

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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SPORT
TRUST





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>100% of Year 6 pupils achieved 25m swimming badge. 61.5% of pupils from Year 1-6 participated in a sports club. 27.3% pupils represented the school at a sports fixture. Sports Mark silver award. Recognition award for continuing with physical activity and school sport during the pandemic.</p>	

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? 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>	100%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	100%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<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>	Yes – Children who did not achieve during the first phase of teaching, attended again until success.

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: £17590		Date Updated: July 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:
School committed to supporting every pupil to be physically active in addition to core PE and school sport provision and increasing awareness of the issues that affect their health.					
1. Track physical activity across the school day, highlighting opportunities for all children to achieve at least 60 minutes of physical activity per day.	1a. Purchase a class set of activity trackers to record and log pupils' physical activity during a week – each class to alternate the use of these after a week to challenge pupils to increase their activity levels each half term. (MOKI technology)	£672.00			
	1b. All lunchtime staff and sports leaders to be trained to lead different activities to ensure pupils are active.				
	1c. Daily mile track to be added	£2000			

<p>2. At least 2 cross curricular lessons per week planned to be active such as active maths or active English. Staff to attend training around this.</p> <p>3. Create a range of personal challenges for pupils to complete throughout the school day.</p>	<p>to the playground for personal challenges and activity throughout the school day and playtimes.</p> <p>1d. Ensure that all staff complete the activity heat map to identify specific areas for support and CPD to ensure physical activity is cross curricular.</p> <p>1e. Least active pupils to be identified and targeted intervention/clubs organised to engage them after discussions about barriers to engagement.</p> <p>2a. Staff to attend training on active maths and active English (CK & DW already have – webinar sent to other staff members)</p> <p>2b. Purchase of Teach active for Maths, Writing and Reading.</p> <p>3a. Following on from the success of personal challenges throughout the pandemic – organise half termly set of personal challenges for pupils to participate in and identify</p>	<p>£975</p>		
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<p>4. Ensure that guidelines are adhered to following Covid-19 pandemic.</p>	<p>improvements – facilitated by Sports leaders.</p> <p>3b. Celebrate pupils' improvements in physical activities – trophies and certificates awarded in celebration assemblies weekly (most improved in each challenge – certificate, Most active class – trophy Most active pupil – certificate)</p> <p>4a. Equipment purchased to ensure that pupils don't need to share equipment where possible.</p>	<p>£19.48 (trophy)</p> <p>£30 – card & ink</p> <p>Yoga mats - £360</p> <p>Yoga cards - £121.60</p> <p>Tennis balls - £197.50</p> <p>Bean bags - £458.50</p> <p>Bumper pack - £310</p> <p>Swing ball - £495</p> <p>Bucket blast - £150</p> <p>Hula hoops - £90</p> <p>Foam tennis balls- £60.</p> <p>Speed bounce - £544</p> <p>TOTAL = £2786.60</p> <p>£4300 – West Leeds SSP &</p>		
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	4b. Coaches brought in to support CPD and that specific sports guidelines are followed – particularly gymnastics and dance.	Rhinos foundation £6993.50 Swimming & transport		
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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: %
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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?:
1. Raise the profile of PE, school sport and physical activity across school.	1a. Attend 80% of sports fixtures available to us. (39) 1b. Achievements of PESSPA awarded and recognised in assemblies. 1c. Provide activity trackers and a range of challenges in order to increase activity levels. 1d. All pupils receive 2hours of high quality PE lessons. 1e. Physical activity to be completed during cross curricular lessons.	£3900 (transport) £ 1014 (Staffing) See above See above See above	Sustainability and suggested next steps:

2. Use PE, physical activity and school sport to improve parental engagement.	2a. Active play sessions run with invitations for parents to come along and join in the club.	£312 – staffing cost		
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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:
<p>Teaching and learning in PE is consistently good</p> <ol style="list-style-type: none"> Monitoring of teaching and learning in PE Pupils achieve the expected outcomes for National Curriculum PE The PE curriculum is progressive, broad and balanced Teachers are confident. 	<ol style="list-style-type: none"> Establish and embed an assessment framework for PE including a measurement of how many pupils are achieving the expected outcomes at the end of each year group HT to ensure at least half-terminly monitoring of PE All teachers to use the assessment grids to rate children against the national curriculum aims. PE lead to develop awareness of deep dive in PE including pupil interviews. 	£900 – cover for PE lead		

knowledgeable and skilled in delivering high quality PE	4a. Staff survey completed about PE confidence and CPD required. 4b. CPD session on HQPE 4c. Audit of equipment in relation to the PE curriculum maps. 4d. Coaches employed to support CPD. 4e. PE hub purchased to support with HQT.	£1980 – Dance and Gym coach (Elise) £455 per year exc VAT.		
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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>Parents, volunteers, sports coaches and local partners provide wider opportunities for pupils.</p> <p>Work in partnership with other schools for mutual benefits of pupils and staff</p> <ol style="list-style-type: none"> Develop extracurricular programme to include a wider range of activities for all year groups that appeal and meet the needs of all pupils formulated through consultation with pupils Pupils to be taught a range of activities and sports during PE lessons and as part of physical activity during playtimes and lunchtimes. 		BCFC coaching - £120		

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:
Develop the competition programme to include a wider range of competitions and activities for all year groups that appeal and meet the needs of all pupils formulated through consultation with pupils. This will include personal best, intra and inter competitions	Take part in at least 6 School Sport Partnership Competitions this academic year Take part in at least 2 School Games events this academic year	See above.		

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	