

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](https://www.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:
Year 5 and 6 Boys Football team progressing to finals of competition	Pupils achieving 25m swimming by the end of year 6
Year 5 and 6 Girls Football team finishing top 5 in league	Increase activity levels at break and lunch time
Year 5 and 6 Netball team competing in area finals	Alternative sports provision targeted at least active children

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? 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.	22%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	45%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	15%
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

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: £19,190	Date Updated: 9/11/2020	
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: £7565 39.4 %
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:
Make sure that break and lunch times have more access to 'active' games and activities so that pupils are able to participate in at least 45 minutes of physical activity during their free time if they should wish. Activities should be different daily to encourage all pupils to participate in activities throughout the week.	Happy Lunch Times training to take place for all staff on duty at either break or lunch time. Rota for staff to be able to plan their sessions so that all staff are held accountable for activities for pupils. Invest in new and additional equipment where appropriate to facilitate these activities and to keep pupils active during free time. Finding Fitness to deliver additional activities at lunch times on Monday/Wednesday/Friday to suit the needs to the pupils in their area.	£1,000 £1,600 £2,065	Children are engaged in structured play at break times and lunch times. Children want to be involved in the structured play each day and use the equipment available. Less children are reporting that lunch times are 'boring' and that 'they have nothing to do'. Children are accessing a variety of different sporting activities not currently on the curriculum for example ultimate Frisbee, Handball and Trigolf.	Active break and lunch times are firmly embedded into the structure of the school free time and will continue to be supported to ensure this continues into next year. Continue to meet as a lunch time team to discuss any new ideas/ issues so that we can keep the activities engaging and positive for all pupils. Wet weather play needs to become a priority so that there is always an option to be active during these times.
Introduce two one hour PE slots into the curriculum as opposed to one	Two one hour sessions will allow for children to be active for a significant		Due to timetabling issues this was unsuccessful this year.	This is something that needs further discussion in order to

two hour slot per week.	<p>period of time on more than one day of the week</p> <p>Children will be able to access a wider variety of sports by providing two separate sessions and therefore this will hope to engage more children in the activities.</p> <p>Invest in additional equipment to allow for the introduction of additional sports into the curriculum</p>	£1,000	<p>By splitting the two hour session into, two one hour sessions (within the time frame) we have been able to introduce pupils to a number of new activities, with lots of children engaging positively in new activities such as fitness.</p>	<p>be implemented into the school curriculum so that PE lessons can be taught more effectively.</p> <p>Continue to build on the variety of curriculum we have begun to implement in school.</p>
Offer additional extra-curricular opportunities for pupils in a wide variety of activities to encourage pupils to take part in PA daily whether in school or additional to school time.	<p>Encourage school staff to take on PA clubs so that children feel comfortable in their environment and more likely to take up additional opportunities.</p> <p>Finding fitness will host an additional two sessions per week to increase the amount of choice pupils have. Finding fitness coaches are also running clubs at lunch times and so are familiar to children.</p>	£1,900	<p>PE staff ran at least 2 clubs each during autumn and the beginning of spring term to encourage additional daily participation in exercise which were well attended by pupils (averaging 15-25 pupils per club). Some teaching staff also offered an additional club which were also well attended, particularly by the year group in which that teacher had a class.</p> <p>KS1 clubs were the most well attended with an average of 25+ children every week.</p>	<p>Use pupil voice to better understand clubs that would appeal to a wider range of children.</p> <p>Target clubs to focus on those who did not access extra-curricular opportunities this year.</p> <p>Encourage more teaching staff to offer a club for a term as this has generally ensured higher levels of response from their class/year group.</p>
Provide targeted intervention sessions for those pupils identified as least active.	<p>Use a mixture of in-school, extra-curricular and break/lunch time sessions in order to target children in a way in which they will feel comfortable and more likely to actively engage</p>		<p>By using a mixture of school staff and finding fitness session, children identified as the least active for offered additional sessions in school and extra-curricular sessions. This was particularly effective in year 5 and 6 through a boxercise intervention offered on a</p>	<p>Track those identified as least active children and ensure that they are offered additional interventions.</p> <p>Use teaching staff to signpost children to a variety of clubs.</p> <p>Use responses from student voice to gauge interest in a variety of different activities</p>

			Monday afternoon.	and offer the most appropriate. Signpost break and lunch time staff to these pupils and work with them to help them become more active during the school day. Look at removing and additional barriers to participation
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: £1,550 8 %
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:
Encourage all pupils to be active, particularly those who are reluctant or timid in participating. By introduce movement interventions for those pupils who are struggling to access the PE curriculum due to limited movement skills (Foundation and KS1) we intend to increase children's confidence going forward.	Finding fitness will offer small group sessions once a week to a variety of different children which focus on basic movement and functional skills. This will be done through games and other PA activities in order to improve confidence. Small group size is key to this being successful.	Part of the funding allocated to finding fitness	Over a term pupils accessing the intervention groups showed a noticeable gain in confidence and improvement in key skills allowing them to participate fully both in PE lessons but also break and lunch time activities. This intervention was set to run for the entire year including different children but was stopped in March due to Covid-19	Continue this intervention with PE and classroom staff to work collaboratively to identify pupils that will benefit from this. Look into training support staff to offer these interventions rather than having coaches in to do this. This may be able to be completed during PE time.
The success of children in PESSPA should be celebrated across the school for achievements both within school and outside of school,	Celebration assemblies to recognise any weekly achievements of individual children and sports teams. Where possible the member			Continue to celebrate PESSPA success for pupils with an increased focus on those pupils achieving outside of school.

whether that be participating on behalf of the school or in local teams. By celebrating these achievements it will raise the profile of PESSPA within the school and encourage more children to participate.	<p>of staff to give a summary of achievements from their team/individuals.</p> <p>PE jewel to be award to a class that have worked particularly hard during that week's PE sessions.</p> <p>Half termly star of PE announced alongside other subjects for those pupils who are consistently showing high levels of effort and commitment to PESSPA- information can also be gained from lunch time activities.</p> <p>PE noticeboard to be updated with fixtures and achievements so that children can be kept informed of upcoming activities and get involved with them.</p>	<p>£50</p> <p>£200</p>	<p>Noticeable improvement of whole class effort during PE sessions and an improvement in children bringing PE kit.</p> <p>Particular characteristics were able to be highlighted as to what makes a good PE student- pupils developed a better understanding of importance of effort over skill</p> <p>Children began referring to PE board with regular reminders from PE staff. By knowing upcoming events and competitions pupils were more actively engaged in PE sessions, extra-curricular activities and the importance of fixtures improved.</p>	<p>Work with local clubs to make club links so that children have more access to additional PESSPA opportunities.</p> <p>Introduce more inter-school competitions after the success of the sport relief competition so that teaching staff can become more involved in promoting PESSPA.</p>
A significant number of children within the school are actively engaged in PESSPA within the school. As a result of this we are going to target clubs and interventions to look at whole school issues to try and encourage improvement in individual pupils attendance and behaviour.	<p>During PE sessions, pupils who could benefit from having a specific focus to help with managing their behaviour and/or anger will have the opportunity to access boxercise to enable them to control and channel this energy.</p> <p>The first few days back after the summer holidays can sometimes see poor attendance so every PP child will have access to a fun session focusing on PA during the first few days to encourage them to be in school.</p>	£1,300	<p>This was adapted to make groups smaller to make sessions more effective in terms of managing behaviour. Senior leaders reported less behaviour issues with the majority of pupils during free time. This can be attributed to the boxercise sessions and the increase in activities available during free time.</p> <p>An improvement in attendance was seen on average in the majority of the pupils targeted</p>	<p>Continue to embed these practices in the next year for children.</p> <p>Use pupil voice in order to understand their preferences for PA and ensure sessions focus on an activity that is enjoyable to the majority of children in focus.</p> <p>Continue this potentially with own staff if availability is there. Make sure activities focus on</p>

	<p>Low attenders are most likely to miss a Friday within the school and therefore we are offering a PE club session on a Friday morning to encourage attendance in school for particular individuals. This session will be tailored to suit the needs of the pupils within the small group and will focus on catering to their enjoyment to encourage them to want to come in for it. The group will be changed each half term to target the lowest attenders.</p>		<p>for this intervention. By having 'fun' PA as a reward this has raised the profile and importance of PA within the school both with pupils and also classroom teachers as they are seeing the benefits of these sessions.</p>	<p>enjoyment to encourage pupils not only to be physically active but also to encourage them to be in school.</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:
				£740 3.8%
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:
As all staff teaching PE are specialist PE teachers, generally they all have the confidence to deliver PE, particularly within their specialist sporting/subject areas. As the department has a variety of specialist areas, in-house staff CPD may be more appropriate in order to continue staff development.	Primary PE staff to observe within lessons focusing on areas for development and ensuring routines are in place across all PE teaching staff	£200	From observing each other in PE, more solid consistent routines were able to be embedded within all primary PE lessons. Primary staff have better understanding of secondary subjects and can therefore plan curriculum to lead into these by providing pupils with the essential skills that they will need.	Continue the cycle of observing other staff to allow open communication and continue to improve as a department.
	To further develop primary staff observations of secondary PE staff on their particular specialisms will further develop understanding and give ideas and confidence to primary staff. Potential for one member of primary staff to attend a High 5 Netball course and lead CPD for rest of department (both primary and secondary).	£300	This was not able to happen due to Covid-19	A more coherent curriculum to be implemented by Head of Primary and Secondary PE to allow a better continuation of skills through the years. Open communication with staff to understand the need for CPD.
	Meet with and observe external futsal coach to gain better understanding of the sport and whether it would be appropriate to implement into the primary curriculum or extra-curricular activities. Purchase futsal goals	£240	A greater understanding of futsal was established by all staff. In order for it to be implemented within the curriculum, more work needs to be done to timetable the sports hall for primary lessons (perhaps starting with Year 6).	Continue to work with secondary staff to allocate timetabling appropriate to futsal becoming available on the curriculum for some year groups.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:

				£7,985 41.6%
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:
Allow pupils more opportunities to access Outdoor Adventurous Activities through a residential trip to widen children's horizons and give them access to new opportunities	Organise and subsidise the first Year 6 OAA residential trip to as many pupils as possible to have access to this opportunity Implement a rewards system where pupils can earn money off from the trip to encourage participation as well as putting PESSPA on a whole school stage	£5,585	This did not take place due to Covid-19.	Reorganise this when appropriate and allocate funds to supporting the first trip to encourage maximum participation.
	Smaller scale Year 5 OAA residential trip to raise the profile of OAA activities and encourage children and parents to value these experiences.	£500	This did not take place due to Covid-19.	
	All pupils should have access both within curriculum and extra-curricular time to a wide variety of different physical activities and sports. This year we are looking to increase the amount of different sports that pupils have access too.	In order to implement this staff will be offered CPD to deliver to the rest of staff in different potential curriculum areas including tennis and yoga. £500	Whilst we were able to add in a few additional opportunities for activities such as fitness into the curriculum, due to the pandemic only yoga CPD for staff went ahead.	Using pupil voice, look at sports and activities that pupils are interested in learning more about. With extra-curricular uptake from pupils, we can look at implementing this into the curriculum. Covid- friendly activities will be prioritised.
It has been identified that a greater	Bring in a yoga instructor to deliver	£400	Yoga CPD was attended by the	This is something that has

<p>focus needs to be on health and wellbeing of pupils. This will give students access to a broad range of different activities that may suit a variety of children's needs and interests.</p>	<p>taster sessions to children to allow them to gain a better understanding of what yoga is. Start with an extra-curricular club and look to implement this into the curriculum at a later stage. This will also support staff CPD in the area</p>		<p>trust lead and a training session completed with the remainder of primary staff. A small but significant impact was seen in lessons with short 5 minute yoga style activities were completed at the end of each PE sessions to allow pupils time to focus on their wellbeing.</p>	<p>begun to be embedded at the end of each PE session and is working well. More work needs to be done to ensure that these can run as full sessions in both curriculum and extra-curricular time. This will also be beneficial in terms of covid-safe lessons. Staff require additional CPD to feel confident in doing this.</p>
<p>All pupils should leave the school at the end of year 6 able to swim 25m as per government guidelines. Currently this is not the case for the school. Interventions need to be put in place to ensure that this is the case going forward.</p>	<p>Offer an intensive week for any Year 6s that cannot yet complete 25m (after SATS week). The daily sessions will aim to build on skills throughout the week. Potential for further top up sessions over the summer term if necessary.</p>	£1,000	<p>This was scheduled to take place in the summer term and so unfortunately did not go ahead due to Covid-19.</p>	<p>Use this idea to prioritise swimming for pupils in following years as % swimming 25m is still too low. Consider changing the school approach to swimming to make it more effective.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£1,350 7%
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:
As it has been popular in previous years, offer pupils the opportunity to participate in football competitions for both boys and girls	Lead member of staff to run training for pupils which is inclusive and children are taken to competitions based on their commitment and effort levels as opposed to skill level Separate staff for boys and girls teams to increase importance of each.	£350	Uptake of extra-curricular football clubs has been significant. A larger number of pupils were able to compete in football competitions due to the shift from winning to participating. Both boys and girls teams had a successful year in terms of their competitions	Ensure the focus remains on participation and effort for clubs. If enough children engage regularly with the clubs there may be opportunity to enter an additional team to give more pupils access to the competitions.
In previous years we have focused on a small number of sports to compete within, although we need to remain strategic in terms of which competitions are entered, we will focus on entering competitions which will include a wide variety of children.	Prioritising competitions which focus on those children who have shown commitment through extra-curricular provision who may not necessarily have competed in previous years for example gymnastics and trigolf. Using the SSPAN membership to give a wider variety of experiences to children rather than the competitions that we usually enter. Actively encouraging participation in cross-country competitions for the school and area as many pupils can enter this.	£1000	Overall fewer competitions were entered than in previous years (partly due to covid-19) but the amount of children who had access to these competitions was greater. More children had access to competing for their school in at least one competition which was excellent for confidence and self-belief of those students. Virtual competitions were also entered as a school once in lockdown with limited success.	Continue to consider competitions in terms of targeting a variety of different children's interests. Prioritise cross-country which gives a large number of children access to competitions. Look to introduce more trust wide competitions in order for more children to access a competitive environment.

As a large number of children enjoy competing on behalf of their class/school/team, begin to implement an inter-class competition so that all children have the opportunity to be competitive.	Rather than splitting pupils in terms of their colleges which we have tried in previous years, pupils will compete on behalf of their class against the other classes (KS1, LKS2, UKS2). Design competitions so that every child within the class competes and it is a collective effort. Implement these half termly and encourage classroom teaches to improve participation in these. Use either PE time or break/lunch times so that all pupils can participate.		Three half termly competitions took place before lockdown occurred. These were in a variety of areas; running, netball and rowing. Participation in KS2 was high but less so in KS1. Class teacher participation in these increased participation of children. This was obvious on a class to class basis.	Continue to embed this into each half term and encourage staff to get on board and promote these. Give advanced warning of each activity so staff can help the children practice beforehand. Change the KS1 competitions to be more age-appropriate and encourage more participation.
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	