

# 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](http://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 **31<sup>st</sup> 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"> <li>Achieving the School Games Gold Award for the 5th year in a row. (Only the second school in East Staffordshire to do this).</li> <li>Attaining the School Games Platinum Award at the first attempt and maintaining this.</li> <li>Many school sports teams entered across a variety of sports. (football, boccia, bowls, gymnastics, tennis, cross country running, swimming, rounders, archery, netball, hockey, kwik-cricket, rugby, handball, kayaking, athletics, sportshall athletics, dodgeball).</li> <li>More than 75% of our children attending at least one school sports club.</li> <li>Over 90% of our children in Y5/6 represented the school in at least one sporting competition.</li> <li>100% of our children in Y4 took part in sports competitions.</li> <li>A large amount of children from Y1/2 were also selected to take part in competitions such as football and gymnastics.</li> <li>In KS2 88% of Pupil Premium children took part in a sporting competition. Our annual sports award was also presented to a Pupil Premium child.</li> <li>52% of our children in KS2 led sporting activities for younger children.</li> <li>We now prioritise swimming in Y4 and Y5 with both year groups attending lessons on a weekly basis. We have also introduced a swimming lesson for the children with severe medical/mobility needs.</li> <li>The Young Leader programme supported increasing amounts of children taking part in Active Break and Active Lunchtime activities.</li> <li>We have developed of our wellbeing and mental health areas to include sports equipment to further increase the amount of physical activity opportunities for our children at break and lunchtimes.</li> <li>School offers a wide range of extra-curricular clubs and to ensure Pupil Premium children are attending these.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss with staff the implications of COVID-19 and what this means for PE (curriculum design &amp; activities).</li> <li>Embed staff confidence in following new curriculum overview and progression of skills document.</li> <li>Improve staff and pupils' health and emotional wellbeing.</li> <li>Extend Young Leader programme to cater for increasing amounts of children taking part in Active Break and Active Lunchtime activities.</li> <li>Monitor the effectiveness of The Young Leader programme to ensure the children are running games that are enthusiastic and involving increasing amounts of children.</li> <li>Continue with Sports Council (Y5/6) continue to meet termly to discuss sports and explore pupil voice further.</li> <li>Continue the development of our wellbeing and mental health areas to include sports equipment to further increase the amount of physical activity opportunities for our children at break and lunchtimes.</li> <li>To create a wide range of extra-curricular clubs and to ensure Pupil Premium children are attending these.</li> <li>Continue the CPD of our staff – to include some Teacher Assistants in this too – so the children's PE lessons remain high quality. Investigate the possibility of staff attaining NGB qualifications for different sports.</li> <li>NQT CPD – NQT to choose an area of development.</li> <li>Ensure there is enough equipment for a selection of sports to be taught throughout school from KS1 to KS2.</li> <li>Build more links with local companies/sport clubs (Rowing club/Rugby club/Kickboxing BBB).</li> <li>Look into British Gymnastics training courses for a member of staff to be trained as a gymnastics specialist (Level 1/2 General Gymnastics Award).</li> <li>Engage with parents on activities that can be continued at home for health and wellbeing.</li> </ul>

<ul style="list-style-type: none"> <li>• We have a small indoor gym area in KS2 to target children who do not do regular exercise.</li> <li>• A gymnastics day led by Kristian Thomas, helped raise money by the pupils to contribute towards new school equipment.</li> <li>• NQT CPD and staff CPD – 2x Level 3 Dance Qualification.</li> <li>• Sports Council (Y5/6) met termly (until February) to discuss sports and what we can do as a school to get everyone active.</li> <li>• Indoor gym open two dinnertimes a week – ran by Sports Council (overseen by Sports Leader).</li> <li>• Started communication with local agencies to start build links with local companies/sport clubs (Rowing club/Rugby club/Kickboxing BBB).</li> </ul>	
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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><b>N.B.</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>	39%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	44%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	33%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> 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: £19,320	Date Updated: July 2020	
<b>Key indicator 1:</b> 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: 12% (£2,318)
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:
Increase the amount of structured play/physical activity opportunities at break and lunch times to ensure every child is active for a minimum of 30 minutes during the school day – all children will enjoy, and many will lead, structured activities which are engaging and enjoyable.	Source small items of equipment, and specific playground resources. Create physical activity cards (similar in style to Top cards) for young leaders to use while running activities, or for other children to read when they use the equipment.  Train two groups of play leaders to run games at lunchtime with KS1 and KS2. Introduce the daily mile – look into marking this out on the yard so children can complete at break time or lunch. Staff to implement it into timetable.  Soccer Stars to run sessions during breakfast club, lunchtime and after school club.	£500  £218  £1,600	During lessons and play time some games appear more popular than others and we will purchase more of this equipment. Playtimes and lunchtimes are more structured now with the support of Soccer Stars. More children are physically active.  Year 6 have taken part in Play Leader Training. This was timetabled and implemented throughout KS2 and KS1 where the older children supported the younger children through play.  Healthy Eating/Everyone active themed days in school provided information and fitness opportunities.  Whole school aerobic workout led	More young leaders to help facilitate the programme. In the future, the school will only have to replace broken equipment Attempt to start a 'mini leader' programme in KS1 to give the children leadership experience at a younger age but to also allow the older children to focus more on KS2 leadership. This will mean even more guided sports activities in KS2 at break and lunchtimes.



			by Joe Wicks (via YouTube).	
			Gym area in place on the KS2 concourse open at lunchtimes and ran by the Sports Council. This gave the children the opportunity to support others in becoming health in body and mind.	
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				10% (£1,932)
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 all staff members' confidence to weave PE and physical activity into other subject areas.</p> <p>Invite representatives of local sports clubs to come to school to deliver taster sessions for children of all ages so the teachers get to see new ways of delivering PE learning goals via alternative sports.</p> <p>Working with other teachers by modelling the teaching of PE to those less confident or experienced.</p> <p>Publicising the sporting achievements of the school.</p> <p>The children will associate learning in lessons with physical activity. They will make links between specific concepts in</p>	<p>Send non PE leaders to CPD courses. Attendee's feedback to whole school staff on how to embed these new ideas in lessons.</p> <p>Invite the SGO, ESBC, sportsstarsuk, Soccer Stars, BRUFC to deliver a whole curriculum day of PE for every child in the school. (Rugby, archery, lacrosse, ultimate Frisbee, Inclusive Sports and handball.) Contact local companies and sports clubs to create more links (Burton Rugby club etc.)</p> <p>Use the school website, twitter, school games and Facebook to blog our achievements and work and to apply for the School Games Award.</p>	<p>£1000</p> <p>£750</p> <p>£82</p>	<p>PE leaders and a range of other teachers (including SLT members) attended a range of training courses throughout the year including Level 3 Dance which has supported new learning and different approaches to planning lessons.</p> <p>Every training course was followed up by dissemination to the PE team.</p> <p>We report often to take into account our many team entries and events attended. We won the school games gold, (5th time) and then platinum awards for our work. The teaching staff make more 'non PE lessons' active. Staff and children know about clubs in the area that provide alternative sporting opportunities.</p>	<p>Annual revisits of the learning from the courses.</p> <p>The PE team regularly show new ideas and sports to the rest of the teaching team.</p> <p>Continued attendance at CPD opportunities provided by the SGO. (A variety of staff so ideas are spread wider.)</p> <p>We have an excellent network of school club links. We're always trying to find new sports/clubs to make links with. Keep the platinum award now we've attained it.</p>

<p>other subject areas and PE. (e.g. Fitness and health – science, personal bests in athletics – maths and ICT, describing a performance and evaluating it – English/speaking and listening.)</p> <p>The children will be more confident to try a new sports. Younger children will get the chance to play competitive games at a younger age in PE lessons e.g. Athletics/Tag Rugby.</p>	<p>Teach all of our Reception children a simple format of ‘games’ lessons (a six week unit of work) with Reception teachers watching.</p>	<p>£100</p>	<p>Children across every year group play a competitive game in every games focused PE lesson as well as House Competitions.</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:
				12% (£2,400)
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>Consistent, sustained and high quality CPD programme delivered by the SGO.</p> <p>All children have high quality PE lessons.</p> <p>All children make better progress in PE lessons.</p> <p>All children enjoy their PE lessons more.</p> <p>All children are enthused to carry on their physical activity after school.</p>	<p>Buy in the services of the SGO and the CPD training programme offered. Send staff (not just the PE leads) on CPD training courses.</p> <p>Run staff meetings to give briefings to all staff about new ideas for PE.</p> <p>Plan and run twilight INSETs for all staff.</p> <p>PE subject leader to plan and undertake a series of lesson observations and/or team teaching with teachers to look at teaching, learning and assessment in physical education.</p> <p>PE subject leader to meet with a broad range of pupils to talk about their PE lessons and to ascertain their knowledge and understanding of the subject (pupil voice).</p>	<p>£1,000</p> <p>£1,000</p> <p>£400 (supply)</p>	<p>Staff attended training course about: cricket, handball, safe practice in PE (AfPE), dance, gymnastics.</p> <p>Children have higher quality lessons for the above subject areas.</p> <p>Staff are more confident in their delivery of these areas.</p> <p>Staff also able to use skills/knowledge from these courses to help improve their teaching in other areas of PE.</p>	<p>Continued investment in our high quality CPD buy in from the SGO. The buy in cost is very, very low for the CPD we receive. Supply teacher costs are the hardest thing to future proof. We always look for innovative ways to cover classes to reduce the costs, thereby making attendance at such courses more cost effective and affordable.</p>



Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 60% (£11,670)
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:
Additional achievements: Offer the widest range of after school sports that we can. The children's interest in sport is sustained so they continue their sporting exploits when they leave us and into later life.	<p>Invite outside providers to deliver taster days.</p> <p>Set up a celebration day where many providers come in. (The whole day being a sports celebration and profile raising day.)</p> <p>Staff meetings and twilights to train staff in new sports.</p> <p>Create school/club link contact details leaflet for all students and staff – distribute/publish this for all families of the school.</p> <p>Investigate equipment we need to set up new clubs.</p> <p>Buy our own equipment for these sports so that we do not have to borrow it.</p> <p>Increased amount of swimming lessons across the school to vastly improve our percentages of children being able to swim 25m by Y6.</p>	<p>£0</p> <p>£0 (costed above)</p> <p>£0 (costed above) £500</p> <p>£3000</p> <p>£8,670</p>	<p>We borrowed some equipment from the ESSP to trial a lunchtime kayaking and archery club/team selection.</p> <p>Children saw a wide range of new and unusual sports that enthused them to find out more about them by participating in team sports such as handball, curling and Gaelic football. Contact details of these, and other school linked clubs, sent out to all families/parents of the school.</p> <p>Parents are invited to come along to events with their children, many attended to watch/support. More than 50 children attended the kayaking and archery trials. Swimming is now taking place in Y4.</p>	<p>Invite more/different local providers to the school to deliver taster sessions. Focus on less main stream sports to motivate reluctant sports children (of which we only have a few) to take up a sport (Canoeing)</p> <p>Host another multi provider activity day. Enrichment days. Five days, 5 activities per class during the week!</p> <p>Make friendly links with the clubs so they offer their services on the taster days for free.</p> <p>Investigate the possibility of attaining a kayaking machine (or two) so the club can run all year long.</p> <p>Swimming Organise more days where local sports people come into school.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5% (£1,000)
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>Increasing the amount of children representing the school in sporting events. Taking up all opportunities offered to us and making the most of short notice events.</p> <p>More children will get to play for a school team at more sports and at district and county level.</p> <p>Children will have raised confidence and resilience. They will earn respect from opposing teams. They will want to win, but know it is OK to lose graciously. Children will be more confident to compete.</p> <p>A higher percentage of children will compete at County level. (Level 3)</p>	<p>Buy in to ESSP competition calendar. Continue our long standing affiliation to the Burton District Sports Association.</p> <p>Take up short notice opportunities for hastily planned events.</p> <p>Check emails and social media regularly so we don't miss any one off events.</p> <p>Arrange friendly games with other local schools in a range of competitions.</p>	<p>£0 (costed above) £250</p> <p>£1000 (Transport costs)</p>	<p>We have entered many teams into sporting competitions relating to over 10 different sports. (Listed at the top of this report) This includes events organised by the SGO, BDSA, ESFA, ETТА, BACT and ESBC.</p>	<p>Continue with our affiliations/associations to/with SGO, BDSA, ESFA, ETТА, BACT and ESBC. (And St George's Park!)</p>