

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 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Gold in Games mark • 22 sports afterschool clubs each week and 80% of pupils attend a club at least once per week. • All year 2, 3 and 6 have started bike ability sessions. 92% of years 2, 97% of year 3 and 99% of year 6 are now able to ride a bike without stabilizers. • 51 pupils in year 3 have completed bikeability level 1 training. 42 pupils in year 6 have completed bikeability level 2 training. • 71% of pupils have attended 32 competitions so far this year. This includes specific sessions for SEND pupils and Girls Active Festivals. • 79% of girls in KS2 attended Girls active and girls only sports competitions. • 80% of pupils in Years 3, 4, 5 and 6 have taken part in 12 lunchtime sports competitions. • 50 % of KS2 pupils with SEND attended SEND competitions. • Termly overview and plans are in place Yearly overview to show that PE curriculum is varied, challenging and fit for purpose. • CPD opportunities promoted and staff encouraged to attend appropriate courses. • 99% of SEND pupils participating in PE lessons, sports sessions and festivals. 	<ul style="list-style-type: none"> • Effective Outcomes for SEND pupils: <ol style="list-style-type: none"> 1) Ensure SEND pupils are attending PE. 2) Include activities for SEND in planning 3) Run a weekly PE session for Simmonds room pupils. • Begin to assess whether greater depth is catered for in PE lessons. • Use pupil voice to help develop planning and PE curriculum. • Use of competitions to promote participation and opportunities outside school. <p>SCHOOL DEVELOPMENT PLAN PRIORITIES:</p> <ul style="list-style-type: none"> • To embed our school ethos across our community. • For all leaders within our school to improve learning within the curriculum including the use of effective assessment. • To ensure our curriculum intent and implementation are clear across the school community. • To provide a cohesive, wider school offer with clear intent and implementation.

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>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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: 2019/20		Total fund allocated: £20520		Date Updated: September 2019, January 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: 25%
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?:
<p>Continue to provide opportunities for pupils to attend extra-curricular clubs.</p> <p>Target pupils that do not attend after school clubs for lunchtime activities.</p> <p>Continue to use bike specialist to provide after school cycling club and opportunities for pupils to participate in the Bikeability Level 1 and 2 training.</p> <p>Continue to improve the resources for and provision of physical activities in the playground at lunchtime.</p>		<p>Introduce new clubs.</p> <p>100% of pupils to have the opportunity to attend afterschool clubs.</p> <p>80% of KS1 and KS2 pupils to attend afterschool clubs.</p> <p>Continue with initiatives such as:</p> <p>Head Start Bike riding Premier League Stars GO Network YST Active Planner Get Set to Tokyo</p> <p>Discovery which pupils do not attend afterschool clubs and encourage them to take part in physical activities at lunchtime.</p> <p>Assess which pupils in year 6 are ready</p>		£5130	<p>Increased pupil participation in extra-curricular activities:</p> <ul style="list-style-type: none"> In 2019/20 14 sports clubs run after school each week and 68% of pupils attend a club at least once a week. In 2019-20 72% of KS2 attended extra-curricular clubs at school. In 2019-20 53% of KS1 attended extra-curricular clubs at school. By July 2019 we predict this will rise to 80%. Maintain standards in PE (92% ARE and 6% ABOVE across the school in 19/20) Positive attitudes to health and wellbeing Maintain school-community links <p>Pupils for participation in Bikeability Level 1 and 2 identified.</p>

	<p>to participate in Bikeability Level 1 and 2 training. Provide Bikeability Level 1 and 2 training Physical activities and games to be monitored and run by Midday supervisors. Sports Leaders trained in games and to run daily activities for KS1 and KS2. Girls Sports Ambassadors trained in sports activities and to run daily activities to promote more girls participation in sport. Equipment and resources to be bought and replenished when needed to allow physical activities to take place.</p>		<p>Lunchtime activities and games run by Midday supervisors.</p> <p>WIDER IMPACT AS A RESULT OF ALL ABOVE:</p> <ul style="list-style-type: none"> • Pupils are more active in PE lessons • Standards achieved in PE to be maintained • Attitudes to learning improved – better concentration in lessons. • Improved behaviour at lunchtimes 	
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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:
				10%
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>To ensure all pupils are making rapid progress from their starting points and any gaps between groups are quickly reduced.</p> <p>On staff: All staff are clear of the expectations and outcomes for PE. Staff feels confident to deliver the curriculum. Staff understand the key skill progression.</p> <p>On pupils: Pupils understand expectations and demonstrate them through their work. Pupils are keen to learn and feel motivated to do well in PE. On stakeholders: Parents feel involved in pupils learning and informed of subject developments. Parents begin to feel proud of the school and its achievements. Continue to have a positive relationship with outside providers to ensure high quality PE is delivered.</p>	<p>Developing and raising expectations:</p> <ul style="list-style-type: none"> Continue to develop the PE curriculum ensuring all year groups are clear of expectations and outcomes. Share any changes with the new curriculum with staff. Ensure resources are suitable and matched to the curriculum. <p>Celebrating outcomes:</p> <ul style="list-style-type: none"> Reapply for Games mark Continue with Sports achievement award in achievement assembly. Use celebration assemblies to promote subject and awards. Share success via weekly newsletter Use of competitions to promote participation and opportunities outside school. Maintain and develop display for winners of PE award and achievements of sports teams. 	£2052	<p>Termly overview and plans are in place.</p> <p>New detailed yearly curriculum overview has been created to show that PE curriculum is varied, challenging and fit for purpose.</p> <p>The school's sports teams achievements are shared during weekly achievement assemblies, in weekly school newsletters and on the school website. Class Sports awards presented at achievement assembly twice a year.</p> <p>All pupils in KS2 given the opportunity to participate in inter and intra school sports competitions.</p> <p>WIDER IMPACT AS A RESULT OF ALL ABOVE</p> <ul style="list-style-type: none"> Pupils feel proud to be involved in assemblies/photos on website etc. which is impacting on confidence and self esteem Standards achieved in PE to continue to improve. 	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			10%
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:	Sustainability and suggested next steps:
<p>SL to attend leadership training sessions in order to develop practice within PE and establish links with other schools and expertise available.</p> <p>Share and use system of assessing pupils working at greater depth in PE.</p> <p>Ensure that all pupils are participating in 2 hours of high quality PE.</p> <p>Staff delivery of the PE curriculum is consistent across the school. Staff feel supported in their practice. Staff subject knowledge is increased, and progression of skills is understood. Staff to have confidence to assess pupils in PE.</p> <p>Teaching is 100% good or better and 30% outstanding by July 2020.</p>	<p>Develop leadership style and share practice with PE team.</p> <p>Share assessment tool with rest of PE team.</p> <p>Monitor and develop PE teams CPD. Continue with the participation of the Tapscot sports Trust. Use sports specialist within the Tapscot Sports Trust to support development of members of the sports team. PB, CS and GS to team teach with other PE staff.</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Use of PPA to review and check assessment. • Staff to asses through the lessons with the use of technology. • Use assessment data to generate target groups for interventions. 	<p>£2052</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Sports Leader observing lessons and offer feedback where needed to ensure all lessons taught are good or outstanding. PB, CS and GS have worked with PE staff to further develop their skills. PE staff CPD monitored and appropriate training attended. GS attending termly PE subject network meetings and TTLT leadership meetings.</p> <p>Training attended: First Aid – Graham Gymnastics – Evans</p> <p>Primary Sportshall athletics awards is being used in year 3 to year 6 to track personal best in 5 athletic activities.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				58%
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>Pupils are excited and engaged when in school, and make the most of the varying opportunities offered to them.</p> <p>Pupils, staff and parents feel that their well-being is being considered and looked after.</p> <p>Special events taking place in school are well attended by parents and pupils and feedback is positive.</p> <p>Pupils are able to talk confidently about resilience and know that it is a skill which can be transferred in many areas of life.</p>	<p>Develop pupils' confidence, independence and team work through opportunities for outdoor and adventurous activities.</p> <p>Further develop 'Student Leader' programme in school to allow pupils to develop key skills.</p> <p>Build on opportunities for pupils to collaborate with other schools across the Trust.</p> <p>Ensure that lessons allow opportunities for all pupils to be able to work independently.</p> <p>All pupils in years 1-6 to attend BounceBack days to develop confidence and resilience.</p>	<p>£11901.60</p> <p>Fairplay House</p> <p>Ulleswater Outward bound centre.</p>	<p>Curriculum overview shows that all pupils have access to a broad, balanced and relevant curriculum. All PE skills have been assessed against objectives in classroom monitor. Planning and lessons allow pupils opportunities to work both in groups and independently. Outdoor and adventurous activities curriculum is being developed to allow pupils opportunities to develop independence and team work. 100% of years 4, 5 and 6 have been given the opportunity to participate in outdoor and adventurous activities. Pupils have participated in enrichment activities:</p> <ul style="list-style-type: none"> • Fairplay House – 80 year 6 and 18 year 5 • Lake District – 24 year 5 <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <ul style="list-style-type: none"> • We predict behaviour will improve, particularly at lunchtimes which will lead to improved learning in the afternoons • Fewer incidences of pupils not 	

			bringing kit to school and as a result progress and achievement in curriculum PE will increase.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2%
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>Continue to provide opportunities in competitive sport both 'inter' and 'intra' school in partnership with The Tapscott Learning Trust, the School Games Network, TeamUp and Go! Schools Network</p> <p>Continue with Lunchtime sport competitions.</p> <p>Continue to promote sports for girls through Girls Active Primary School events, ambassadors and sporting opportunities throughout the TTLT</p> <p>Attend SEND sports competitions.</p>	<p>Ensure a range of pupils participate in a range of sport competitions</p> <p>Maintain Gold Games Kitemark</p> <p>63% of girls in years 4-6 participate in at least one Girls Active event and girls only sports competitions.</p> <p>60% of KS2 pupils with SEND attend SEND festivals and competitions.</p>	£410.40	<p>55% of pupils have attended 13 competitions so far this year. This includes specific sessions for SEND pupils and Girls Active Festivals. % pupils attended Girls active and girls only sports competitions. 50 % of KS2 pupils with SEND attended SEND competitions.</p> <p>Registers of sports teams/competitions Calendar of events / fixture lists School Games Mark –maintain Gold level</p> <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <ul style="list-style-type: none"> • More children will be inspired by sport and be motivated to increase their activity level 	

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