

# 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>• Achieved the Gold Games Marks Award.</li> <li>• We introduced a 'Change4Life' club.</li> <li>• Pupils have been trained to be sports leaders during lunchtimes.</li> <li>• We entered a wide range of competition and festivals for all abilities from SEN to Gifted and Talented. To increase the number of activities by enrolling into Pivotal Competitions additionally.</li> <li>• After school activities run by PE specialists from MSP Sports.</li> </ul>	<ul style="list-style-type: none"> <li>• To further improve fitness and healthy lifestyle of pupils, through skipping initiative.</li> <li>• To sustain Gold award and aim towards the Platinum School Games Mark award.</li> <li>• To encourage pupils to become involved in sporting events outside of school via Gifted and Talented programme and promoting the joy of exercise and team games.</li> </ul>

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? <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.	96% up from the initial 36%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	96% up from the initial 36%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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 we offered this to the children who hadn't achieved the expected standard in previous years. Significant uplift in pupils leaving achieving the 25m mark.

## 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.

<b>Academic Year:</b> 2019/20		<b>Total fund allocated:</b> £17,660		<b>Date Updated:</b> July 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: 55%
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:
All pupils to take part in physical activity daily impacting on improving stamina, resilience and physical skills	Wider range of lunch time activities and the introduction of the daily mile.		£8,050.54 (Sports apprentice)	Children have improved in general fitness, skills and stamina. The majority of the children now show a keen interest in sports at playtimes.	To continue to provide physical activity opportunities with a structured timetable of events held on a daily basis.
Year 5 pupils will undertake two weeks of swimming tutoring provided by an external coach and facility. This will 'Top-up' their skills and ensure they are water competent.	17 children tuition fee and coach costs. Majority of children are now able to swim the national requirement of 25 metres.		£59 per pupil £1003  10 days = £80 per day. £800	Children are competent swimmers with some children going on to develop further interest in pursuing other swimming activities.	Children who do not achieve the 25m requirement will be invited to join the school next year to partake in swimming lessons.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				30%
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:
Ensure all pupils are aware of the importance of a healthy life style, including both diet and regular exercise.	Have a healthy eating week May 2020. Pupils taught by teachers about this and each class involved in making some healthy foods. Change4life club also continued.	£0	Due to Covid19 pupils have been unable to take part in the Healthy Eating Week. We ensured that we sent home physical education worksheets and programmes so that the children could continue to participate in physical activity.	Review the effectiveness of the Change4Life programme. Share successes and amend to provide better service for children.  Consider the wider implications on Covid19 on the participation rates of our children and how we can help them regain fitness.
Subscription to Pivotal Sports using their services to ensure participation of each class.	Y5 Tag Rugby 8.10.2019 Y3 Handball 04.02.2020 Y2 Athletics 17.03.2020 <b>Y1 Indoor Multi-skills 12.05.2020 had to cancel due to Covid19</b> <b>Y6 Multi-Sports 15.07.2020 had to cancel due to Covid19</b>	£592.22	Each class got an opportunity to compete in a different sport in addition to the P.E lessons in school. This was to improve their competitive edge and give them exposure to addition Sports such as Handball which they would not have necessarily have been doing during lessons in school.	Review the competitions and access value for money. Suggest next steps with regard to what competitions we enter or wherever the budget could be spent differently to maximise growth of PESSPA at St Mary's.

<p>Subscription to School Sports Partnership (SSP) using their services to ensure an increase in participation of all learners.</p>	<p>Y4 Basketball 1.10.2019 Tri Golf 21.04.2020 Cricket Festival 28.4.2020 5.5.2020 KS2 Inclusive Cricket 21.5.2020 Yr5/6 Quad Kids Athletics 9.6.2020 Year 6 Mixed Cricket 16.6.2020 Year 5 Mixed Cricket</p>	<p>£1650</p>	<p>Due to Covid19 Children were unable to fulfil these competitions and regrettably we had no option but to cancel these opportunities.</p>	<p>We had several activities booked in but sadly had to cancel because of Covid19. The SSP provides superb value for money and we will be extending our agreement with them in 2020-21 to ensure more children gain a wider experience of playing different sports against other schools promoting sporting values and fostering a love of P.E.</p>
<p>To encourage the children to improve their stamina and skills with self-appointed fitness challenges. To foster a love of physical fitness at lunchtimes and give the children extra opportunity to develop cardiovascular fitness.</p>	<p>Purchased skipping ropes for all KS2 children, tennis balls, jump bands, horseshoe targets, foam rings, foam sponge balls and 10 standing desks.  Other equipment purchased for use in P.E included: Hurdle set, long jump mat, springboard, vertical jump, foam javelin, mini javelin and Shot PVC balls.</p>	<p>Standing Desks £1683 Playground Equipment £250.86 Sports Directory P.E Equipment £835</p>	<p>Children are inspired to better their fitness and understand the importance of keeping our hearts healthy. They are competitive with themselves and others. All children have shown great improvement in the abilities. Standing desks enable children with SEN to be supported in the classroom with their gross motor skills.</p>	<p>Children enjoy the having their own personal skipping rope and were motivated to consistently work to improve their coordination skills. Children had the opportunity to use additional equipment to give them access to Olympic sports such as Javelin and Shot.</p>
<p>To support pupils with learning to ride their bicycles safely and effectively to promote the benefit of cycling and physical activity.</p>	<p>Involve Bikeability to come in and coach the children in how to ride safely and efficiently to promote the love of cycling.</p>	<p>£84 £6 per child for 14 children.</p>	<p>14 children gained better skills in road bike riding especially with regard to safety. We also promoted a love of cycling which gave the children confidence to ride more regularly.</p>	<p>Review the impact of Bikeability. Next time we need more evidence collation in how many children could not ride a bike prior to undertaking the course and how many passed.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0%
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:
Experienced coach from School Sport Partnership (Owen from SSP) conducted some in house training (October) in order to up-skill teacher's knowledge and understanding so they can confidently disseminate to all children thus increasing their knowledge and confidence in a range of activities that can done inside and outside, particularly afternoon activity. Subject Leader spent time with senior coaches to discuss the impact of the curriculum for P.E.	Staff to use these ideas and initiatives in daily physical activities the children can accomplish during the daily exercise session.  Timetable implemented for afternoons to monitor the range and interest of the pupils.	Incorporated within the £1650 paid to School Sport Partnership.	Teaching staff are confident in ensuring a range of activities are offered and understand how to teach the skills. They know the importance of self-challenge to promote a love of sports.  These daily activities are good breaks from the classroom in the afternoons and allow the children time to refresh their minds so as to improve their focus when they return to their classroom work.	To maintain a range of activities that will sustain interest and range.  Subject Lead to offer PE CPD opportunities to teaching staff. This needs to be more robust and organised via staff surveys. What training is the most important. What areas do staff feel less confident in? A more thorough review of staff CPD is needed.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 20%
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>Multisport Professionals to support afterschool clubs so as to ensure LAC and more vulnerable families have equal opportunities and access to extra-curricular activities.</p> <p>Multi-Sport Pro to support other teachers in delivery of lessons to develop their skills.</p> <p>Children to get access to learning and playing Disability Sports.</p>	<p>Coaches to support afterschool clubs and to run them every night of the week to give children extra opportunity in sport and to develop their love of physical fitness.</p> <p>Children to receive an extra session of Paralympic sports lessons during Spring Term.</p>	£3,600	<p>Staff are available to provide opportunities for exercise meaning more pupils taking part in activities on a daily basis. Improving fitness of pupils.</p> <p>Targeted to those children which may not have been able to engage with these sports without financial support.</p>	<p>PE Lead to work closely with sports coaches to deliver a curriculum which provides children with a range of new and exciting sporting opportunities with the target to maintain 'Gold' standard.</p> <p>We have reviewed the amount of money paid to Multi-Sport Pro and believe that we can achieve similar results without their involvement. The saving in money will help us to get more equipment for Physical Education lessons so that we can encourage a love of sport without the additional expense. The strategy will be to improve the quality of teacher's P.E lessons to ensure that the children benefit from the greatest resource we have available in school: the teachers and the Sports Apprentice. Subject leader to involve Sport Apprentice in strategy going forward. Agenda to be reviewed at the end of every full term.</p>



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
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:
To continue to develop the children's involvement in local sport via Pivotal Sports. Encourage children to practise their skills in weekly PE lessons with the intent that they have the opportunity to compete against one another at the end of term and at an inter-house competition with other schools.	Ensure all KS2 children have the opportunity to take part in a sporting event either on the school site or off-site.  PE coach to hold an intra-house event the last week of every half term.	Funding included in the money paid to SSP and Multi-Sport Pro.	More children involved in the events, we are taking multiple teams rather than putting one team forward. Children have participated in house matches in basketball, indoor athletics, dance and gymnastics. Children improved their confidence and whole school aspirations. They recognised their potential in a sporting environment and applied that to the classroom.	More children to take part in events off site so as to improve their confidence. Plan events in advance with PE team.  The competition framework needs more opportunity for intra-house competition as there weren't enough of these competitions taking place. This will be revolutionised so that at the end of every half-term the children will put their skills into practise and play against each other in a more competitive environment either in school or against another local primary.

Total Spent: 105%    £18548.62