

# 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>School has opted for the real legacy programme. Staff will continue to receive training in the second year of two years of training with support for real PE, real gym, real play as part of the programme.</li> <li>Children have been engaged in more competition / competitive events against and with other schools.</li> </ul>	<ul style="list-style-type: none"> <li>Full implementation of real PE across all year groups.</li> <li>Real Gym training booked Autumn term 2020</li> <li>Real Play training and then implementation by Autumn term end 2020</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.	N/A as we have no Year 6 cohort
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	N/A as we have no Year 6 cohort
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A as we have no Year 6 cohort
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?	N/A as we have no Year 6 cohort

## 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: £16,600		Date Updated: 15/07/2020	
<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:
					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:
<ul style="list-style-type: none"> <li>All pupils in KS1 and KS2 participate in daily mile 4 times a week (not on the day they do PE). Aim to engage all in jogging the mile - increase physical activity levels and stamina.</li> <li>EYFS take part daily fitness/dance in the classroom to develop their agility, balance and coordination to music</li> <li>All pupils in KS1 and KS2 take part in Multi sport after</li> </ul>	<ul style="list-style-type: none"> <li>Daily mile circuit mapped out. Teachers and TA's also take part with the children to lead by example.</li> <li>Remind parents in September what the aim of Daily Mile is.</li> <li>Continue setting targets for children set e.g how long for whole school to run a marathon.</li> <li>Continue into new academic year</li> <li>Pupils to be consulted about clubs they would like school</li> </ul>		<ul style="list-style-type: none"> <li>No fee</li> <li>2,100</li> </ul>	<ul style="list-style-type: none"> <li>All Y1 and Y2 engage in daily physical activity together.</li> <li>Children increased their stamina levels. They have begun to learn about 'pace' and support and encourage their peers</li> <li>Across the year children develop their agility, balance and coordination through this movement based programme which will be enhanced with the introduction of real PE</li> <li>Pupils develop better fundamental movements skills and have access to</li> </ul>	<ul style="list-style-type: none"> <li>Continue into new academic year</li> <li>Set new target for whole school to achieve – e.g. how long for whole school to run a marathon.</li> <li>Potential to subscribe to the 5 a Day Fitness Programme</li> <li>Club to be funded again next academic year but</li> </ul>

<p>school club for half a term (funded by school). This develops the children's fundamental movement skills and understanding of tactics and strategies used in simple game play.</p> <ul style="list-style-type: none"> <li>Relax Kids programme -all children take part in these sessions (similar to Yoga but incorporating health and Wellbeing). Children are asked how they feel before and after sessions - develop awareness of feelings and emotions, breathing techniques, self esteem. Encourages mindfulness.</li> <li>Children encouraged to take part in activities and games during lunchtimes (MDS have received training in the past on 'Active Lunchtimes' giving a range of activities to deliver). Encourages children to develop a wide range of physical skills (skipping, throwing and catching, hoop activities).</li> </ul>	<p>to offer. Pupils access 6 x 1 hour free sessions by fully qualified multi sports coach</p> <ul style="list-style-type: none"> <li>Book 'Confidence Kids' for new academic year. Children have had access to 6 x 1 hour free workshops delivered by fully qualified 'Relax Kids' practitioner</li> <li>Lead TA to attend Real Leaders course with Create Development to set up leaders in Year 4 for playtimes/lunchtimes in 2020/2021.</li> </ul>	<ul style="list-style-type: none"> <li>£1,200</li> </ul>	<p>broader range of activities</p> <ul style="list-style-type: none"> <li>Children complete short questionnaire about the impact of the sessions on their well being. School has kept the children's responses on file. Children are able to articulate how to manage stress through exercise and relaxation</li> <li>Children engage in a range of physical activities which has increased their overall engagement and fitness levels. Their social skills have improved together with their range of physical skills.</li> </ul>	<p>will also include Y3.</p> <ul style="list-style-type: none"> <li>School ran a parents workshop so that they could reinforce and continue at home with their children. School to fund 'Confidence Kids' programme from Sept 2020.</li> <li>Lead TA to attend Real Leaders course with Create Development to set up leaders in Year 4 for playtimes/lunchtimes.</li> </ul>
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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:
				19%
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"> <li>Staff have embarked on real legacy programme, initially receiving whole staff training for real PE. This has given PE a real focus and priority across school. Implementation will continue for a further year in September 2020 and multi-abilities will tie in to whole school ethos and values. Children's fundamental movement skills will be developed together with their social, personal, creative, cognitive, physical and health and fitness skills.</li> </ul>	<ul style="list-style-type: none"> <li>Real PE will continue with implementation of Real Gym to start after Autumn training. Staff have received whole staff training, resources are in place and lesson plans are accessed through online portal. NQT to receive training in Real PE.</li> </ul>	<ul style="list-style-type: none"> <li>£3,200 (across 2 years)</li> </ul>	<ul style="list-style-type: none"> <li>Staff are confident to continue their second year of real PE from September and can access support if necessary. The increased staff confidence will impact on pupils skills - the specific skills being taught, the progression from one skill to another and the ability to differentiate and cater for all ability levels.</li> </ul>	<ul style="list-style-type: none"> <li>Real legacy operates across two academic years with full support to assist successful implementation. New staff can access training. Skills will be reinforced through lunchtime activity.</li> </ul>

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:
<ul style="list-style-type: none"> <li>Staff have embarked on real legacy programme, initially receiving whole staff training for real PE. This has given PE a real focus and priority across school. Staff confidence to teach PE has increased and they have been given a clear structure to follow to ensure progression and differentiation of skills. Implementation will begin in September and multi-abilities will tie in to whole school ethos and values. Children's fundamental movement skills will be developed together with their social, personal, creative, cognitive, physical and health and fitness skills.</li> <li>Staff received update training on National Curriculum PE at KS2 in preparation to become a 'growing' primary school. Increased awareness of PE at</li> </ul>	<ul style="list-style-type: none"> <li>Real PE will continue with implementation of Real Gym to start after Autumn training. Staff have received whole staff training, resources are in place and lesson plans are accessed through online portal. NQT to receive training in Real PE.</li> <li>Subject leader to plan an appropriate PE curriculum for the Y3/4 classes, incorporating real PE, but also developing other areas of activity (eg Dance, swimming, athletics, games, gym).</li> </ul>	<p>As above</p> <ul style="list-style-type: none"> <li>no fee</li> </ul>	<ul style="list-style-type: none"> <li>The lessons have been well received by the children who enjoy using the video clips to develop their skills from. Staff are now confident to continue into the second academic year.</li> <li>Staff are now more aware of content for PE at KS2 and can plan appropriate activities, ensuring children make good progress with their skill development and receive a broad PE curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Staff to continue real PE in September. Real legacy tutor to carry out lesson observations/team teaching of staff in Autumn term 2020 with PE Subject leader to identify best practice and areas for further staff development.</li> <li>Real gym training for all staff in Autumn 2020</li> <li>Start to implement the Year 4 PE curriculum</li> </ul>

<p>KS2 will result in more tailored programme being developed to suit the new Y4 class. Children's skills will be developed at the appropriate level.</p>				
<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>				<p>Percentage of total allocation: 60%</p>
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>
<ul style="list-style-type: none"> <li>Equipment for lunchtimes and PE lessons was utilised giving children the resources needed to develop and practice specific skills.</li> <li>Forest school provision. Planned opportunities for active participation and development of physical skills through outdoor activities during Forest School sessions.</li> </ul>	<ul style="list-style-type: none"> <li>Staff to make full use of equipment during PE lessons. MDS and TAs to be able to access new equipment easily and readily at lunchtimes and encourage positive play.</li> <li>Fully trained and experienced Forest School Ranger delivered outdoor physical learning x 1.5 days per week</li> </ul>	<p>No fee</p> <p>£10,100</p>	<ul style="list-style-type: none"> <li>Children have accessed equipment. They have developed better skills as a result and are engaged in higher levels of physical activity</li> <li>Children have developed their love for learning outside. They have developed their eye/hand coordination through different fine and gross motor skills. They have developed their problem solving abilities as well as their social skills working as part of a team. Children have increased their desire to take safe risks and try new physical experiences</li> </ul>	<ul style="list-style-type: none"> <li>Children to be shown a variety of other skills related to Real PE learning that they can develop using the equipment/ use of Real PE cards and Real Leaders in Y4.</li> <li>Provision to continue into next academic year.</li> </ul>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
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"> <li>Increased opportunities for children to participate in competitive sports and activities, developing their skill set, teamwork, cooperation and ability to cope with winning and losing.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in Football, Agility and Gymnastics competitions locally, against children from other schools. Cross-country planned for but cancelled due to covid-19.</li> <li>Through Real PE lessons Year 3 were introduced to healthy competition through a structured programme of 'personal best' competitions. Lessons also developed competition against another in turn and another at the same time.</li> </ul>	<ul style="list-style-type: none"> <li>£150</li> </ul>	<ul style="list-style-type: none"> <li>Children have experienced a competitive environment. Gifted and talented / more able children are challenged at an appropriate level.</li> <li>Children have developed their ability to cope with winning and losing and have developed further their perseverance and resilience.</li> </ul>	<ul style="list-style-type: none"> <li>School to enter the same competitions again next year with potential for KS2 involvement with other local schools utilising local school sports links (NWPSSA) and School Games.</li> <li>Real PE structure embeds the healthy competition structure/spectrum and therefore competition experience is progressive and age appropriate.</li> </ul>

Signed off by	
Head Teacher:	Mrs Debby Hughes on 17/07/20
Subject Leader:	Gail Kumada on 16/07/20