



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 2019:	Areas for further improvement and baseline evidence of need:
<p>Appointment of a sports coach to support teachers with deliverance of lessons and aid in supporting lesson progression. The NQT's from last year are more confident with their ability to teach PE. They also supported the Sports Coach in delivering after school provision.</p> <p>Delivery of two after school clubs one for each key stage, this has led to an increase in children attending clubs across all age ranges.</p> <p>Lunchtime supervisors attended the non-equipment and equipment training in relation to supporting lunch times and engaging children in order to reduce the playtime incidents and to keep children physically active. So far, this is partly achieved as it was only initiated in the summer term, with it now running we hope to see improvements and better engagement.</p> <p>Varied curriculum – wide range of sports taught across the years with the aim of developing gross motor skills at a younger age in line with the requirements of the National Curriculum for Key stage one and developing these in Key stage two.</p>	<p>Increased delivery of after school clubs with a focus of engaging new pupils (particularly pupil premium and those identified as inactive) by acting on pupil voice related to the sports and activities which they would like to see in school</p> <p>Continue to develop the use of Play leaders and to ensure that new leaders are trained.</p> <p>Introduction of the Daily Mile needs to be established in the school.</p> <p>Mental health, wellbeing (exposing children to this) and also teaching them about healthy eating and how reducing overweight and obesity.</p> <p>Staff CPD on wellbeing with yoga resources.</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>No swimming data due to no lessons taking place this academic year (Covid19)</p>

<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	
<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>	<p>N/A</p>

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: 2020/2021		Total fund allocated: £17,780		Date Updated:	
<p>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</p>					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:
Engagement in physical activity during lunchtime – aim to get children moving and to improve physical fitness especially if this was not present during lockdown.	In order for activities to take place, there needs to be equipment for each 'bubble'. Replenish lunchtime PE equipment of balls, bats and nets for target games so that each 'bubble' has access to a range of equipment to run activities.		£1,050.00	Children are engaging with physical activity at lunchtime, they are supporting the running of games. Behaviour incidents are reduced due to the engagement of children.	More children are encouraged to participate in lunchtime activities. Those who are play leaders will be able to support other children in the running of games. In the new academic year, children will be able to run activities for Key Stage One in order to develop gross motor skills, coordination and follow instructions. Peer relationships will have an impact on behaviour and children will develop a sense of competitiveness. Play leaders will continue to skills communication and
Use of play leaders in upper KS2 (in their bubble) and lunchtime supervisors using their training in each bubble to engage children in physical activity.	Score board (laminated in the classroom) for each class when challenges are run by the lunchtime supervisors. Class registers (completed by the lunchtime supervisor) to track those children who participated in the activities.		Free	12 more children trained across Year 3 and 4. This means each class in ks2 have play leaders.	
Daily Mile introduction	Tracking each class's participation in			Children are becoming fitter and	

<p>Additional equipment purchased in order to effectively deliver the curriculum – a class set of tennis rackets, athletics equipment and footballs.</p>	<p>the daily mile by recording their miles on the class chart. This can also be linked with the Commonwealth initiative.</p> <p>Teacher and sport coach assessment within the lesson will be more effective as all children have a piece of equipment each so they can develop their skill.</p>	<p>Free</p> <p>£1,440.00</p>	<p>setting their own challenges e.g. completing more laps, not stopping, running quicker.</p> <p>Children have developed their skills in these areas, noticing when they are achieving the steps set in the lesson and applying these in game situations.</p>	<p>leadership skills.</p> <p>Next school year, this will continue following the Government scheme for the Daily Mile. An assembly for the school and information will be sent home in order for the concept of the Daily Mile to be embedded within the school. In each class, there will be Daily Mile monitors who will ensure that it is completed and tracked.</p> <p><i>In order to develop a sense of achievement, at the start of the school year, their times will be recorded at points in the year to show an increase in fitness levels.</i></p> <p>Continued application of the skills learnt, application to games and across other areas of PE.</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	
<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>Children are made aware of mindfulness in relation to mental health.</p>	<p>Giving children the opportunity to reflect and calm themselves, being aware of their body and mental state and using this to effectively manage their behaviour across all areas of school.</p>	<p>Use of resources from the previous year. Plus, you tube websites and the CPD.</p>	<p>Most children can identify their feelings and emotions and can state why they feel this way, they are developing (using) strategies to calm.</p>	<p>Weekly sessions (cool downs and class activities) have been taught to assist children in connecting with their emotions and expressing their behaviour. Children will continue to be able to express how they feel and know how to manage their own calming techniques. Children will be more Mental Health aware. In the next academic year, peer mediators will be accessible to support these strategies.</p>
<p>Give children the widest ranging curriculum. Offer as many opportunities as possible and exposure to previously uncovered areas of PESSPA</p>	<p>Use the resources which Sports Plus have to offer. Allow children to experience a range of new activities and ways to apply their skills.</p>	<p>Included with Sports Plus price</p>	<p>Enthusiastic leaders who have encouraged others to participate in physical activity – registers recorded as to children engaging in activities.</p>	<p>More play leaders will be trained in the current Year 3 (moving to Year 4 class) and then for the Year 2 who will move to Year 3 so that there will be play leaders in all Key Stage 2 classes. This is ensure the longevity of Play Leaders.</p>
<p>Training of children to be Play leaders.</p>	<p>Running of activities at dinner times and encouraging physical activity,</p>	<p>£599.99</p>		

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:
In order to continue to improve progress and achievement of all pupils the focus is on up-skilling the staff and raising their confidence.	Liaise with Sports Premium Plus coach to work across school to support the delivery of PE sessions working alongside staff and supporting their continued progression and effective teaching. CPD x 3 will be included in the package.	£14,040 approximately	Teachers are more aware of how lessons are structured, there is a dialogue between the teacher and sport's coach on how to support children with smaller steps or to push those who are more gifted.	Teachers continue to use the plans to structure lessons and build skills and progression across lessons, they can assess and provide challenge and support where needed. Next steps: To continue to develop teacher's confidence to teacher gymnastics and dance in the curriculum.
Teachers will be able to identify those children who are Gifted and Talented in order to challenge during lessons. Also, children who are identified as needing more gross motor support will be identified and during the PE session supported by the TA to build vital skills.	Liaise with Sports Premium Plus coach to work across school to support the delivery of PE sessions working alongside staff and supporting their continued progression and effective teaching.	£350	Teachers are able to effectively differentiate which has led to children achieving quicker in lessons and application of skills in to competitive games.	Next steps: Children identified as gifted to participate in sporting events and be given roles during PE lessons to skill their peers.
Four sessions delivered by Steve Groves. A calming programme using mindfulness and yoga for year 6 to	Relaxation and mental health linked before SATs, teaching		This changed to Year 5, due to emotions surrounding lockdown, Year 5 were selected to have the	Continue to use in Year 6, having periods in the week where they have a chance to

support leading up to SATs CPD session delivered by Steve Groves around mindfulness and yoga to support mental health and relaxation which can be delivered in the classroom as learning breaks.	children techniques to relax and strategies they can use when feeling overwhelmed. Support for teachers in teaching mindfulness in the classroom, activity books issued to continue the development.	£199	sessions to develop their sense of self-worth, affirmation and have the skills to rationally work through their emotions. Teachers were equipped with activities to support 'calming' sessions for their class throughout the school day, when needed.	self-reflect. They are also more aware of how their emotions make them who they are. Teachers continue to support their children or specific children with additional mindfulness activities.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

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:
Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. Children are asked to share what clubs they would like in school and these are tailored to those needs. Focus particularly on those pupils who do not take up additional PE and Sport opportunities (pupil premium focus).	Arrange a pupil survey to ascertain what pupils would like in relation to the different sports clubs so that they can be catered towards their interests. Liaise with Sports Premium Plus coach to establish 2 clubs per week with additional clubs at lunch time based around small team games. Target pupils who do not regularly participate in sports clubs and encourage them to attend (pupil premium focus)	Included in the Sports Plus price (see above)	Pupils have been exposed to different sports and learnt about rules and skills needed to play.	Application in to game situations in a competitive context. Due to Covid19 restrictions, Year 2 and Reception were selected as the classes who were offered the afterschool club. The uptake was over half of the class and ball skills and listening skills were the main focus. Games

				were played and teamwork skills developed.
Additional:				

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:
To introduce additional, inter and intra sports competitions in order to engage more pupils through the school games website	Develop a sense of competition, team work and desire to improve. Achievement in their own ability.	£98	<p>Not competed on the school games website due to Covid19.</p> <p>A competition was ran between linked academy schools. Children were given a goal with which to achieve, they were focused and knew they were aiming for an end goal that was to be their best. Children showed more focus and used the skills taught to the best of their ability.</p>	Continued competitions with linked academy schools in different areas of Physical Education (virtual with scores collected or in person). Children develop a sense of competition. Play leaders can be used to facilitate these competitions/run/design the tasks. A sense of ownership and achievement, along with support for others in their class.

Signed off by	
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