

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 **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:
<ul style="list-style-type: none"> - Curriculum is fully embedded in school - Extra-curricular club uptake - Sports equipment ordered for September (Use in playtimes/lunchtimes) - Sports kit for staff ordered for September - Virtual Sports week 	<ul style="list-style-type: none"> - Increase pupil's exposure to a wider range of physical activities - Daily physical activities to be introduced in lesson - Increased cross-curricular links - Increase attendance in sports competitions - Set up sports leaders in Year 6 - Increase pupil voice - Set up playleaders for break and lunchtimes - Fully set up use of equipment for playtimes - Employ a sports coach to support in all areas e.g. enrichment/competitions/PE sessions in school - Implement knowledge organisers in PE as with other wider curriculum subjects - Find new ways of teaching PE during COVID19 pandemic

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.	No Data
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	No Data

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	No Data
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?	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: ££18,000		Date Updated:10-07-2020	
<p>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</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:	
<ul style="list-style-type: none"> Provide all students with two hours of high-quality physical activity per week (within the curriculum only); and have extra curriculum provision in addition to this. Increase the number of students accessing extra-curricular clubs and community clubs in KS2. 	<ul style="list-style-type: none"> At least 2 hours of curriculum time (including PE time and other active lessons throughout the timetable such as chair yoga/active maths/go noodle) Provide a range of sporting clubs after school for children to attend. (See enrichment timetable on website) Use local clubs (e.g. 	<p>Yoga= £1000</p> <p>No cost (staff internally to provide)</p>	<ul style="list-style-type: none"> Chair Yoga weekly Karate/Yoga each Wednesday from EYFS to KS2. Provide children with new physical activity experiences. Aim: 100% of children in KS1/KS2 will have access to a sports club by the end of the year. Multi-sports and football clubs have taken place giving each year group an opportunity to take part- some year groups did not have the opportunity due to the school being closed to the majority of children 	<ul style="list-style-type: none"> Advertise and employ a sports coach with responsibility for local clubs and enrichment etc. Job advert to go out for September. Use the employed sports coach to continue to provide after school clubs- use external agencies to promote uptake of clubs e.g. capoeira 	

<ul style="list-style-type: none"> Raise the profile of PE across the school with staff 	<p>Everton/Liverpool) to encourage students into community sport. Have taster days from Judo, lacrosse clubs, Kin-ball etc to broader choice for children.</p> <ul style="list-style-type: none"> Employ a Specialist Sport Teacher 	<p>£8,000</p>	<p>apart from those of keyworkers.</p> <ul style="list-style-type: none"> Kin-ball was to take place in the summer term however due to Covid-19 this has had to be postponed. Quidditch day arranged for Summer Term to increase profile of exercise and exercising in different ways (<i>This has now been rearranged for Autumn 2020</i>) Visits from Knowsley Safari- Move Like Me workshops. PE kits purchased for all staff to wear during PE sessions and afterschool active enrichment clubs. Postponed due to pandemic. 	
--	--	---------------	---	--

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

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:
<ul style="list-style-type: none"> Pupils have increased involvement in promoting physical activity during break and lunchtimes. Provide opportunities for children, to have the chance to learn to lead. (Children must lead an activity, game or event in PE or physical activity and provide feedback or coaching to their peers. 	<ul style="list-style-type: none"> Introduce PE leaders and play leaders across the school to support with the subject development and increase sporting games at playtime/lunchtime. Children to lead activities e.g. warm up- PE coaches to support. Staff to have a staff meeting on letting children lead during PE. Introduce PE play leaders for break/lunchtimes 	<p>N/A</p> <p>N/A</p>	<ul style="list-style-type: none"> PE leaders were identified but training did not take place. This needs to be developed further with training for the children on activities that they can do with children in each key stage. This will be arranged for Autumn term 2020 with the current Year 5. Discussed warm up and children leading with PE coaches- this was beginning to be implemented however it needs to be embedded with all children understanding the importance of a warm-up and what this looks like. Children have been able to share some of their ideas with feedback during the dance sessions and present their warm-up to the rest of the class. 	<ul style="list-style-type: none"> Continue to develop this role next year with the current Year 5. Use the sports coach for guidance/input/to assist the children in leading activities. Observe P.E. coaches and staff teaching PE to ensure that children are involved in lessons and have a chance to lead activities.

<ul style="list-style-type: none"> • PE & School Sport to be included in the weekly celebration assembly to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies. • PE and school sport section on the school website. Updates on school media (Instagram and Twitter) about sporting events and opportunities outside of school. PE policy to outline school vision. • To upgrade the resources in the playground e.g. sports equipment for KS1/KS2 at break/lunchtimes • Improved teaching and learning in KS1 & KS2 	<ul style="list-style-type: none"> • Achievements celebrated in assembly (match results and notable achievements in lessons etc.) Develop a PE award with trophy awarded. • Children and families have access to information on School Sport and Physical Education e.g. competitions/PE expectations/outside agency clubs etc. • Look at PE and outdoor provision and cost outdoor equipment. • CPD opportunities given to staff members after key areas of support 	<ul style="list-style-type: none"> • Approximately £300 for medals/trophies. <p>N/A</p> <p>Use PE coaches plus yoga (see costing in Key</p>	<ul style="list-style-type: none"> • Lesson observations. Children have ownership over their own lessons and build skills in physical education. • Children to take the lead in games and PE during playtimes. Encourage children to lead healthy and active lifestyles. PE policy in place • Raise the profile of PE across the school. • Provide parents/carers with opportunities outside of school to take part in sporting events. Flyers to parents about sports opportunities in the community. Links of twitter/social media accounts to sporting events • Staff are confident in delivering PE and ideas of how to meet objectives. Staff have benefited from 	<ul style="list-style-type: none"> • Continue to use rewards e.g. trophies and medals to build in sports achievements throughout the school. • PE policy now in place. Share with staff in September to ensure continuity. • Funding carried over from this year to be used to upgrade outside provision/equipment • Staff survey to be carried out in
--	--	--	---	--

<ul style="list-style-type: none"> PE displays to be regularly updated with sports achievements, photos from lessons, extra-curricular photos and information about healthy living which has been promoted through lessons. 	<p>identified (e.g. confidence in teaching dance/gymnastics)</p> <ul style="list-style-type: none"> Use PE displays in the hall. Update termly based on what they have with photos and quotes. 	<p>indicator 1)</p> <p>£500</p>	<p>watching specialist teachers e.g. in dance and are using their knowledge to support their own teaching.</p> <ul style="list-style-type: none"> PE displays with pictures of children taking part in activities- quotes from the children about the activities and what skills they were doing to raise the profile of PE within the school environment- these will change slightly- we will implement PE knowledge organisers for September for KS1/2 which will be developed with our Trust Schools. 	<p>September to identify further areas for development/support.</p> <ul style="list-style-type: none"> Update displays in September and use knowledge organisers which have been planned to support displays and technical vocabulary.
--	---	---------------------------------	---	---

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:
<ul style="list-style-type: none"> Improved teaching and learning in KS1 & KS2 and Increased staff confidence when teaching PE Lesson observations to take place in Spring/Summer term after CPD sessions for staff 	<ul style="list-style-type: none"> Opportunities given to staff members after key areas of support identified (e.g. confidence in teaching dance/gymnastics) Staff to be present for PE lessons where sports coaches deliver sessions as CPD opportunity (Dance specialist arranged to teach the dance units/objectives within each year group Monitor PE provision throughout the year to check for progression between year groups, quality of teaching and learning as well as assessment judgements. 	<p>£800</p> <p>N/A</p>	<ul style="list-style-type: none"> PE coaches/Dance specialist taught sessions as part of staff continual professional development. Feedback was positive from staff with most feeling more confident in the delivery of dance and certain objectives after watching delivery. This has been postponed due to school closures for children other than keyworkers. Assessment has been more accurate as PE coaches have given judgements against the objectives which staff have then inputted onto the school assessment system (OTrack) 	<ul style="list-style-type: none"> Continue to use CPD based on survey to provide opportunities for staff to 'skill-up' on areas they may feel less confident in. Plan in lesson observations during the Autumn term.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Provide children who are struggling to swim access to a swimming booster at the end of the summer term. run a sports day with different sports and competitions. Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. Particularly focus to be given to those pupils who do not take up additional PE and Sport. 	<ul style="list-style-type: none"> Extra swimming lessons provided to Year 6 during the summer term. Liaise with the sports coaches about setting up activities for EYFS/KS1/KS2 Discussion with Kin Ball/karate/yoga/Quidditch etc. to come in and deliver sessions. Student voice and parental questionnaires about enrichments to go out to ensure pupils have a say in what we are providing and any clubs 	<p>£85 per hour</p> <p>N/A</p> <p>Quidditch £860</p>	<p>This has been postponed. Swimming will be re-arranged for those children who have not had a chance to swim in year 5 via Year 6 catch up sessions.</p> <p>Alternative virtual sports week planned due to current circumstances and sent out to parents via class dojo. Given a range of activities to take part in and opportunity to win a trophy/medal and certificate for participation/winning.</p> <p>Quidditch has been re-arranged until September (provisionally- depending on if possible) Other sports which were planned to be provided e.g. archery will be postponed until the next academic year.</p>	<ul style="list-style-type: none"> Swimming for all of KS2 planned from Years 3-6 with extra sessions for those in year 6. Virtual sports week was a success- children in school had a chance to take part with 100% completing some of the activities. 20 children at home took part in all of the activities and received a medal/trophy. Order more prizes and plan in sports day for next Summer with the help of the new sports coach.

<ul style="list-style-type: none"> In order to provide a broad range of sports, school to purchase resources that are currently in low supply or need replacing such as balls 	<p>they would like to have in the future.</p> <ul style="list-style-type: none"> Purchase any sports and physical education equipment that is needed or needs to be replaced. (Audit of PE cupboard) 	<p>£2000 approximately</p>	<p>Postponed Due to COVID 19</p>	
--	---	----------------------------	----------------------------------	--

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:
<ul style="list-style-type: none"> Use KSSP to provide the opportunity for both boys and girls to take part in the appropriate level of competition. Offer a wide range of extracurricular clubs that encourage increased participation in competitive sport. 	<ul style="list-style-type: none"> Give children opportunities to compete in a range of sports e.g. boy's/girl's football/basketball/netball etc. Staff to take to competitions outside of school. School staff and sports coaches/outside agencies to lead after school clubs e.g. yoga/karate/multi-sports/football 	<p>£1300</p> <p>N/A (Currently provided by staff)</p>	<ul style="list-style-type: none"> Year 5/6 boys and girls have taken part in football competitions as part of the KSSP inter-school competitions. More opportunities were not available due to school closure. 	<ul style="list-style-type: none"> Provide more opportunities for competitive sports in different year groups and also Look to vary sports offers to pupils in September so children have access to a larger range of enrichment clubs which involve P.E. e.g. basketball, cricket, judo etc.

Signed off by	
Deputy Head Teacher:	Stuart Morland
Date:	8-07-2020
Subject Leader:	N. Bradley
Date:	09.07.20

Created by:  association for Physical Education  YOUTH SPORT TRUST

Supported by:   SPORT ENGLAND  Active Partnerships  UK COACHING  UK active More people. More active. More often.