



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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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"> • Data from 2018 2019 shows 57% of yr 1 boys & 30% of yr 1 girls engaging in after school Sports Clubs. 66% of yr 2 boys and & 63% of yr 2 girls attending. 16% of Reception boys and 31% of reception girls • All year groups participate in termly level 1 competitions providing children with the opportunity to compete against themselves and their class mates. <ul style="list-style-type: none"> • Attendance at all inter school (level 2) competitions offered by SSP providing children with the opportunity to represent their school. • We won the Level 2 competition in gymnastics and went through to the next level (Level 3 Competition) <ul style="list-style-type: none"> • At the end of EYFS 93% of boys and 83% of girls have achieved the expected standards or exceeded the expected standard in Physical Development. At the end of KS1 94% of boys and 100% of girls have achieved the expected standards or exceeded the expected standard in Physical Development. • Pupils across the school have had a positive attitude to taking part in the daily dash to enhance their fitness, health and wellbeing. • PE Subject Leader has participated in regular training to keep up to date. Timetable of monitoring was completed. Information from training was communicated back to staff through staff meetings, particularly Active 30:30, and CPD opportunities offered. 	<ul style="list-style-type: none"> • Continuing to offer a free club each term. Ensure these clubs are advertised in assembly to create enthusiasm for clubs, particularly the cheerleading club which has had poor attendance the last few years. Also ensure disadvantaged and girls are targeted as these were lower in attendance • To encourage pupils to participate in personal best challenges as holiday challenges had a poor uptake and build on active 30:30 • Staff participate in CPD in gymnastics to increase confidence and to develop the more able pupils in gymnastics • To continue to purchase equipment and teaching resources to support high quality provision both through Physical Education and Physical Activity at lunchtime. •

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.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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: 2018/19		Total fund allocated: £17,190.00		Date Updated: 03-03-20	
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: 44%
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"> To continue to develop and embed the Active 30:30 ethos within the school day and whole school community to support our children to become fit for life and understand what a healthy life style entails. 	<ul style="list-style-type: none"> Ensure all pupils in all year groups are participating in the daily dash. Each class to appointment a daily Dash Leader who will remind and lead the line Continue to employ additional lunch time supervisor/playworker. Playworker to ensure a register of pupil participation is kept to see which pupils are reluctant to participate and achieve an average % of children showing eagerness to take part Gather pupils' voice during pupil interviews over clubs offered, active lunch times Order further resources to enhance PE lessons and physical activity at lunchtime, breakfast and after school club Research tagtiv8 and see whether this is something that would help promote active learning 		<ul style="list-style-type: none"> For lunch time supervisor /playworker daily = £1325 For additional lunchtime playworker 2x a week = £1563 spring and summer term delivery of change4life = £546 £1500 Resources PE lessons, for year grp playtimes, whole school lunchtimes and before/after school 	<p><u>Autumn term</u></p> <p>Learning walk took place and children commented on how much they were enjoying daily dash. Some years groups participating more than others. Discussed during staff meeting, to pick up again. Discussed tagtiv8 during staff meeting. Decided against due to staff finding maths of the day difficult at times to organise and manage if they don't have support. Discussed maybe buying some tags to use for interventions during summer term.</p> <p><u>Spring term</u></p> <p>Playworker has started to keep a</p>	<p>Ensure role of play leader takes pupil voice in to account when planning activities.</p> <p>Continued CPD to support all LTS in making lunchtimes active and fun for all pupils involving the role of the play leaders.</p>

		<p>£700 new shed to house equipment from hall to create more space for gymnastics</p> <p>£2000 new non slip gymnastic mats</p> <p>=£7634</p>	<p>register and adapting games to suit the interests of those less reluctant. Less reluctant have also been encouraged to choose friends to join them. Some less reluctant in yr 2 are beginning to show more interest</p> <p>Plenty of resources ordered to replenish lost stock. Further equipment to assist early catching kills and more resources for activity fun at lunchtimes.</p> <p><u>Summer term</u></p> <p>Not enough data collected from playworker register due to lockdown to fully analyse. Playleader continued to work for 2 hrs a week during lockdown for the children of key workers</p> <p>No change 4 life delivered due to lockdown. Underspend of £546</p> <p>Pupil interviews planned for summer term. Not completed due to lockdown.</p> <p>Gymnastic mats not yet purchased. Underspend of £2000</p> <p>Shed ordered</p> <p>Not yet ordered resources for after school club. Underspend of £310</p>	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				6%
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"> To continue to raise the profile of the School Games Values through certificates to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved. To work alongside PSHE leader to develop 'Health Week' as a platform to promote physical activity as part of a healthy lifestyle to all pupils. To continue to raise the profile of PE further via the KS1 PESSPA mark, YST Gold Quality Mark and school website. 	<ul style="list-style-type: none"> Achievements celebrated in assembly Photos of children displayed on school celebration board (ongoing) PE competitions to be mentioned in newsletters along with photographs of the children where appropriate Swimming achievements to be noted and valued School games values certificates to be handed out by additional lunchtime play workers each half term REAL PE ideas for home shared on weekly year group newsletters Parents to be informed of 30:30 Parents of nursery to be participants of the Ready Set Ride programme in summer term Details of personal best challenges to be sent home during school holidays. Promoted in assemblies alongside prize Using Coram Life Education visit to help promote active, healthy lifestyles for all pupils ????? YST Gold Quality Mark (work in collaboration with local infant school) Apply for the new KS1 PESSPA 	<ul style="list-style-type: none"> £500 towards subsidising swimming £450 £80 non contact 	<p><u>Autumn term</u> Real PE home ideas shared weekly. Came 2nd in gym comp and details shared. Playworker certificates given at end of autumn term.</p> <p><u>Spring term</u></p> <p><u>Summer term</u> Swimming not completed due to lockdown. underspend of £500</p> <p>Nursery children who attended once school was opened took part in Ready Set Ride. Other nursery parents were informed. Balance improved tremendously with those involved.</p> <p>Corum life, Quality gold mark application and KS1 PESSPA all planned for summer term. Incomplete due to lockdown Underspend of £530</p>	

	mark (Solihull) – submit application in summer term.	Total £1030		
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				16%
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"> To ensure all members of staff are confident at delivering high quality PE lessons for pupils in gymnastics, particularly with challenging the more able 	<ul style="list-style-type: none"> Staff to complete gymnastic questionnaire before Gym CPD begins to help find specific areas of support. Questionnaire to be completed after CPD to evaluate success. Gym CPD with JC. Rec, Yr 1 and yr 2. 6 lessons per yr grp, per teacher . Subject lead to observe and monitor lessons. Subject monitoring timetable to be handed out to staff 	£480 cover for subject lead courses £2000 for CPD £240 non contact to monitor planning, observe lessons, learning walks =£2720	<u>Autumn term</u> All staff completed and showed main concerns were applying routines onto apparatus. Passed onto JC who is leading the CPD Learning walk completed <u>Spring term</u> Yr 2 completed the CPD. Teachers reported an increase in confidence levels and in pupil enjoyment and participation. Follow up questionnaires for staff completed which shows this. Yr 1 only completed half of theirs due to lockdown <u>Summer term</u> Reception CPD not completed due to lockdown Underspend of £1,280 Observations not taken place. Underspend of £160	Continued CPD support.
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>Additional achievements:</p> <ul style="list-style-type: none"> Continue to offer a range of activities and clubs to enhance our curriculum and sports opportunities for all children with an aim to increase participation to 80% of all pupils to have committed to one club during the year. Attendance at all sporting competitions on offer through SSP 	<ul style="list-style-type: none"> Participate in all competitions provided by school sports partnership Involve external coaches to deliver a variety of clubs. Monitor levels of participation in extra – curricular clubs to encourage more girls to attend school provide clubs. Priority booking to those who have not attended clubs before and disadvantaged Pupil survey to ascertain who does not participate in any physical activity club in and out of school To have at least 1 Year 2 class attend the Multi Skills competition at local sports hall rather than being school based delivery 	<ul style="list-style-type: none"> £1150 for Solihull Partnership package £2128 towards running free clubs in autumn, spring and 2 x summer term 1 x pm to cover cost of teacher attending football festival £80 1 x pm to cover cost of teacher attending dance festival £80 <p>=£2906</p>	<p><u>Autumn term</u></p> <p>Unfortunately couldn't attend the multi skills at the sports hall. School leaders will lead multiskills during school term during spring term.</p> <p>Clubs monitored: Autumn term 57% of yr 1 boys attended a school club and 37% of girls 26% of yr 2 boys and 35% of yr 2 girls 3% of reception boys and 37% of reception girls</p> <p>Clubs monitored: Autumn term 57% of yr 1 boys attended a school club and 37% of girls 26% of yr 2 boys and 35% of yr 2 girls 3% of reception boys and 37% of reception girls</p> <p><u>Spring term</u></p> <p>Gymnastics competition undertaken and came 2nd. Through to Level 3. Participated in dance festival. Multi skills not completed due to</p>	<p>Continue to develop links with sporting clubs outside of school to provide opportunities for the children. Continue to offer a broad range of sporting clubs.</p>

			<p>lockdown</p> <p>Spring term 37% of yr 1 boys attended a school club and 37% of girls</p> <p>29% of yr 2 boys and 30% of yr 2 girls</p> <p>3% of reception boys and 53% of reception girls</p> <p><u>Summer term</u></p> <p>Trigolf, cricket, football all cancelled due to lockdown.</p> <p>Underspend of £80</p> <p>Underspend of £1064 for no free clubs in summer term due to lockdown</p> <p>Overall analysis of autumn/spring club</p> <p>57% of yr 1 boys attended a school club and 43% of girls</p> <p>40% of yr 2 boys and 43% of yr 2 girls</p> <p>7% of reception boys and 63% of reception girls</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
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"> To continue to provide additional intra competition within school Further intra competition within PE lessons 		<ul style="list-style-type: none"> Coaches £300 autumn term £300 spring/summer term = £900 Staff meeting 	<u>Autumn term</u> Intra competition run and successful. Coaches particularly commented on nursery children and how their running skills have improved compared to the last 2 years – could be a result of daily dash? <u>Spring term</u> Not completed due to lockdown Underspend of £300 <u>Summer term</u> Not completed due to lockdown Underspend of £300	

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

Governor:	
Date:	