

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 2020	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • The Sports Premium spending has had a positive impact on pupil participation levels in after school clubs in the autumn and spring term. • The school has been able to offer a variety of sports to all pupils in after school clubs – boxing, matball, multi skills, football, gymnastics, dance, dodgeball and hockey. • Whole school awareness of key events like Mental Health Week and Sports Relief. This was done through competition and fund raising. • Greater opportunities were given for children to complete at least 30 active minutes of exercise in school – through more outdoor equipment, the daily mile, after school clubs and PE lessons. • Promoting the importance of health and exercise through lockdown – weekly exercise challenges were posted on the school Instagram. • Assemblies were used to inform parents of the importance of at least 60 active minutes of physical activity a day. • Participation in a variety of school sport competitions across the borough has increased. • Continued to improve the quality of teaching in physical education. This will ensure there will be sustainability. • Inclusion of sporting achievements in assemblies and through social media (School Instagram account). Children also share successes from outside of school. • More inclusive opportunities for all abilities of children - boys, girls, SEND, least active and gifted and talented. • Supporting out of school clubs/ teams – gymnastics, karate, football • The school has achieved the Silver School Games Mark. • The school has worked with the Healthy Schools Team in Halton to promote the importance of being healthy and staying safe. 	<ul style="list-style-type: none"> • To keep the children and staff safe, whilst improving the opportunities for children. • Improvements of opportunities for intra sport competitions between year groups and within year groups – through competitions in our school bubbles. • Continue to offer a variety of different after school clubs to all pupils – after school clubs for certain bubbles throughout the year. • Improve the involvement of the whole school in the Daily Mile – using outdoor spaces for physical activity. • Change the role of the Sports Captains to Wellbeing Officers to help promote the importance of mental health across the school. • Further improve the variety of extra-curricular clubs and participation levels of pupils, especially least active and SEND. • Continue to promote 60 active minutes across the school, making sure the school complete 30 active minutes of physical activity a day for each pupil. • Continue to give opportunities for children to be more active at break times and lunchtimes. • Continue to improve school equipment. • Continue to up skill staff looking at areas of the curriculum where support is needed. • School to progress to Gold School Games Mark.

Meeting national curriculum requirements for swimming and water safety.	Note Covid restrictions have affected final outcomes
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: 2020-21		Total fund allocated: £17,690	Date Updated: 02.09.20	
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: 27%
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:
Continue the high levels of participation of all children in sports. High quality specialist to deliver lessons and after school clubs, working alongside staff.	More variety of after school clubs across the week increasing the participation of all children. Employing Miss Hudson to teach dance and drama in lessons and after school clubs. Employing Beth Tweddle gymnastics to teach KS2 bubbles in the spring term. Employing Colin to teach a KS2 and KS1 school football club and multi skills club.	£200 (Colin) £1000 (Beth Tweddle)	Keep track of participation in after school clubs, especially Pupil Premium, SEND and least active children After school clubs will not be taking place in the first term due to Covid restrictions Offer a variety of sports in after school clubs to increase choices and opportunities for children to participate. Increase opportunities for higher skilled children to participate in after school clubs (football and dance).	To carry forward unused funding due to Covid restrictions. To ensure we continue to identify high skilled pupils and continue to support them.
Improvement of equipment to improve standards of delivering P.E and physical activity of all pupils across the school.	Improving the current equipment to improve the experiences of the children in lessons and at break times.	£500	To minimize the risk of the virus we have changed invasion games from the second half term in	

			<p>autumn to the second half term in spring so it can be delivered outside. Yoga will be delivered indoors instead as it is a non-contact. We have spent money on yoga equipment and are getting a specialist yoga teacher in to deliver lessons and improve teachers CPD. Audit staff and use pupil voice to see if it had a positive impact. Also, other equipment will need to be upgraded.</p> <p>Sovereign are installing 2 more pieces of gym equipment and basketball posts in the playground. Monitor how often at break times and lunchtimes the equipment is used. Use pupil voice to see if they have had a positive impact.</p>	<p>To learn from Yoga experience</p> <p>To ensure equipment is maintained</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:

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:
Raise the profile of sport by hiring specialists to train staff and teach children in lesson and in after school clubs.	More opportunities for all abilities of children to participate in after school curricular clubs (in pupil designated bubbles) and variety of sports in lessons.	<p>£200 (Colin)</p> <p>£500 (Beth Tweddle)</p>	Ask children to give feedback on P.E lessons and after school clubs (pupil voice). This will show things what they enjoy, what they don't and what can be improved in the future.	To ensure systems are maintained moving forward

Whole school approach in celebrating sports achievements in school.	Celebrating sporting achievements in assemblies or through school social media accounts. This will have to be done through the school Instagram page until whole school assemblies start again.		Celebrating successes in sport in and outside of school in assemblies or on the school Instagram account.	Build in celebration dates into calendar
Giving children leadership in sports, health and mental wellbeing across the school.	Children will apply to be Wellbeing Officers. They will have responsibilities supporting after school clubs and promoting sport, health and wellbeing around the school.	£200	Wellbeing Officers to be selected in the second half term in Autumn. They will be given responsibilities.	Continue to offer training and support
Celebrating sporting achievements around school.	Continue with the school sports celebration board, where all children can see pictures from the sports competitions we have entered. Share success on social media.		Continue with the P.E notice board outside Year 2. This will celebrate pupils participation in inter and intra school competitions.	Continue to develop noticeboards
Promoting clubs in the holidays on the school website.	Any outside clubs that the children might be interested in are displayed on the school website.		Make sure any information about local clubs or events outside of school are displayed on the website and updated.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
Improve the quality of physical education teaching by allowing staff CPD opportunities.	Teachers will improve their CPD through observing specialist-trained staff and training opportunities. This will develop their subject knowledge and confidence further.	£500 (Beth Tweddle) £500 (Yoga specialist)	Audit staff to see if there are areas for further development. Complete learning walk with SLT in P.E lessons in the summer term to monitor the quality of teaching and learning in P.E.	Induct new staff
Following a whole school scheme of work for delivering P.E.	Teachers will have a long-term, medium term and individual lesson plans to follow and adapt using Get Set 4 PE. This will support staff with teaching the objectives and give assessment for each area taught. Go over the long and medium term plans with new teachers.	£600	Get feedback from staff audit see if it is supporting them.	Build on staff responses
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				51%
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> <p>Improving the participation of all children in sports. High quality specialist to deliver a variety of sports in lesson and after school clubs. This will give greater opportunities to disadvantaged children.</p> <p>Participate in a variety of inter school competitions.</p> <p>Improving physical activity of children at break time and lunchtimes.</p>	<p>More variety of after school clubs across the week increasing the participation of all children. Employing Beth Tweddle gymnastics to teach KS2 bubbles in the Spring Term. Employing Colin to teach a KS2 and KS1 school football club and multi skills club. Look at getting a yoga teacher to come and teach some lesson to the children.</p> <p>Increase participation in a variety of school competitions that the children haven't experienced before. Give Pupil Premium and SEND children the opportunity to participate in competitions and sporting opportunities. This may have to be done virtually in the autumn term.</p> <p>Improving the current equipment to improve the experiences of the children in lessons and at break times.</p>	<p>£200 (Colin)</p> <p>£3095 (Sovereign)</p>	<p>Keep track of participation in after school clubs. Get children to share the sports and activities what they have enjoyed and what they would like to be offered in the future (pupil voice).</p> <p>Increase participation in inter school competitions. Monitor participation of Pupil Premium and SEND children. Keep track of children competing in inter school games.</p> <p>Sovereign are installing 2 pieces of gym equipment and basketball posts in the playground. Monitor how often at break times and lunchtimes the equipment is used. Use pupils voice to see if they have had a positive impact.</p>	<p>Additional achievements:</p> <p>Plan for new sports each school year</p> <p>Ensure actions following pupil feedback</p>
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Improving physical activity and broadening the experience of children in outdoors learning.	Installing an outdoor all weather court on the playground will give more opportunities for PE to be taught outside.	£5600	This may not be installed until the end of the school year. Use pupil voice to see what they would like to use it for or what they have enjoyed using it for.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8%
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:
To increase the schools involvement in sports competitions in inter school games.	Increase the amount of competitions and the variety of sports entered. This may have to be done virtually through the school games.		Increase participation in inter school competitions. Particularly focusing on Pupil Premium and SEND children.	To build into school calendar
Halton School Games Organiser	Staffing cover for teachers taking children to competitions. Travel expenses.	£1000 (Staffing cover and travel expenses)		
To increase intra school competitions. This will give greater opportunities for disadvantaged children to participate in competitive sport.	Access to high quality, competitive and inclusive school sports opportunities.	£495	Increase opportunities in school for intra school game competitions across KS2. Focus on competitions within the classes and bubbles.	
Supporting clubs to increase involvement out of school – football clubs, gymnastic clubs, karate clubs	Increase intra school competitions throughout the year. Increasing involvement in competitive sports. Help support local clubs in recruiting children for teams. Offering use of the school facilities and equipment. This will not happen in the autumn term due to restrictions.		Keep track of the pupils who are taking part in clubs and teams that use the school facilities and equipment.	

Signed off by	
Head Teacher:	Paula Newman
Date:	July 20
Subject Leader:	Tom East
Date:	16.07.20
Governor:	Michael Soetendal
Date:	July 20