

# 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:
<p>Gaining School games mark – Bronze</p> <p>Increasing after school club participation greatly</p> <p>Having a rigorous recording process in place for participation data</p> <p>Increasing physical activity at break and lunchtimes</p> <p><b>Red Writing = Impacted heavily by covid</b></p>	<p>Increase score of games mark – aim for a minimum of silver for the year 19/20</p> <p>Further increase club participation through rewards system for after school clubs.</p> <p>Develop lunchtime clubs – school sports coach to run.</p> <p>Develop Breakfast club – no physical activity as of nov 2019</p> <p>Further development of teaching staff</p> <p>Further development of breaktimes – Mr Goodwin to train KS2 playground leaders</p> <p>Development of easy to use, ongoing assessment in PE.</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?</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>	%78.3
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%70
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%75
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: £18,520	Date Updated: 17/07/2020	
<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 Total: £7202				Percentage of total allocation:
				38.88%
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><b>To further develop playground leaders in school.</b></p> <p>12 year 6 pupils to be distributed across school playgrounds to undertake games with children – encouraging more active breaks. Playground leader hoodies to be ordered to raise profile and visibility in the playgrounds.</p> <p>Mr Goodwin to deliver playground games training dinner staff as extra playground leaders to further support playground leaders.</p>	<p>Children to apply for the position. Mr Goodwin (School Sports Coach) to undertake training with the children and introduce them to a variety of games. Children to be monitored closely for an initial 2-week trial period to ensure confidence is there. Children to be given a rota to stick to. Games that the children deliver to be reviewed and updated through half termly training session with Mr Goodwin to ensure consistency and engagement.</p> <p>Coordinate with Mrs Allard for a good date and time for dinner ladies. To be monitored by PE Lead and retrained/ updated as and when necessary.</p>	<p>Hoodies £100</p> <p>Overtime £30</p>	<p>Pupils engaged with students at break and lunchtimes leading activities and increasing the organised PA offer. Breaktimes were more structured and gave valuable leadership tasks to older children. Children in lower years were far more engaged and physically active. (Pupil questionnaire missed due to school closure)</p>	<p>Hoodies are property of the school and will be reused the following year. Mr Goodwin can easily retrain pupils during dinner clubs the following September to re – launch the initiative. (Pre-Covid plan was to have year 5 children working alongside Y6 in order to train up and keep momentum going)</p>

<p><b>To develop Lunchtime Clubs.</b> Mr Goodwin to run a lunchtime club on a Monday and Friday on a rotating timetable open to different year groups offering a variety of sports (linked to sports included in afterschool clubs to encourage after school club participation).</p>	<p>Pupil sports council to be created in order to help gain pupil views regarding PE and sport in school. Pupils to collect information regarding preferred sports clubs and feed back to Mr Geaney. Mr Goodwin to deliver sports clubs and encourage children to engage in after school clubs. Focus on less active children. Huge push on Golden Ticket Incentive.</p>	<p>Free</p>	<p>Children attended clubs for some of the year. Children enjoyed clubs and structure and enhanced physical activity and structure was given to dinner times. Further development to roll out to all year groups is needed. <b>New timetable rollout for summer term was halted by covid.</b></p>	<p>Ensure that access for all clubs by all children is available. Structure and timetable in clubs with greater signposting and 'selling' by teachers in order to actively engage with pupils more effectively.</p>
<p><b>Golden Ticket Incentive</b> A prize pot of sport related prizes. A collection of sporting equipment, sports memorabilia and sportswear that the children can won by attending sporting extra-curricular activities. Some donated – some bought.</p>	<p>Each time a child attends an after school club a child's name will be entered into a hat. At the end of the year, names will be pulled out of the hat and the prizes will be awarded. The aim is children will begin to join clubs for the prizes and then will continue to attend for the enjoyment and activity.</p>	<p>£400 + Donations.</p>	<p><b>Halted due to Covid – moved over to the following year. Will be relaunched in September – prizes to be handed out termly.</b></p>	<p><b>Use the new equipment bought for adventurous activity to run clubs that will be new to children and launched half termly in an assembly.</b></p>
<p><b>Investment in playground equipment and storage</b> Use of SP to purchase a wide range of new playground equipment that will allow the children to access both structured and free follow activities. The equipment will be used in conjunction with Sports Ambassadors from Y6 and school dinner ladies to ensure it is used appropriately and</p>	<p>Purchase equipment Hold assembly Train leaders and dinner ladies Launch equipment</p>	<p>Storage: £3960  Equipment: £2712</p>	<p><b>Purchase delayed due to covid. Purchased Summer term. Will be launched in school year 20/21 when covid regulations and risk assessment allows.</b>  <b>Impact will be greater levels of physical activity throughout all year groups in school and</b></p>	<p><b>Carry out actions in 20/21 school year. Replace and retrain equipment and pupils as and when necessary to ensure that PA continues. Rotate with different equipment to maintain momentum throughout the year.</b></p>



fairly. Purchasing of large metal shed and padlocks for each playground in order to store equipment effectively and make best use of the space.			protection for equipment to ensure longevity.	
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement Total: £6232</b>				Percentage of total allocation:
				33.65%
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><b>Close development and linking of school sports with the Children's University project.</b></p> <p>The C U is an already established project in school where children earn points towards a graduation for extracurricular activities. By the school becoming accredited as an activity provider, children will be further motivated to join in extracurricular activity and see sport as a way of gaining further achievement.</p>	<p>Apply for school to become an activity provider and begin to sign off the time children attend after school clubs.</p> <p>Promote children's C U successes in celebration assemblies.</p> <p>Encourage more children to participate in the CU program and school programmes that's support it.</p> <p>Develop links with other sporting clubs close to school that are already CU accredited to further boost the offer.</p>	<p>Free</p> <p>£700</p>	<p>Impact on those children who were engaging with the CU was clear with weekly passport signing. CU initiative not widely spread across the school enough to have a large enough impact.</p> <p>Launching of cheerleading and dance through local clubs was halted in the summer term due to Covid. Should start when guidance allows in new school year.</p> <p>Increase in confidence and uptake in more physical activity at break and dinner times.</p>	<p>Develop CU with subject lead and work on aspirations and achievement as a tool in PE to promote the scheme in order to gain further traction. Use of TR programme and development of PE Role Models through school to distribute the messages learned should help to raise children's image of themselves and promote an 'I can achieve' attitude.</p> <p>TR to run the course again the following year. Year 6 ambassadors spread the</p>
<p><b>Y6 Girls to work with Totally Runnable.</b></p> <p>Totally Runnable are a company who promote girls wellbeing and participation in sport. The year 6 girls</p>	<p>Y6 girls will become more confident in sport supporting girls from all groups. Children will benefit from</p>			

will have access to a 6-week girl on the run course. 45 mins a week is dedicated to physical activity – 45 mins is dedicated to wellbeing and mind-set training.	extra physical activity as well as the positive reinforcement from professional role models.		Children wanted to be more physically active throughout the duration of the programme. Several children who previously were not as actively engaged with school PE applied to be Intake Sports Ambassadors and took up the role for the spring term. More Girls who participated in the course continued with a positive attitude towards PESSPA, shown by an increase in those who brought in PE kits to each PE lesson.	message informally within friendship groups, <b>however the plan for a Y6 project on sports and the messages from TR did not go ahead due to covid.</b>
<b>Year 6 Boys to work with Totally Runnable.</b> Totally Runnable are a company who promote girls wellbeing and participation in sport. The Y6 boys will undertake a Boys Fairness Workshop that digs into the world of male dominated sport and looks at how boys tend to dominate sports in school and challenges the preconceptions and stereotypes that exist in order to challenge their view and change their attitude.	Boys to undertake the workshop and feedback. Keep drip-feeding and discuss.	£200	Attitudes of the boys involved changed dramatically. Sport at break and lunch times was a far more inclusive event with both boys and girls competing with one another. Boys were far less likely to want to play alone and reminded each other of what they had learned. They quickly passed the same message on to children new to the school.	Year 6 boys to deliver an assembly to the rest of KS2 boys and girls about boys fairness towards the end of the year to share the message and explain how their behaviours have changed and what they have learned.
<b>School Staff to work with Totally Runnable.</b> Totally Runnable are a company who	Staff will be more physically active and children will see staff being more physical/enjoying physical	£700	Number of staff maintained the weekly attendance of the course and improved their own	Staff to maintain a once weekly running club continuing with

<p>promote girls wellbeing and participation in sport. School Staff to undertake a Desk to 5K challenge led by Totally Runnable to develop the fitness levels of staff and develop their mindset in relation to sport and physical activity.</p>	<p>activity more – better role models.</p> <p>A more positive staff mentality towards PE and physical education will pass on to the children – creating a more inclusive and nurturing environment that anyone and everyone can take part in PE and sport.</p>		<p>relationship with physical activity. This led to more participation and competition between staff during interschool competitions which inspired the children in turn.</p> <p>Children also followed the progress of the staff and were very positive of the outcomes. Seeing teachers achieve helped the children to see that they could achieve if they pushed themselves. Staff also shared their own stories of the training with the children to further motivate them to take part in physical activity.</p>	<p>the games we have learned and continuing attending Park Runs etc together as a whole school team. – <b>Needs to be relaunched in September.</b></p> <p>Staff are far more likely to be role model who participate rather than spectate in sponsored run events held throughout the school year.</p>
<p><b>Development of Inter School Competiton using Moki Bands</b></p> <p>Moki bands are a children’s fitness tracker. They will be used in classes to track physical activity and this will be the basis for class vs class competitions with half termly awards and prizes going to the class who collectively were the most active. An ongoing leader board for the most active class in a single day will be kept and will be announced in assembly every Friday.</p>	<p>Purchase the bands.</p> <p>Brief the staff on the process of using the bands and how the competition will be integrated into the school day.</p> <p>Launch assembly for the bands for the children.</p>	£672	<p>Purchase and rollout delayed due to Covid. Purchased during Lockdown and will be rolled out in academic year 20/21</p>	
<p><b>Investment in high quality equipment for the development of fine and gross motor skills in Nursey</b></p>	<p>Purchase equipment</p> <p>Share equipment with nursery and</p>	£3960	<p>Purchase delayed due to covid – Purchased in summer term.</p>	<p>Ensure maintenance of equipment and ensure it is</p>



<b>and Foundation.</b> Use of SP to fully fund a variety of new equipment for nursery and foundation children to promote fine and gross motor skills. This will greatly increase the quality of the current offer and increase the number of children who can access high quality resources simultaneously.	foundation children  Monitor use of equipment		Impact will be pupils who have a higher starting point in PE and more developed fine and gross motor skills leading to less core PE time being used for the basics of F&G motor skills development and lower attaining pupils.	sorted correctly in order to provide longevity. Provide training to staff on best use practices and ensure new staff are trained as and when this is appropriate.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Total: £195 + Core budget				Percentage of total allocation:
				1.05%
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><b>School Staff to work with Totally Runnable.</b> Totally Runnable are a company who promote girls wellbeing and participation in sport. School Staff to undertake a Desk to 5K challenge led by Totally Runnable to develop the fitness levels of staff and develop their mindset in relation to sport and physical activity.</p> <p><b>Staff PE questionnaire</b> Staff to complete a questionnaire to identify their preserved weak points in their PE teaching. PE lead to arrange for Mr Goodwin to deliver CPD in relation to this area in order to increase staff confidence and delivery within lessons.</p>	<p>Staff undertaking the course are also introduced to a wide range of activities and games that can be used in PE lessons as part of a CPD aspect of the course.</p> <p>This will be evident through observation and monitoring of PE sessions by the PE lead.</p> <p>Ongoing series of CPD sessions throughout the year. Discuss the requirements and concerns with staff and Mr Goodwin and create bespoke.</p> <p>Further twilight training sessions with a focus on gymnastics and OAA</p>	<p>Core Budget - £0</p> <p>Sports Premium</p>	<p>See above</p> <p>Increase in staff confidence in PE lessons led to a greater level of engagement by pupils with a wider variety of activities and sports on offer.</p> <p>Staff working with Mr Goodwin teaching their own classes allowed them to see the impact of changes and techniques first hand in place, with their won students which proved more valuable than taking part in stand-alone training after school.</p> <p>Twilight training sessions</p>	<p>Mr Goodwin's salary is from the core staffing budget so will remain with or without SP. Training will continue as part of his role for the next year at least.</p> <p>New questionnaire to be taken in September to gauge peoples thoughts on strengths and weaknesses and to further develop these.</p>

<p><b>New PE Curriculum</b></p> <p>The purchasing of a new curriculum and further development of a new structured long and medium plan will allow all staff to be taking resources from the same place. The Curriculum will be in line with other areas of the school curriculum and will be purchased from Chris Quigley. The curriculum also includes a number of 'POP Tasks' (Proof of Progress) assessment tasks that can be used to regularly and formally assess children as part of an ongoing assessment throughout the year. RG to assess regularly in PE using a PE 1-page profile for each child with a focus on one aim per lesson to be assessed formally.</p> <p><b>Further training on OAA and other new activities</b></p> <p>RG and MG to deliver whole school training to staff on the safe use of new sports equipment and model lesson structures.</p>	<p>Curriculum to be purchased.</p> <p>PE lead and Mr G to develop long and medium term planning for the school in order to ensure clarity, clear aims and progression throughout the primary phase.</p> <p>Development of 1-page profiles and assessment tool for ongoing assessment.</p> <p>Plan for date</p> <p>Deliver training</p> <p>Revisit and catch-up as necessary.</p>	<p>£195</p> <p>RG overtime</p>	<p>postponed due to covid.</p> <p>Rollout postponed due to covid. All teachers have access to the curriculum for the summer term and will be able to plan and develop appropriate lessons from it. Full CPD and launch to be given in September.</p> <p>Purchase of equipment delayed due to covid therefore no training delivered this year. Part of next year CPD schedule.</p>	<p>Curriculum offer to be revised yearly in line with latest pedagogical and sport research and developments pertaining to primary PESSPA.</p> <p>Equipment to be maintained and added to using SP as long as it exists and through core budget when necessary. Training to be revisited so staff are up to date and new staff receive training. This will ensure lessons always have purpose and are fully engaging for pupils.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Total: £4061				Percentage of total allocation:
				21.92%
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><b>Donation to the Y6 Residential</b> Monies to be used to help pay for the activities on the residential trip. A wide range of activities to be on offer that will include gorge walking, abseiling, kayaking etc.</p> <p><b>Investment in school resources to widen range of sports and activities</b> Purchase new equipment for sports and physical activities that children have not yet experienced. This includes a new, improved gymnastics set up in order to deliver a parkour club safely within the school gym; an archery set to provide a new and exciting activity that can be used during enrichment days, lunch clubs and after school clubs.</p> <p><b>Covid ready equipment</b> Using monies from the SP funding to bolster school equipment supplies for the basics for PESSPA to ensure that PE lessons will still be able to run in September with correct equipment. This will ensure that equipment can be stored and cleaned in between lessons and multiple classes will have access to equipment each day.</p>	<p>Coordinate booking of residential and allocation of funds with school Business Manager.</p> <p>Research equipment and websites to find best value for money. Purchase equipment.  Launch use of equipment.</p> <p>Staff training on the safe use of new equipment and how to deliver sessions.</p> <p>Purchase equipment and storage for new equipment.</p> <p>Share planning and risk assessments for equipment with staff so they are ready for</p>	<p>£2000</p> <p>£3196</p> <p>£865</p>	<p>Residential cancelled due to covid.</p> <p>Delay in purchasing equipment due to covid. Impact will be that children will have the opportunity to access, participate in and compete in a new and wider variety of sport and physical activity leading the way to potential links with local clubs opening up.</p> <p>Impact will be shown in the following year. Children will still be able to access full PE lessons and the volume of equipment will allow for lessons to go ahead with minimal impact from cleaning.</p>	<p>Make further links with local sports clubs in order to promote a wider variety of sports and PA and give children opportunities to access a wider offer of activities outside of school.</p>

	September.			
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Key indicator 5: Increased participation in competitive sport Total: £ 830				Percentage of total allocation:
				4.48%
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:
<b>Money to cover the costs of transport</b> Use of SP to cover the costs of any and all sporting trips in order to increase participation and accessibility. Competitions include all school games tournaments attended, Astrea inter school tournaments and Astrea Olympic Games.	Organise with school finance officer for the booking of coaches and liaise with PE Coordinator at a trust school to share the pricing in order to reduce costs.	£4000 £830 spent	Many competitions were scheduled for the summer term – Cancelled due to covid. Prior to Covid a wider range of pupils were able to access competitions and festivals in order to experience competitive sport. This include multi skills and inclusive sporting events aimed at children who are less likely to normally enter sporting tournaments.	Maintain links with current partner schools and foster further links with other schools within the trust in order to reduce costs further should the SP come to an end.

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



## Development of structured playground activities