

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"> • Outdoor CPD twilights delivered which has encouraged more interest in teaching in the outside area. • Subject Leader in PE – course attended by subject leader and accreditation gained in PE leadership. • Chance to shine cricket introduced to Ks1. • Some staff CPD undertaken to improve knowledge in delivering Physical Education. 	<ul style="list-style-type: none"> • To ensure there is clear progression in the delivery of curriculum PE. • Ensure that the assessment of Physical Education is regular and consistent. • Improve the % of physical activity undertaken throughout the school day by improving the external grounds of the school. • Upskill children in healthy activity and cooking skills to ensure they have a deeper knowledge about healthy active lifestyles.

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>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.</p>	<p>81%</p> <p>Figures based on the children’s previous data from lessons throughout their year 5 swimming lesson. Due to Covid-19 the year 6 summer swimming did not happen.</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>81%</p> <p>Figures based on the children’s previous data from lessons throughout their year 5 swimming lesson. Due to Covid-19 the year 6 summer swimming did not</p>

	happen.
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	56% Due to Covid-19 our top up swimming and water rescue lessons were not able to run as planned.
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: £17,957.80		Date Updated: July 2020		Total fund used: £ 13,255.01	
<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:	
<p>Increase the amount of time children are active throughout the day.</p>		<p>Design and install a multi-purpose track around the field to encourage all year round use of our schools external grounds.</p>		<p>£5208</p>	<p>Classes are now using the track on a daily basis. Some use it in the morning for a 15 minute activity session. All classes can use it during every break time. Some SEND children use it when a movement break is required from lesson time.</p>	<p>Sustainability: During Covid closure the track has become paramount to children getting outside daily.</p> <p>Next step : look at investing in scooters and other modes of transport to encourage children to remain active on the track.</p>	
<p>Increase daily activity and exercise during school hours.</p>		<p>Daily mile route has been installed and measured. Classes have access daily to this resource.</p>		<p>Cost covered in installing the multi-purpose track.</p>	<p>Classes use the track daily for active lessons through curriculum time. All pupils took part in sport relief and ran the track to complete 3 miles.</p>	<p>Sustainability: Create a maintenance log for the track to ensure it is well kept for regular use.</p> <p>Next Step: Look at purchasing additional equipment to use</p>	

				on the track to teach wider activity skills. Look for a company to deliver mountain biking clubs.
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:
Deepen understanding of healthy life choices for older pupils in the school.	Introduce sugar smart programme to a KS2 class. The course allows pupils to become lead learners and develop a sugar smart school by supporting KS1 with their food and lifestyle choices.	£260	We intended to run this course however due to COVID-19 we were unable to.	Sustainability: We still wish to promote health and wellbeing so will look at reorganising this activity in the next academic year.

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:
<p>Develop an interest in outdoor based learning through the curriculum.</p>	<p>Provide 6 classes each with 6 weeks of wild tribe lessons – these will include fire work, healthy cooking and core subjects taught through the natural environment. 170 children will have access to this learning and 6 staff members (including teachers and TAs).</p>	<p>£4361.40</p>	<p>4 out of the 6 classes had the wild tribe delivery. Those who missed it was due to Covid-19.</p> <p>All class teachers now report more confidence in their skills moving forward and delivering parts of the curriculum outside.</p>	<p>Sustainability: All staff and pupils have now been exposed to outdoor learning and its structure. This is to now be replicated without outside agency support.</p> <p>Next Step: Timetable outdoor learning into each classes weekly programme. Use Wild tribe trained staff members to deliver any refresher or CPD to new staff members.</p>
<p>Purchase a scheme of learning or assessment system to make Teaching and assessing more consistent across the school.</p>	<p>PE App “Striver” has been purchased. It has a wide variety of lesson plans and healthy lessons (sleep, eating, stress).</p>	<p>£1051.20</p>		<p>Sustainability: Re purchase the app with the additional updates</p>

			<p>Assessment of the lessons are happening more regularly. Children have said they enjoy the lesson content – with 3 classes performing their dance element to their parents as they enjoyed it so much. Staff have reported it is time saving and useful to be able to assess in the moment on the Ipad.</p>	<p>where children can access their own areas to increase ICT use in PE.</p> <p>Next Step: Look at purchasing a PE set of Ipad to enable the children to use the app fully – with video support for accurate teaching points, self and peer assessing, leading to opportunities for leadership/coaching.</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p> <p style="text-align: center;">%</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>
<p>Sign up to the Arena partnership to have access to alternative sports equipment.</p> <p>Introduce balance ability to KS1 children to ensure that all children have the chance to learn to ride a bike, allowing them to access KS2 adventurous trips.</p> <p>Introduce level 1 and level 2 bike ability to the KS2 children to develop the cycling skills of all</p>	<p>Delivered to 12 children who were previous non riders.</p> <p>Level 1 was completed by 12 children and level 2 was</p>	<p>£550</p> <p>Part of our Arena membership</p> <p>Part of our</p>	<p>Children reported enjoying the experience and want to use their bikes more at school.</p>	<p>Sustainability: With a strong link with a sport agency we can look at keeping children’s interest current by changing the sports on offer regularly.</p> <p>Next Steps: Look at loaning equipment on ½ termly basis to provide wider more specialised sports in the curriculum.</p>

<p>pupils.</p> <p>Employ an outside coaching agency to deliver a wide variety of sports clubs after school hours.</p>	<p>completed by year 5 pupils.</p> <p>Clubs include multi skills, football, basketball, badminton.</p>	<p>Arena membership</p> <p>£1470</p>	<p>Consistent numbers for each club. No waiting list which indicates that enough is being offered.</p>	<p>Sustainability: A life long skill has been gained and the children have a track they can practice on.</p> <p>Next Steps: Purchase bike storage or bikes for school do that children can use bikes on the multi-use track.</p> <p>Sustainability: Coaching agency are able to signpost children into local clubs as they have expertise in these areas.</p> <p>Next Step: Look at starting an early EYFS club and a yoga club to encourage children who aren't currently accessing clubs.</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:
<p>Purchase an alternative sports day through the Arena sports partnership – encouraging a higher % of involvement with sports day. Children to participate in different sports in line with the Olympics due to the Olympic year.</p> <p>Take part in the virtual Cornwall school games to increase activity during lockdown.</p>	<p>This Olympic day was our intension however due to the closure of schools in March 2020 due to COVID-19 it was not run.</p> <p>The school was entered in the games and were provided with videos of staff member completing the activities. Each day there were different activities.</p>	<p>£405.00</p> <p>Free</p>	<p>NA</p> <p>We had 75% of EYFS and KS1 involved in the games. In KS2 this dropped to 40%.</p>	<p>Sustainability: Re-organise this event in line with the rescheduled Olympics.</p> <p>Next Step: As above.</p> <p>Sustainability: Of those who access the activity they have asked for similar activities to be provided on our Dojo school page.</p> <p>Next Steps: Sign up to the Cornwall school games next year with the ambition of achieving the bronze mark for the school.</p>

Signed off by

Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	