

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 2020:	Areas for further improvement and baseline evidence of need:
<p>Children have access to a variety of sporting experiences including lessons, clubs, training, competitions, events, festivals and trips out to visit sporting facilities.</p> <p>Staff members have participated in CPD in order to enhance the delivery of sessions and the range of sports offered.</p> <p>PESSPA is embedded throughout our school.</p> <p>Children's participation levels and desire to succeed throughout the school are increasing.</p>	<p>Focus on Active 30 to ensure that all children are undertaking at least 30 minutes of physical activity each day.</p> <p>When the children return after the COVID break, we expect there to be significant impacts on the children's physical, cognitive, social and emotional wellbeing. We aim to reactivate learning to meet the age appropriate levels through the Recovery PE lessons.</p> <p>Create a Long Term Plan with the SLT including budgeting and aims in order to get the most out of the Sports Department to ensure the greatest opportunity, impact and benefits for the children.</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? 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>	49%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	49%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	93%
<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>	Yes

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: £18,939		Date Updated: 16 th July	
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:
					%
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:
Employ a sports coach on a full time basis PE lessons to be prioritised and KS1 and KS2 children all have 2 hours of PE per week (1hr PE for EYFS plus continuous provision) Sports coach to work alongside classroom teachers and TAs to develop skills and ensure sustainability	Skilled sports coach provides high quality PE provision for children in Y1 -6 with support offered to EYFS as needed PE lessons are timetabled for all classes and time is protected wherever possible PE planning is shared with all staff and their active engagement with lessons is promoted.		£9146.45 towards sports coach wages	Tracking demonstrates children’s improvements in PE challenges demonstrating that fitness levels have improved Staff are able to continue to teach PE lessons in line with planning in the absence of the sports coach, ensuring that PE teaching continues to be prioritised	Continue to employ sports coaches to work alongside non-specialist staff Adapt planning to meet the needs of the children and address identified gaps
Offer a variety of active clubs that children can attend. Employ trained sports coaches to run the offered clubs. Ensure that clubs are offer at numerous times of the day (Before	Employ trained sports coaches to run the clubs to give the children the best opportunity to improve and broaden their skill and fitness levels. Invite children who do not engage in physical activity outside of school to clubs during the school day.		£6833.09 for sports coaches’ wages – after school clubs	An increased participation levels of children who are attending Clubs. 63% of KS2 a LC or ASC Levels of daily physical activities are increased. Fitness levels have increased.	Continue to employ sports coaches to allow the clubs to continue to the same standard. Continually assess and target the children who do not undertake the recommended physical activity levels and offer

<p>school, lunchtime and after school) in order to maximise the participation of children.</p> <p>Monitor the children who attend the clubs and target those who do not attend and are inactive outside of school. We aim to maximise participation in physical activity.</p>	<p>Start open access lunch clubs to target children who are unable to stay after school, increasing engagement.</p> <p>Active club was put in place as a PE Intervention to target least active children, developing fundamental skills, increasing participation, impact on wider school attitudes, behaviours and wellbeing.</p>		<p>Post active club, 25% of attendees went on to engage in wider school sport – clubs / competitions</p> <p>Monitoring has allowed children who do not attend or engage with PA to be identified and targeted.</p>	<p>invites and encourage them to attend.</p> <p>Ask children what sports they would like to have access to next year through pupil voice, school council, sports crew and whole school survey. Use this information to offer a wider range of clubs to engage even more children.</p> <p>Purchase more equipment to enable children to access at least 30 minutes of PA per day.</p>
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation:</p> <p style="text-align: center;">%</p>
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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 and staff are proud to be involved in sports and Physical Activity.</p> <p>Increase the participation of children in physical activities.</p> <p>Acknowledged the children’s achievements in assemblies and through social media.</p> <p>Promote the achievements and range</p>	<p>Obtain parental consent to enable photos to be displayed on social media / newsletters.</p> <p>Liaise with staff to maintain the positive attitude towards PESSPA.</p> <p>Each class updates their social media to promote PESSPA and the children’s achievements.</p> <p>Reposting FTSP PE Posts to promote success and engagement wider.</p>	<p>No cost required.</p>	<p>Children’s photos can be displayed on social media which in turn increases their self-esteem and enthusiasm.</p> <p>PESSPA profile is raised and there is an “buzz” around school regarding PESSPA.</p> <p>More parents are engaging with teachers around PESSPA as they are more aware of what is</p>	<p>Continue to promote PESSPA in a variety of ways e.g. social media, positive praise, assemblies etc.</p> <p>The sports team will continue to engage with both pupils and staff to help keep “buzz” around PESSPA throughout school.</p> <p>A PA and Sports page on the</p>

of activities on social media.	Give information regarding PESSPA to the head teacher who delivers the information in weekly celebration assemblies.		happening through seeing the information on social media. Children's self-esteem is increased as their achievements are being acknowledged in front of the whole school.	school website was create during the Lockdown. Continue to update this and offer support and activities next year.
All Year 5 and 6 children become Sports Leaders. Some children become School Games Crew. Children have the skills to encourage their peers to play games and engage in sport.	Children attend training to develop leadership skills and knowledge of different sports. The children who have been trained use their skills to engage their peers in sports at play time and lunch times.	Through the School Games Partnership.	Children are proud to be Sports Leaders and/or Crew and share their knowledge. They help to promote PESSPA throughout the school and help to create a buzz around it. Throughout the courses children become more engaged with PA. More children are engaging with sports as the sports leaders are engaging their peers.	Assist the children throughout the year in order to increase skills and participation in sport and raise the PESSPA. Continue to run and recap the sports leaders course and School Games Crew.
Purchase memory sticks to store images. Throughout the COVID lockdown put pictures online and inspire the children.	Pictures are displayed on the virtual learning pages.	£29.98	Throughout the quarantine, children were inspired about what others are doing and began to participate in sport themselves.	Continue to use them in the future.

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:
Staff require knowledge regarding supporting the Primary Steps programme so it can be used to support the Royal Ballet School and their staff to insure that the children have the best support to make the most of this experience.	Attend CPD: Royal Ballet School, knowledge of the Primary Steps Programme is gained, expectations set and relationships created. Staff members have knowledge of the programme and are able to support the Royal Ballet Staff.	£113	Staff have increased knowledge of the programme and the delivery of lessons is at a higher standard. Knowledge is used to help children who have been selected to attend a further course of tuition, developing school club links.	Providing the Royal Ballet School continue to offer the course next year we will remain a part of the project.
PE Coach upskills in order to deliver high quality Physical Activity.	PE Coach to attend a Level 5 Primary PE Specialist course in order to increase knowledge of PE curriculum and improve delivery of physical activities.	£300	PE Coach has increased confidence and knowledge regarding PESSPA and is delivering higher quality lessons. Children are more engaged in lessons.	Look for additional CPD when school resumes next year. -Children's fitness instructor course to help combat obesity crisis within our local area.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Children are taught Dance Skills Children have the opportunity to enter competitions against other schools.	Enter The Great Big Dance Off and take part in the event. Enter Mansfield Dance Festival. Purchase: costumes, music, props and hire transport.	£210 for travel to watch the RBS. £80.00 Great British Dance of entry fee. £88.00 – music and costumes of the Mansfield Dance festival.	Children have become more enthusiastic about dance. Children attended competitions and visited theatres. Participation levels in clubs has increased.	Continue to offer Dance clubs in school and give the children the opportunity to take part in competitions. Purchase more equipment to aid the teaching of PESSPA and to be able to offer wider range of sports and physical activities.
Children are provided with the chance to participate in physical activities and learn new skills.	Purchase and use Gym Resources on the virtual platform. Promote these activities on the website and on social media in order for the children to engage with PA during the lockdown period.	£24.48	During quarantine, children are participating in physical activities. They send in photos that are published on the virtual pages to promote self-esteem and inspire others to join in with PA.	Continue to use the resources when school returns to full capacity.

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:
Children who require top up swimming lessons are given the opportunity to meet the required standard.	Book in a time at the pool in order for the children to attend. Organise transport.	£1614 for lessons and transport.	<ul style="list-style-type: none"> • 49% can swim 25m • 21% can swim 25m using a range of strokes • 93% performed self-rescue 	The next year's cohort will be assessed to see if swimming top up sessions will be required.
Join the School Games Partnership which offers many different opportunities to participate in a variety of different sports, training, festivals and competitions.	Complete the entry form. Engage with the different sports and competitions that are offered.	£500	<p>Children are attending training sessions and competitions for a variety of different sports.</p> <p>55% of KS2 attended a Level 2 competition</p> <p>22 sporting events were attended.</p> <p>The children enjoy these and levels are participation have increased.</p>	Continue with School Games Partnership.

Signed off by	
Head Teacher:	Nicola Lomas
Date:	30 th July 2020
Subject Leader:	Adam Moore
Date:	30 th July 2020