

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



YOUTH
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>New scheme across school staff confidence has developed and improved.</p> <p>Staff each teaching both PE lessons which has a positive impact on behaviour.</p> <p>Assessments now happening at the end of each unit.</p> <p>Swimming lessons delivered until Spring 2 due to COVID</p> <p>New Equipment purchased to improve provision.</p>	<p>Since lockdown, children generally have had less opportunities to engage in physical activities. Some children have returned to school less physically fit than before and some have gained weight. We are aware that many children have stayed indoors for a long time. Getting our children fit and teaching them resilience is a priority.</p> <p>Achieve Sainsbury's bronze award</p> <p>Address issues around obesity and low fitness levels through increasing participation in physical activities.</p> <p>Offer a range of after school clubs to increase fitness levels</p> <p>Staff training and awareness of high quality P.E teaching</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?</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>40%</p> <p>17/43</p>
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	40%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	40%

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

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: £18370+4684.40 from previous year. £23,054.40		Date Updated: 20/10/20	
Key indicator 1: The engagement of all 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	42%
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:	
Further extend the range and frequency of sports and physical activity based extra-curricular clubs delivered by teachers, coaches and specialist providers based on pupil voice and interests.	New after school clubs to be introduced to further develop the number of opportunities available for pupils to engage in sporting activities. <ul style="list-style-type: none">Track clubs over year and numbers of participants.Compare to previous yearsTeaching staff remain committed to providing clubs which promote regular physical activity.Staff to run an extra-curricular club for one term and will have time in lieu incentivesEnsure we have adequate				

<p>Development of Sports Captains to engage younger pupils in active play.</p> <p>Implementation of Wellbeing Day/Week to further promote the importance of daily physical activity. Improve children's emotional and mental wellbeing through a mixture of teacher led and specialist visitor led workshops. Children will then have regular opportunities to develop positive mental health and wellbeing in both the curriculum and extra curricular activities.</p>	<p>equipment to facilitate the clubs and that they meet the needs/requests of the pupils.</p> <p>Improve opportunities for all to partake in sports activities during lunch and playtimes.</p> <ul style="list-style-type: none"> • Training for Sports Captains provided to enable them to actively engage pupils through organised games and activities. <p>Focus on the importance of exercise within a healthy lifestyle.</p> <ul style="list-style-type: none"> • Yoga and pilates sessions for whole school • All children to improve Concentration, health and mental wellbeing. • Develop teacher expertise on delivering wellbeing and mental health sessions. • Capture pupil voice through questionnaires at the start and end of the year to measure the impact. • Staff to observe sessions and apply skills learnt <p>Children to apply skills learnt in other aspects of both their school and home life.</p> <p>Book in a series of workshops</p>			
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	which focus on children's mental health.			
Develop active means of travel to school through living streets.	Set up living streets tracker			
Early riser clubs to be organised and rolled out with a focus on Pupil Premium and vulnerable children gaining access.	Early riser clubs to engage in a physical activity. Improve mindset of target children and prepare them for the day. Positive impact of behaviour during the morning.			
To improve outdoor provision in play areas.	<p>All playgrounds to have quality resources painted, marked or secured through cement. Daily mile marked out for children to take part daily.(fun and active playgrounds)</p> <ul style="list-style-type: none"> • Dance with Me 3 Stations Playground Marking • Snakes + Ladders 1-36 Solid Playground Marking is packed full of fun and perfect for building children's social skills. • Long Jump playground marking • Active spot circuit playground marking • jump Game playground marking <p>Daily Mile - Running Track (sovereignplay)</p>			
		£9579.98		

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	10%
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 profile of school sport and physical activity	<p>Promote local provision for children Signposting children towards local clubs. Invite clubs to school for taster sessions. (Use of news letter) (Invite Olympian) Guest speakers invited to attend assemblies</p> <p>Regular promotion of success during celebration assembly.</p> <p>To create a 'sports leadership crew' (House captains)</p> <p>Encourage the children to seek competitive opportunities within and outside of school to showcase their talents.</p>			
To ensure PE teaching and learning is consistent across school.	<p>Renew subscription to Get Set 4 PE.</p> <p>Conduct a staff survey to identify potential CPD required and facilitate staff meetings accordingly/ invite sports experts to support.</p>			

	<p>All class teachers will teach quality PE every week to their own classes. 1 outdoor & 1 indoor, with effective structure and planning used to engage all children.</p> <p>Staff would also be able to record and monitor progress using new online assessment tool.</p> <p>Quality assure teaching through lesson observations with SLT</p> <p>Timetable To ensure that all classes (including EYFS) have scheduled slots in the hall for PE.</p>	TOTAL £2306.99		
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Inten t	Implementation		Impa ct	3%
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:
PE to lead to evaluate the confidence of staff when teaching PE so that provision is consistently good.	<p>PE lead to monitor and evaluate the impact of training on colleagues through lesson observations.</p> <p>PE lead to research and complete online CPD for their own leadership development, so that PE lead has high expectations and is fully knowledgeable about the latest initiatives and pedagogy.</p> <p>Lesson observations need to show that children have access to high quality PE lessons, where all pupils are making progress.</p> <p>Staff have requested support with Gymnastics.</p> <p>Quality assure gym equipment – re the climbing frame in hall and ropes. Ensure correct certification is in place prior to use.</p> <p>Demonstrate efficient use of equipment to all staff during staff</p>			
STAFF GYMNASTICS SUPPORT				

	meetings. Provide CPD to NQT and new staff members so that new members of staff feel confident with sequencing, resourcing, delivering and assessing PE.	TOTAL £769		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils N.B: Sports clubs will initially not be run as a result of Covid-19 restrictions. This will reviewed half-termly.				Percentage of total allocation:
				%
Inten t	Implementation		Impa ct	12%
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:
Ensure that children have the opportunity to take part in a quality sports day event.	Map out and provide a fun and engaging event for all children at school to celebrate the sport that takes place.			
Increase opportunities to engage in sports activities, and the range of sports provision according to pupil's interests during lunchtimes.	Meet with the school council / House Captains to determine sports interests. Liaise with DHT -which of these can be pupil lead by the crew and which would need adults. Audit and provide new sports equipment where required.			

Additional after school clubs facilitated by external sports coaches. Possibly subsidised to ensure all children can access any clubs they wish and do not miss out through cost.	Specific children's attendance at clubs is fully funded where necessary. Club registers will show consistent uptake of clubs and greater take up by specific targeted children. Potential clubs <ul style="list-style-type: none"> • Archery • Tri golf • Fencing • Street dance Subsidy put in place and records kept of uptake for subsidised clubs.			
Rugby afterschool club (Stourbridge)	Specific children targeted and encouraged to take up an after school club			
Year 3&5 children offered Bikeability cycling training leading to increased confidence when riding bikes on roads and general cycling skills.	2 day course booked Road Safety for all year 3&5 children.			
		TOTAL £2828.99		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	33%
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:
Increase the number of opportunities to become involved in competitive sport in addition to sports day. Increase the variety of sports provision.	<p>Promotion of clubs through assemblies, visiting coaches, taster sessions and signposting local clubs to families.</p> <p>Work closely with local clubs and coaches to promote the opportunities in local areas. Publicise local clubs and events. These will include; football, rugby, swimming, netball, athletics (indoor and outdoor), hockey and cross country.</p> <p>Transportation to take children to and from competitions.</p> <p>Ensure staff are able to attend to supervise pupils as required.</p> <p>Ensure pupils have access to a range of competitions both in school and externally.</p>			

<p>To increase the amount of children leaving school able to swim 25 metres</p> <p>Provide additional swimming provision to targeted Y6 pupils, who not able to meet the swimming requirements of the national curriculum.</p>	<p>All children will be able to swim 25 meters before leaving school. All children in 3 & 4 to attend sessions weekly.</p> <p>Continue to fund to ensure that this can be maintained for a child's whole time in school. Support families who find the cost challenging to ensure no child misses out through cost.</p> <p>Year 6 top up swimming sessions in summer term for those that cannot swim 25m. The swimming intervention will be set up to run yearly through the PE team for anyone not meeting national curriculum requirements in Years 5/6.</p> <p>Swimming data will be published on website to check attainment of pupils.</p>	<p>£4128 Coach £70 Pool£23 Teacher £36X2 DUDLEY BATHS 32 weeks £5856</p> <p>Total £7596</p>		
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Head Teacher:	
Date:	
Subject Leader:	Amy Walker
Date:	
Governor:	
Date:	