

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

Commissioned by

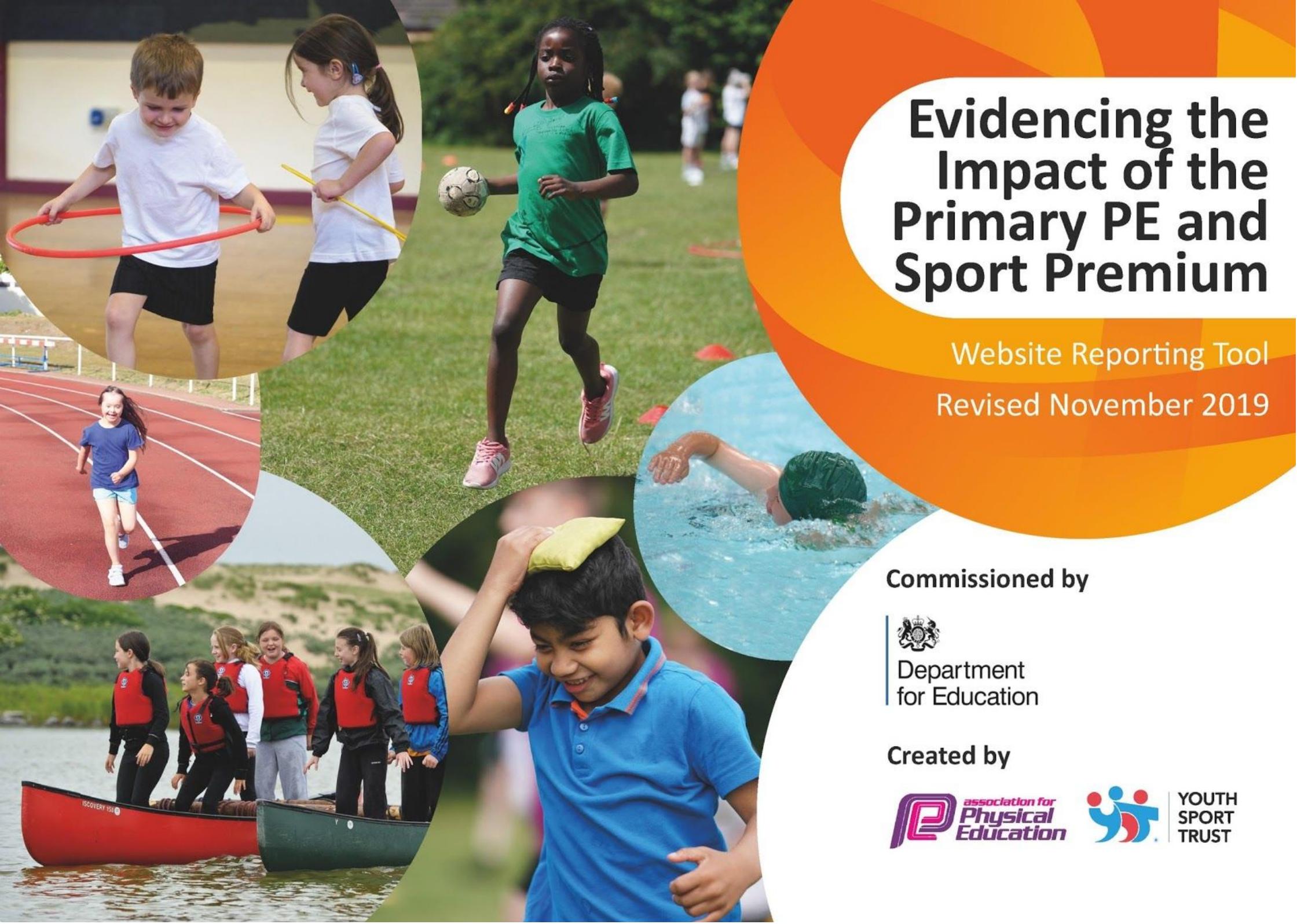


Department  
for Education

Created by



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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 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>● Daily Mile introduced across the school</li> <li>● Successful cross country season</li> <li>● Development of active learning throughout the curriculum</li> <li>● Forest School activities</li> <li>● Healthy Lifestyle Ambassadors appointed</li> <li>● Cycle training for all pupils</li> <li>● Use of sports coaches to support staff in lessons.</li> <li>● Provision of external gymnastics and football club</li> <li>● Revised planning to ensure progression</li> <li>● Physical activity during Covid</li> </ul>	<ul style="list-style-type: none"> <li>● Active school planner to further develop active learning</li> <li>● Application for School Games Mark</li> <li>● Pupil voice to introduce new activities.</li> <li>● Provide opportunities for parental engagement in PESS</li> <li>● Development of Gymnastics and Dance in KS2</li> <li>● Orienteering across the Curriculum</li> <li>● Subject overview to ensure progression</li> <li>● Activities for Sept 2020 that meet government guidance re distancing</li> </ul>

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>	<p>53% of pupils can swim 25m + . Pupils have had 3 x 10 week blocks of swimming since 2016. It is one of the bulge year groups with only 25% able to swim in Year 3. There are 11% (9 pupils) of pupils who remain non-swimmers. Of those 44% are PP. There are 18 PP in the Year group of which 22% are non swimmers, 22% can swim 25m + and 56% who can swim between 5 and 20m. <b>Due to Covid we were unable to run top up swimming this year..</b></p>

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	53%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	53%
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?	It was planned but unable to go ahead 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: £	Date Updated:		
<p><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</p>			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:
To encourage active learning across the curriculum.	<ul style="list-style-type: none"> <li>● Purchase 5-a-day-tv with parent access.</li> <li>● Active learning identified as non-negotiable within the curriculum</li> <li>● Health Ambassadors in place To share ideas with peers.</li> <li>● Daily Mile introduced across the school.</li> </ul>	£312	5-a-day used in class and in breakfast club daily. Link shared with parents and link available on Google classroom. Active learning identified as non negotiable within curriculum. Health Ambassadors introduced and helped lead an assembly on active play times. Daily Mile successfully introduced throughout the school	Share other online resources with staff eg Go Noodle, Active Learning  Active schools planner to be introduced.
To provide opportunities for physical activities out of school hours.	<ul style="list-style-type: none"> <li>● Pupil voice to find out what other clubs they would like.</li> <li>● Look at outside providers to see what other opportunities we can offer or signpost to.</li> </ul>	£180	Introduction of Gymnastics club run by Kestrel for Year 1 and 2 and extended to Yrs 3 and 4  Provision of KS2 football club run by a coach from PNP Sports Subsidised with Sport Premium	Ensure Sport Premium Funding is available to support pupils with paid clubs.  Staff asked as part of wider contribution to the school to run a club for a term during the

			<p>so minimum coast to parents. Pupils from Yr 3 -6 were able to access.</p> <p>Data from Term 1 and 2 as clubs were then affected by Covid:</p> <p>There were 242 club places during Terms 1 and 2. Of those 10% of pupils attending were PP and 7% SEN.</p>	school year.
To ensure there are sufficient resources to allow pupils to be active in PESS.	<ul style="list-style-type: none"> <li>● Audit and top up resources as necessary.</li> <li>● Equipment monitors in post.</li> <li>● Staff reminders about looking after equipment.</li> </ul>	£1260	Additional balls and equipment purchased to ensure adequate stock to enable staff to deliver high quality lessons.	Natural wear and tear of equipment will mean some additional spend each year. Monitors and staff vigilance will help maintain equipment. Awareness of stock in regard to Covid risk assessment.
Pupils identify cycling as a healthy way to enjoy leisure time. By the end of KS1 most pupils can ride on 2 wheels.	<ul style="list-style-type: none"> <li>● Book cycle training for KS1</li> <li>● Level 1 Bikeability for Year 4</li> <li>● Level 2 Bikeability – subsidised with Sport premium</li> <li>● Service of school fleet</li> <li>● Fix my bike sessions for pupils and parents.</li> </ul>	£2700	<p>EYFS - Pedal Free 60 pupils participated and 47% (28) were able to progress from a balance bike to a pedal bike. The other pupils made progress and will continue to practise in the outside area. They will be picked up again in Year 1 for further training.</p> <p>Year 1 and 2 41 Year 1 pupils had further training following last year and 49% are now riding on 2 wheels. 26 Year 2 pupils received training and there are now only 7 pupils not riding on 2 wheels.</p> <p>Year 4 Bikeability Level 1: 43 pupils took the opportunity to do their :Level 1 training and all</p>	<p>Staff have knowledge of the strategies used so would be able to lead some cycle training in KS1</p> <p>Update school fleet when funds allow –regular service has ensured most bikes are still fully functioning.</p>

			received their certificates and badges. Year 6 Bikeability Level 2: 60 pupils took this opportunity and received their badge and certificate.  10 Year 5 and 6 pupils attended 'Fix Your Bike' training after school to learn some basic bike mechanics.	
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:
Provide responsibilities for Year 6 pupils that develop independence and skills that will help with secondary transition.	<ul style="list-style-type: none"> <li>Year 6 responsibilities awarded and pupils in post.</li> <li>Health Ambassadors elected and ready to support on the playground.</li> </ul>	£50 badges	Pupils in post and ready to take on new challenges. Health Ambassadors lead an assembly on active play times.	Health Ambassador to lead a Food campaign – Sugar with display, assembly and message for parents.  Sports Captains to help run a Mile a Day event for parents.
Monthly newsletter updates to raise the profile of PESS in school.	<ul style="list-style-type: none"> <li>Class achievement boards</li> <li>Identification of Gifts and talents in PESS</li> <li>Event reports in assembly</li> <li>Monthly PESS updates and competition reports.</li> </ul>		Monthly newsletters show the profile of PESS is high. Interests and talents shared on achievement boards and in assemblies. PESS board in the corridor update with photographs. School App and Facebook updated with PESS events. EYFS Physical Activity and Fruit session with parents	Develop parental engagement in PESS activities.  Continue monthly newsletter  Develop 'Fun and Fruit' parent session earlier in the year.

To encourage healthy travel to and from school	<ul style="list-style-type: none"> <li>● Scooter pods installed in KS1 and 2 playgrounds</li> </ul>	£1647	Scooter pods in place and used briefly prior to Covid.	Further Scooter pods if necessary to be purchased.
Ensure playtime activities promote being physically active	<ul style="list-style-type: none"> <li>● Playground zones identified</li> <li>● Timetable for activities shared with staff and pupils</li> <li>● Supervision of activities clear.</li> <li>● Check equipment is available</li> </ul>		<p>Playground zones and activities set up in Term 1 and shared with staff and pupils.</p> <p>TAs to supervise football/ basketball games at break times to ensure fair play for all.</p>	Use Sports Captains and Health Ambassadors to lead activities at breaks and lunch time.

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:
To upskill staff to provide high quality teaching and learning across the curriculum.	<ul style="list-style-type: none"> <li>● PE conference for PE lead</li> <li>● Ease coach to work alongside staff in delivering lessons</li> <li>● Provide staff with a wide range of resources to help increase physical activity across the curriculum.</li> <li>● Monitor skills and progression of pupils through assessment and lesson observations.</li> <li>● Develop the tennis skills of pupils from Years 1 -6</li> </ul>	£345 £3429  £350  £200	PE conference attended and ideas shared with staff and SLT.  Purchased Power of PE resources to support staff planning  PE lead release to develop provision throughout the school and update ideas for outside and active learning.  Ease coach worked with Year 6 in terms 1 and 2 – Football and staff were able to focus on developing girls skills.  Year 2 in Terms 3 and 4 Handball, Tag Rugby Non-negotiable that staff take an active part in lessons and have now developed new ideas of their own. Pupils enjoy the opportunities to work with the Sports coaches. No Sessions in Terms 5 and 6 due to Covid.	KS1 staff access some Ease lessons.  Development of Gymnastics in KS2 – progression of skills and CPD where appropriate.  Look at skills progression and curriculum coverage to identify gaps.  Monitor active learning through Active Schools Planner  Staff will have skills to continue teaching tennis if we can no longer pay for lessons.

			Tennis lessons from Years 1 -6 have remained popular and pupils with talent identified. Not all pupils accessed sessions due to Covid.	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>		
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 engage pupils with outdoor learning through Forest School Activities.	<ul style="list-style-type: none"> <li>● Forest school sessions booked through Onodrim.</li> <li>● Further develop outdoor learning opportunities across the curriculum.</li> <li>● Staff use forest school ideas in other areas of the curriculum.</li> </ul>	£5000	<p>Sessions for Year 1, 2, 3, 5 and 6 this year covered a wide range of skills . Staff member always attends with provider to learn new ideas.</p> <p>Outdoor learning across the curriculum tracked on google doc.</p> <p>Pupils display high levels of engagement and enjoyment in sessions and feedback from parents is also good.</p>	Staff to plan outdoor learning weekly across the curriculum as a non negotiable.
To engage pupils in new physical activities in and out of the curriculum.	<ul style="list-style-type: none"> <li>● Table tennis tables for active break times.</li> <li>● Daily Mile rolled out across the school</li> <li>● Firefight Fit Kids</li> </ul>	<p>£500</p> <p>£1300 kindly donated by Friends</p>	<p>Table tennis tables have proved popular with pupils now have 4.</p> <p>Daily Mile relaunched and competition travelling around Europe. Playground and Field route available</p>	<p>Pupil voice to find other activities pupils may enjoy.</p> <p>Ask Friends Association to purchase other activity tables.</p>

		Association	Fire Fighter Fit Kids booked for 18 <sup>th</sup> May. Class sessions and portal access for class and home use.	Postponed due to Covid –to rebook for next year.
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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:
To access a wide range of school games competitions	<ul style="list-style-type: none"> <li>• Purchase competition package for School Games</li> <li>• Support ADPSSA for local competitions</li> </ul>	£700 £65	Competition package purchased and competition calendar available.	Apply for School Games Mark
Enable pupils to attend competitions during the school day.	<ul style="list-style-type: none"> <li>• Release teacher to attend competitions</li> <li>• Transport to competitions</li> </ul>	£180 £200	Teacher released for competitions in school time and transport to competitions allowing additional competition entries.	
Encourage more pupils to participate in intra and inter school competitions.	<ul style="list-style-type: none"> <li>• Identify events on school calendar</li> <li>• Encourage sign up from pupils</li> <li>• Intra competitions run by sports captains</li> <li>• Monitor competition data.</li> <li>• Subsidise competition entries for cross country</li> </ul>	£150	<p><b>Terms 1 and 2</b> There were 61 competition places during Terms 1 and 2 in inter school events the following events:</p> <p>Cross Country -local X 4 - Improved top 10 finishes in all events and Medals for top 3 for Aki and Oscar. Team trophy for Year 4 boys.</p>	Continue competition entries and celebrate in monthly newsletter.  Apply for School Games Mark

			<p>Cross Country - county - huge event 5 entries all with super efforts</p> <p>Sportshall Athletics Year 5 and 6 - 12th place overall with good performances from all.</p> <p>Of those 6.5%% were PP and 6.5%% SEN.</p> <p>Competition from Term 3 was disrupted due to Covid.</p>	
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**Additional Achievements**

**Due to Covid 19 normal activities were disrupted for all pupils. However from March 20<sup>th</sup> pupils accessing our Keyworker childcare group (av 30 pupils daily) enjoyed daily physical activity with ‘PE with Joe’ and Daily Mile. They also enjoyed using the trim trail and scooters. Pupils attending daily childcare got 60 mins+ of physical activity a day.**

**Pupils accessing learning from home also had links to PE tasks through Google Classroom set by their teachers.**

**Walk to School was transformed into daily exercise and pupils were able to send pictures of their favourite activities to keep active.**

**From 15<sup>th</sup> June we were able to run Forest School sessions for EYFS pupils attending school weekly and also for pupils attending childcare provision. This was really popular.**

Signed off by	
Head Teacher:	
Date:	13 <sup>th</sup> July 2020
Subject Leader:	Jenny Thomas
Date:	13 <sup>th</sup> July 2020
Governor:	
Date:	