



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"> - School Games Recognition Award - Daily Mile and Walk to school fully integrated as part of school life - Profile of Sport across the school has been raised - Sports and Playground leaders have raised the profile PESSPA - Data suggests pupils make very good progress in PE EYFS/KS1 -88% of pupils working at ARE or above LKS2 – 89% of pupils working at ARE or above UKS2 – 90% of pupils working at ARE or above - Wider variety of sports delivered across the curriculum - Staff subject knowledge in delivery of dance - More awareness of well-being and healthy lifestyle understanding - Increased opportunities for least active pupils 	<ul style="list-style-type: none"> - Continued professional development opportunities - Increase percentage of least active pupils in extra-curricular activity from 80%. - Greater opportunities for Gifted and Talented pupils - Staff training has been identified for areas of development and to implement CPD to ensure provision is both sustainable and of high quality - Increase the number of pupils achieving 25m by Year 6

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.	53%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	40%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	40%

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/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: £17,760		Date Updated: 02.07.20	
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: 21%
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?:
Before and after school clubs to provide opportunities for alternative Sports provision and engagement additional to the national curriculum.		- Subsidise cost of extra-curricular providers and sports coaches.		£3740	Eden Francis visit promoted challenge and healthy lifestyles. Healthy living week was promoted via email, on twitter and in the newsletter to encourage pupils to engage in a healthy lifestyle during lockdown. Although we were unable to have a School Games day due to Lockdown we promoted the Rainbow games to pupils via twitter and in the newsletter. We have also asked pupils to design their own games challenges via a competition, for others to complete at home.
Bespoke days for pupils on healthy lifestyles using external providers and workshops including professional sporting personalities, healthy living week and taster sessions linked to local sporting clubs.		- Opportunities for enrichment days such as healthy living week, daily mile challenges, legacy challenge, healthy tuck shop and School Games day embedded as a school tradition.			
Regular stock taking and equipment resourced additional		- Purchase new equipment for a variety of different		£50	Pupils have been given responsibility in leading the tuck shop. The Tuck shop has a
					Continue to promote and make links with outside provision in order to support the growth of extra-curricular activity and target pupils.
					Develop the leadership and management of the Tuck shop to ensure pupils become more

<p>Sporting activities during lunch/break times and after school.</p> <p>Subscription to work out routines to encourage healthy lifestyles.</p>	<p>sports/manage and organise storage of equipment.</p> <p>- Provide Classroom Movers for all pupils to enable regular physical activity throughout the school day.</p>	<p>£100</p>	<p>welcome success and is working at a profit.</p> <p>Pupils routinely used this resource in class for breaks in learning and pupils were also able to access this resource during the COVID-19 lockdown, which supported their physical activity during this time. We have been able to include this on the website and through our learning packs. The physical breaks in learning support pupil wellbeing and emotional development. This can be evidenced through the EVOLVE wellbeing compass.</p>	<p>independent.</p> <p>Pupil wellbeing and emotional stability is good, which in turn will allow pupils to be more confident learners.</p> <p>Wellbeing breaks will be particularly important when pupils return to school.</p>
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation: 7%</p>
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Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Celebration assemblies and newsletter reports to ensure all pupils are aware of the opportunities we provide, in addition to highlighting the achievements of children in sports.</p>	<p>- Planned assemblies throughout the school year to celebrate achievements and communication with the wider community of sporting achievement.</p>		<p>Peterborough United, Adrenaline Martial Arts and Eden Francis were able to promote success and achievement within sport and encourage physical activity outside of school. Evidence through pupil</p>	<p>Pupils take up further activity outside of school, which promotes a healthy lifestyle.</p>

<p>Coaching and support with assessment and planning of PE staff.</p> <p>Year 5 and 6 children to be Sports Leaders/Playground Leaders and act as role models for sports, supporting staff and running small activities at break and lunch times.</p> <p>Ensure pupils become competent, confident and proficient swimmers over a distance of at least 25 metres.</p>	<ul style="list-style-type: none"> - Planned assemblies throughout the school year to celebrate achievements and communication with the wider community of sporting achievement. - Planning and assessment monitored to ensure the whole PE curriculum is covered. - Pupils identified and be trained as Sports/Playground Leaders to promote School Games Values. - Train staff as specialist instructors and celebrate achievements with award system. 	<p>£1200</p>	<p>questionnaires.</p> <p>New curriculum coverage implemented has ensured pupils experience the breadth and depth of the PE curriculum. In turn this allows for key skills to be enhanced and developed across year groups. Lessons have continued to be included in learning packs during the lockdown period.</p> <p>Top-up swimming provision needed to be cancelled due to COVID-19</p>	<p>Pupils will be ready for the next year group in their skill development and will be confident and competent when competing with other schools.</p> <p>Further support will need to be implemented next year to ensure pupils have enough time to achieve 25m.</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:
			61%
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?:
Staff training/time.	<ul style="list-style-type: none"> - Enrolled in locally delivered PE courses. - Staff meeting time allocated to upskill and develop staff subject knowledge. 	£200	<p>Cancelled due to COVID-19</p> <p>As part of staff CPD subject leader spotlights have supported staff in their professional development of wellbeing activities for pupils and to highlight skill base of knowledge. Some training activities in the use of gym equipment needed to to cancelled due to COVID-19.</p>
Assessment and monitoring tools to inform planning and development of pupil well-being and healthy lifestyles.	<ul style="list-style-type: none"> - Wellbeing compass used to provide assessment of pupil wellbeing and extra-curricular activity to enable targeted interventions to be made. 	£900	<p>The Wellbeing Compass has supported the identification of pupils in order develop their emotional wellbeing and target pupils for extra-curricular activity. Although it is difficult to track this activity due to not all pupils completing the survey during lockdown, previous surveys have shown a positive impact on pupil development.</p>
			<p>Sustainability and suggested next steps:</p> <p>Further work on the development of skill in dance and gym need to be developed next year.</p> <p>Swimming coach training to be undertaken by Sports TA.</p> <p>Pupils continue to engage well with extra-curricular activity and are able to apply their skills during competitions. More pupils have been encouraged to take up a club outside of school prior to lockdown.</p> <p>Pupils continue to receive high quality PE lead by specialist</p>

Specialist PE support to raise the profile of PESSPA and enable for smaller group sizes and greater involvement.	Manage specialist PE support and ensure that teachers are present to take part in specialist delivered lessons as part of their on-going CPD.	£9800	Pupils have been able to achieve a higher level of skill development. As a whole school 89% of pupils are working at ARE or above.	teachers in order to support the development of skills across the school and to upskill staff in their delivery of PE.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				2%
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:
Additional achievements: Children to be offered a range of opportunities to participate in a activities during lunch times, after school and inter-school events. Focus particularly on those pupils who do not take up additional PE and sport opportunities.	<ul style="list-style-type: none"> - All pupils encouraged to take part in extra-curricular activity and increase pupil participation. - Use pupil voice to find out which sports pupils would like to engage in. 	£350	<p>Pupils have participated in at least one inter-house competition per term arranged by the Sports leaders in order to engage more pupils in physical activity during playtimes and lunchtimes.</p> <p>Lunchtime clubs and EVOLVE provision have been utilised to engage pupils who do not undertake a afterschool club to develop their participation in physical activity during lunchtimes and break times.</p>	<p>Continue to support Sports Leaders in their independence for raising the profile of leadership and sport in school.</p> <p>Continue to provide opportunities for pupils to engage in planned physical activity during recreation times.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9%
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>Pupils to participate in a range of inter-school competitive sporting events to challenge and develop PESSPA across KS2.</p> <p>Increase opportunities for pupils to engage in intra-school house completion lead by Sports Leaders.</p>	<ul style="list-style-type: none"> - Sign up for relevant competitions for KS2 - Increase pupils participation in School Games- Gold Award - Use the schools house point system to encourage greater participation in PESSPA. 	£360	<p>Although we were able to achieve the School Games award due to COVID -19, however we did receive recognition for ongoing commitment to the School Games Programme.</p> <p>Pupils have participated in at least one inter-house competition per term arranged by the Sports leaders in order to engage more pupils in physical activity during playtimes and lunchtimes.</p>	<p>To continue to gather evidence for the achievement of the School Games Award Gold.</p> <p>Continue to support Sports Leaders in their independence for raising the profile of leadership and sport in school.</p>
Transport to be made available for sports competition so as to increase participation.	<ul style="list-style-type: none"> - Arrange transport for fixtures and enrichment opportunities. 	£1200	Due to COVID-19 transport has not needed to be utilised for School Games Final or PGL.	Plan further events for 2020-21.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	

Date:	
Governor:	
Date:	