to liaise with class teachers to plan appropriate support and focus areas in Gymnastics and Netball.</p> <p>Edsential staff to feedback and plan sessions together. Regular feedback and reflection will also be required.</p>	Included in the price of the basic PE package from Edsential (£1680 approx/ individual price)	<p>Evidence</p> <ul style="list-style-type: none"> • Photographs of netball lessons being delivered • Lesson plans • Notes from virtual meeting with Carl Sutton <p>Impact</p> <ul style="list-style-type: none"> • Year 3 teachers confidence built in deliverance of topic 	<p>AB to continue and develop subject knowledge by regular meeting with Edsential.</p> <p>AB to link with schools in the area to develop professional relationships and seek guidance when needed.</p> <p>Look at links between class teacher and Edsential provider</p>

Increase Subject Leaders knowledge of role and responsibilities, and ensure SL is aware of latest updates and Ofsted requirements	Participation in Primary PE Subject Leader Support Programme. Release time to do the role of subject leader for the Sports Premium Accountability.	As part of Edsential package	<ul style="list-style-type: none"> AB developing skills to complete PE administration AB developing confidence in designing and delivery of PE curriculum across school 	to ensure both teachers can deliver and plan lessons together.
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Provide opportunity for children to develop their knowledge, skills and understanding of different sports by establishing new after school sports clubs.</p> <p>Autumn 1 – Netball Spring 1 – Karate Summer 1 - Cricket</p> <p>Purpose:</p> <ul style="list-style-type: none"> Increase engagement Increase enjoyment Increase desire to participate in netball outside of school 	<p>AB to organise the letters, permission slips, promote the club etc</p> <p>AB to monitor attendance at club</p> <p>AB to carry out pupil voice and evaluations.</p>	Included in the price of the basic PE package from Edsential (£1,170approx/individual price)	<p>Evidence:</p> <ul style="list-style-type: none"> Pupil voice questionnaires and teacher evaluations PE Passport registers of children attending a variety of clubs PE Passport photographs of children actively engaging and taking part in clubs. Permission slips Full of Beans after school clubs SJP student dance lessons <p>Impact:</p> <ul style="list-style-type: none"> Increased engagement and enjoyment of clubs within 	<p>Use pupil voice to engage with children who did not take part in any after school clubs. Find out why.</p> <p>Increase participation of after school clubs in all year groups.</p> <p>Challenge teaching staff to be creative and offer new and exciting opportunities for our children to take part in.</p> <p>Link with SJP again to offer children access to high school facilities and expert teaching practices.</p>

			<p>our school</p> <ul style="list-style-type: none"> • Children experiencing broad and varied sports and activities to participate in. 	
TASTER DAYS in new sports or Taster lessons	AB to look at any unique sports or activities to help further raise the profile and interest of sports clubs	£200	<ul style="list-style-type: none"> • Children seeking out new clubs and wanting to continue to develop skills through their activities at weekends 	<p>Continue to look out and identify new and interesting sports.</p> <p>Use pupil voice questionnaire to identify what sports children would like in our school.</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:
Edsential Competitions Package	<p>AB/MR/SR to book a variety of competitions for a range of children to participate in.</p> <p>AB to monitor virtual competitions posted once a term and ensure full school participation.</p>	As part of Edsential package (£700 approx)	<p>Evidence:</p> <ul style="list-style-type: none"> • Spreadsheet results of virtual tennis competition. • Winning certificates of children who took part. • Competition timetable entry sheet. <p>Impact:</p> <ul style="list-style-type: none"> • Children meeting new people and developing friendships. • Children working with others they would not normally choose to. • Children's experiences of other schools and use of facilities. • Children learning the value of winning, losing and taking part. 	<p>Increased participation in virtual competitions between schools in local area.</p> <p>Monitor if/when/how children can take part in competitions again.</p>

<p>Increase the number and breadth of competitions and festivals.</p> <p>Increase the number of children participating in competitions and festivals.</p> <p>Enter a higher number of Inclusive/ SEND competitions.</p> <p>New competitions entered:</p> <ul style="list-style-type: none"> • Boccia • Fit Fun Fest • Sportshall Athletics • New Age Kurling • Pop LaCrosse 	<p>AB/ KT to find and enter different competitions and festivals by approaching high schools, professional clubs and local school sports organisers.</p> <p>AB/KT identify children who are not accessing sports clubs and competitions.</p> <p>AB to manage bookings, admin and risk assessments.</p> <p>AB to create opportunities for competitions within local cluster schools.</p> <p>Continue to participate in the Wirral School Games competitions and other locally organised tournaments.</p> <p>AB to organise teams, transport, kits etc</p>	<p>£7,800 KT package</p> <p>£500 for any new sports clubs or opportunities</p>	<p>Evidence:</p> <ul style="list-style-type: none"> • PE passport photos and register of children taking part in tournaments. • Trophies and certificates from competitions won. • Y5/6 girls representing TRFC in Wirral School Games. <p>Impact:</p> <ul style="list-style-type: none"> • Raised profile of sport, especially for girl's football. • More opportunities for children to develop key skills and have new experiences. 	<p>Look to pursue and roll over into next year on a virtual basis due to coronavirus disruption.</p> <p>Provide more opportunities within school for children to experience sports.</p> <p>Develop a local cluster and continue to build links within the surrounding area.</p> <p>Work towards our school Gold Award for sport.</p>
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