

# 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 **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>- Chance to Shine School of the Year award for West Midlands 2019</li> <li>- Broader experience of sports across year groups using highly qualified coaches for pupils and staff CPD</li> <li>- Greatly increased amount of competitive inter school competitions across range of sports, ages and genders (Silver Sports Mark)</li> <li>- Two terms of support for NQT to allow greater confidence and ability to deliver 'good' physical education lessons.</li> <li>- Initiated Yr 6 play buddies</li> </ul> | <ul style="list-style-type: none"> <li>- Increase active 30 for all pupils</li> <li>- Reduce lesson delivery of sports coach and increase delivery from all staff for minimum of 2 hours per week across all classes across three terms</li> <li>- Catch up and increase lost hours of swimming lessons</li> <li>- Increase use of activity for mental well being and mindfulness</li> <li>- Develop playground leaders role across school</li> <li>- Revive inter house competitions for competitive sport</li> <li>- Establish play leaders to allow for more independency</li> </ul> |

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| Meeting national curriculum requirements for swimming and water safety.   |   |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?<br><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. | %   |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?   | %   |
| 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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?   | Yes/No<br>Catch up was planned but cancelled due to Covid |

## 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: £17,770 |  | Date Updated: 1.7.2020   |   |
|---|--|-------------------------------|--|--|---|
| <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:<br>£1674 9.4% |
| Intent  | Implementation   |                               | Impact   | Sustainability and suggested next steps:   |   |
| 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?:   |   |
| Active Playtime' – since restructure of dinner time supervisors to Teaching Assistants monitoring all dinner times a more active lunchtime for all children   | Provision of play and sport equipment<br>Replace used/broken/tired equipment<br>Daily mile or other active 30 activity to be embedded such as<br>Daily dance – dough disco – Cosmic Yoga |                               | 6 X Class kit bags £85 = £510<br>And x1 sensory bag £230<br>£500 for replacement kit<br>40x Yoga mat - Maude sports £16.60 each = £664 | Increase in activity and play at lunch times leading to more active lives and children collaborating more<br>Daily mile or other active 30 activity to be embedded such as Daily dance – dough disco – Cosmic Yoga |   |
|   |  |                               |  | Each class to have an activity bag for Autumn Term<br>Track levels of participation<br>Resources will engage the children and lead to greater number of children participating                                     |   |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement  |  |   |  | Percentage of total allocation:<br>£ 1650 9%   |
|---|--|---|--|--|
| 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:   |
| Continued increase intraschool competition opportunities at break times and lunchtimes. House Captains and LV to inspire and encourage as many children as possible to take part and be proud to represent their House.<br><br>To promote the importance of a positive attitude to health, fitness and hygiene in an active lifestyle<br><br>To improve the children's ability to deal with competitiveness, losing and showing greater resilience and behaviour in lessons. Increase amount of mental health, well being, mindfulness sessions | Cover costs for staff organising new house system. House days planned in for year. Competition diary to be completed<br><br>Supporting sips (new school caterers) in delivering focus days to promote either sports events or healthy eating programmes<br><br>Time for GH to train/Coach the play leaders<br><br>Bespoke Cosmic kids Yoga sessions<br><br>Purchase of mindfulness resources | 10hrs £350<br><br>£250<br><br>£10 hours £350<br><br>12 hours £400<br><br>£300 | Positive feedback from children, staff and parents/carers. Increase attendance of parents at 'parent lunch' events<br><br>Increase in number of children taking part in events.<br><br>By end of Spring 2021 hope to have 1/3 of yr 6 pupils as sports leaders, including those children who are less active or not necessarily 'sporty'.<br><br>Reduced number of behavior incidents in competitive situations<br><br>Increase resilience in class, increase communication between children and aid encouragement support of others<br><br>Play ground leaders and House Captains run events such as the intra house girls and boys | Ensure House days are planned in advance and build upon team cohesion , resilience and encouragement through competition<br><br>Year 6 play leaders start to coach Year 5 future play leaders in Summer term 2021<br><br>Reduced number of behavior incidents in competitive situations<br><br>Increase resilience in class, increase communication between children and aid encouragement support of others |

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|  |  |  | football competitions and benchball competition. |  |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport  |   |                          |  | Percentage of total allocation:  |
|--|---|--------------------------|--|--|
|  |   |                          |  | £4150 23%  |
| 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>Specialist PE teachers to work with staff (NQTs or new staff to received higher % of support) to ensure high quality teaching and, learning and in doing so, improve outcomes for children in a range of sports/activities.</p> <p>To develop staff knowledge in a broad range of physical activity</p> <p>To enable teachers to develop and enhance their confidence and ability to deliver high quality PE lessons</p> <p>Support given to site manager and behaviour manager in leading teams at competitive events</p> <p>Youth sports trust membership</p> | <p>Over a 7-8 week period, teachers team teach with specialist coaches and adapt planning for subsequent lessons. Joint assessment sessions to be planned. Feedback between coach and teacher to improve and enhance delivery of Physical Education</p> <p>This academic year support from specialist coach as detailed above has been placed in Reception for 2 terms to give the NQT specific support and one term each in Yr 6 and 2</p> <p>Chance to Shine planned for two terms, only half a term received due to Covid – two years groups</p> | <p>£3900</p> <p>£250</p> | <p>Positive feedback from children, staff and parents/carers</p> <p>Increase in percentage of children working at or above age expectations in PE</p> <p>Improved performance in intra and inter-school competitions.</p> <p>Introduction of new sports to extend the range of activities.</p> <p>Improved confidence in wider range of sports to officiate and manage competitive teams when taking part in inter-school competitions</p> <p>Higher percentage of good and outstanding lesson observations.</p> | <p>As children move up through school a higher level of attainment should be evident and we should have a higher % of sport leaders in curriculum and during break times.</p> <p>Sustainability through teacher retention and shared planning</p> <p>Keep planning and resources for future use</p> <p>Share ideas with other colleagues at staff meeting.</p> <p>Staff meeting to look at development of PE curriculum and assessment</p> |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils   |  |                                       |  | Percentage of total allocation:<br>£4310 24%  |
|---|--|---------------------------------------|--|---|
| 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 generate and maintain enthusiasm and enjoyment in PE</p> <p>To develop pupils knowledge of a wider range of types of physical activity, leading to higher percentage of children attending after school clubs and local link sports clubs</p> <p>Swim England membership and resources</p> <p>Greater % of children achieving 25metres by end key stage 2 and greater % having life saving skill by end of Key stage 2</p> <p>Enhanced provision of swimming lesson from 8 lessons per year (2018) to 38 lessons and 10 catch up sessions for Year 6</p> <p>Establishment minibus to facilitate travel to events and swimming</p> | <p>Greatly enhance provision of Swimming lessons at Year 3 and catch up sessions for Year 6 to achieve NC targets.</p> <p>EYFS outdoor area equipment to enhance outdoor play</p> <p>Broader range of activities and events</p> <p>First time attended swimming galas x2</p> <p>Change4Life competitions x4</p> <p>Football league competition</p> <p>Chance to Shine School of the Year</p> <p>Crciket competitions Year 3-Yr 6</p> <p>Chance to Shine sessions in school</p> <p>Tennis coach in school</p> <p>Your Sport coach in School</p> <p>Multi-sports Extra Curricular Club Yr 1-2</p> <p>Recreational football club 3-6 Boys and Girls</p> <p>House competitions intraschool sports competitions</p> <p>National School Sports Week from Home 2020</p> <p>Tag Rugby competitions</p> | <p>£2250</p> <p>£750</p> <p>£1310</p> | <p>Increase in percentage of children working at or above age expectations in PE</p> <p>Improved performance in intra and inter-school competitions.</p> <p>Introduction of new sports to extend the range of activities</p> | <p>Greater investment in swimming will lead to less of a need for booster swimming in Year 6 as the children move up through the school</p> <p>Greater attainment gained through memberships at local sports clubs. Greater % of leaders in Key stage 2</p> |



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|  | X-Country<br>Boccia<br>Netball<br>Other events were scheduled<br>however cancelled due to Covid |  |  |  |
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| Key indicator 5: Increased participation in competitive sport  |   |   |  | Percentage of total allocation:<br>£5889 33%   |
|--|---|---|--|--|
| 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 the number of children who are less confident, have not had the opportunity to represent the school in sport and/or less physically active.</p> <p>To enable pupils to experience competitive games and situations on top of house system intra house competitions</p> <p>To raise pupils levels of resilience and good sportsmanship</p> <p>To enable pupils be competitive as an individual or as part of a team</p> | <p>Lease hire School Minibus and insurance</p> <p>Hiring of Specialist coach to train pupils, work alongside stakeholders, organise and officiate competitive fixtures.</p> <p>Attendance at Halesowen Athletics Competition</p> <p>Affiliation to Dudley School Sports Association</p> <p>Staffing for Competitions</p> <p>Entries to date:<br/>First time attended swimming galas x2<br/>Change4Life competitions x4<br/>Football league competition<br/>Chance to Shine School of the Year<br/>Crciket competitions Year 3-Yr 6<br/>Chance to Shine sessions in school<br/>Tennis coach in school<br/>Your Sport coach in School</p> | <p>£4939</p> <p>Already costed above</p> <p>£25</p> <p>£125</p> <p>£800</p> | <p>Attendance at a wider range of competitive fixtures and competitions<br/>Sportsmark Gold/Silver</p> <p>Increase in number of girls/ less confident/ less active/ children who have nor represented their school in sport previously taking part in competitive sport</p> <p>Increase opportunities to take part in competitive sport.</p> | <p>Ensure school maintains strong links with local schools to continue to participate in competitions.</p> <p>Continue to develop pupils skills in various sports to ensure participation possible.</p> <p>Stakeholders who work alongside the coach will be trained in delivering extra curricular clubs and where appropriate and safe develop their officiating of competitive sports</p> |

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|  | Multi-sports Extra Curricular Club<br>Yr 1-2<br>Recreational football club 3-6<br>Boys and Girls<br>House competitions intraschool<br>sports competitions<br>National School Sports Week from<br>Home 2020<br>Tag Rugby competitions<br>X-Country<br>Boccia<br>Netball<br>Other events were scheduled<br>however cancelled due to Covid |  |  |  |
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|-----------------|------------|
| Signed off by   |            |
| Head Teacher:   |            |
| Date:           |            |
| Subject Leader: | T.Wagstaff |
| Date:           | 3.7.2020   |
| Governor:       |            |
| Date:           |            |