

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 (Although there was no in-school activity after 23 rd March due to lockdown):	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> ❖ The school entered 1 level 2 Key Stage 2 competitions, including 2 'B' teams, which represents 48% of the total children within Key Stage 2. ❖ We also entered 6 level 2 Key Stage 1 competitions, including 1 'B' team, which represents 52% of the total children within our Key Stage 1. ❖ 46% of children participated in after school/breakfast club during the year. ❖ Subscribing to external providers to enhance provision and allow for competition across the city ie. LSSP, LDCSA, EiC ❖ Everton in the Community worked with Year 4 and 6 children, delivering curriculum messages of respect and discipline through sport. ❖ Children embraced home learning PE opportunities through Joe Wickes online and getting outdoors for exercise whilst following guidelines. 	<ul style="list-style-type: none"> ➤ Increase the number of different sports entered in level 2 competitions and number of children participating in order to aim for 'School Games' Gold Award for 2020/21 ➤ Increase number of children attending before and after school clubs ➤ Aim to ensure 100% of Y6 children are able to swim 25m competently by the end of the year. ➤ Continue to develop community club links and signposting ➤ Seek to increase range of sports/games available to children including minority sports. ➤ Continue to establish and review data in more depth for the five key indicators across the school to contribute to spending needs.

Meeting national curriculum requirements for swimming and water safety.	
No data available as lockdown occurred and children were to be assessed in summer term.	

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	No data - lockdown
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	No data - lockdown
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 Programme to also include Year 5.

*** It is important to note that all of the following action planning and budgeting is subject to change or restrictions due to the ongoing COVID-19 situation. Plans may need ongoing revision. ***

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: £17,776		Date Updated: October 2020	
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:
					%
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"> Opportunities for all children to participate in quality, regular, physical activity and promote a love, positive attitude to and enjoyment of physical education and school sport. 	<ul style="list-style-type: none"> Purchasing LSSP Gold Package which includes one full day of specialist PE teaching. Everton in the Community programme Develop Active Playtimes for all Key Stages. Deliver additional physical activities within the curriculum e.g., wake up shake up, daily mile, Jo Wicks 'Active8' etc. Encourage a greater percentage of children to attend before and after school sport clubs - target reluctant participants. 		Contribution towards LSSP package: £4100 EiC: £3000		

<ul style="list-style-type: none"> • Increase physical activity levels in the playground through training Physical Activity Leaders & LSA in order to engage pupils during lunch and playtime. • Look at opportunities to set up lunchtime clubs – hall can be used by one Key Stage whilst other Key Stage dining. 	<ul style="list-style-type: none"> • Enter a range of LSSP competitions across all key stages. • Increase intra-school competition. • Train Year 6 and Year 5 pupils who will attend Young Leaders programme training sessions with LSSP. LSAs also attend relevant training and provide appropriate support. Rota to be organised. Training to include TAs • New specific equipment to be purchased for use during these times (NB – this equipment is separate to PE equipment). 	<p>Training included in LSSP package</p> <p>Equipment: £700</p>	<ul style="list-style-type: none"> • Booked 7th, 14th and 21st January 2020. 	
<p>Identified target groups will ensure <u>all</u> children are receiving at least 30 minutes of activity per school day</p>	<ul style="list-style-type: none"> • Identify target children through observation, recording of non-participation data, healthy lifestyle needs, p.e. assessment. 	<p>New resources for new activities identified and delivered: £450</p>		

	<ul style="list-style-type: none"> • Endeavour to implement range of sporting activities to engage target groups ie. girls only clubs, fun fitness, reluctant participants etc. 	Staff CPD: £500		
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:
<ul style="list-style-type: none"> • PE and School Sport is valued by all stakeholders and is seen as an important part of the development of the whole child. It has a positive profile in school. • All children included in school PE sessions, are encouraged to attend the various sports/activity clubs on offer and take part in both intra and inter school competitions. • Develop a healthy body = healthy mind attitude 	<ul style="list-style-type: none"> • Review our curriculum delivery of PE in light of whole school curriculum changes, ensuring that all pupils receive a broad and balanced PE programme covering dance, gymnastics, games, multi-skills and athletics. • Strong home school links to inform parents and carers of all clubs and opportunities available. Communicating the importance of taking part in physical activity from an early age. Including remembering a PE kit to getting changed to taking part, enjoyment and respect/fair play. 	£100		

<ul style="list-style-type: none"> To raise the awareness of opportunities and the impact of physical activity and sport across the school and community with pupils and parents. Ensure <u>all</u> children receive equal opportunities in accessing PE and school sport activities enabling them to help raise the profile of sport within our school. Swimming is a life skill – provide opportunities for children to learn to swim and achieve at least the minimum standard. 	<ul style="list-style-type: none"> Celebrate sporting achievements to document successes and participation via the school newsletter, the website, Twitter, school noticeboard/displays, assemblies, certificates, prizes. School will continue to (discretely) fund pe kits to those who need it and provide necessary kit for team sports. Also taxi/minibus/coach hire provided to widen opportunities for all children to take part in sport i.e. Off site competitions and festivals. Year 6 to complete statutory programme – including ‘top up’ swimming programme as necessary. Aim is that all children when they leave our school, can swim 25m. Year 5 to also swim for 1 term to boost them before entering Y6 next year. 	<p>Kit: £300</p> <p>Transport: £3,676</p> <p>£2,200</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:
				%
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"> LSSP coaching staff employed to lead high quality PE lessons across all key stages. Opportunities for staff CPD through observation and participation of PE lessons with specialist coach. Staff to deliver a second session of PE each week, therefore have increased knowledge and skills in PE delivery. Opportunities for relevant LSSP CPD for teaching staff. Teaching staff to identify links across the curriculum. Subject leaders to attend LSSP and local authority updates and training and disseminate to staff accordingly. 	<ul style="list-style-type: none"> Coaching staff provided with particular curriculum needs for each year group. Quality of delivery to be monitored by subject leaders. Employment of gymnastics specialist one day a week. Provide continuous professional development for staff through LSSP package. Staff to work alongside sports coaches. Establish consistency in assessment of pe throughout the school. 	<p>Included in LSSP package</p> <p>Listed in Key Indicator 1</p>		

<ul style="list-style-type: none"> TAs and mid-day supervisors to attend Active Play time training to update skills. 	<ul style="list-style-type: none"> TAs and mid-day supervisors to attend Active Play time training to update skills. 			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Additional achievements: Widen the range of opportunities to children by including other areas of activity not currently covered in the curriculum in both competitions and the extra-curricular timetable e.g. outdoor and adventurous activities to raise the profile of sport and to suggest and encourage children to identify potential (sporting) hobbies.	<ul style="list-style-type: none"> Broadening the range of activities offered to the children to take part in whether it is to compete against other schools or provide a challenge/new experience. Liaising with external sporting providers to offer their coaching expertise or guidance in a wide range of sports, including minority/relatively unpopular sports e.g. basketball, lacrosse, badminton, boccia etc. Take up LSSP and EiC offers. 	Elements included in LSSP package. External providers: £400 Equipment: £250		

	<ul style="list-style-type: none"> • Bikeability programme for Reception and Nursery children • Skoot-School for Year 2 and Year 4 • Yoga for KS1 • Openings for vulnerability groups to experience a range of new sporting opportunities that cater for their own abilities eg. Boccia, NAK. LSSP offers. • COVID restrictions permitting - Year 6 and/5 children to attend an outdoor and adventurous residential (Condover Hall or similar). 	<p>£950</p> <p>£850</p>		
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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:
<ul style="list-style-type: none"> To give all children the opportunity to take part in competitive sport at intra (in-school) and inter (against other schools) level. Also the opportunity to achieve and improve upon their own personal best. 	<ul style="list-style-type: none"> Affiliation to competitive sport associations eg. LSSP, LDSCSA, LSFA Seek out all opportunities for <u>all</u> children to engage in competitive sport in and out of school. Ensure there are opportunities for SEN children to take part in competitions. Plan and link the activities in the extra curricular timetable (alongside PE provision) to the LSSP, LDSCSA and city competition programme. Encourage small sided games within PE lessons and competitions and mini-tournaments in after school clubs 	Affiliation fees: LSSP (included in package), LDSCSA + LSFA: £300		

	<ul style="list-style-type: none"> Seek to increase opportunities to participate in intra competitions eg. Houses, single gender, inter class (if feasible). 			
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Signed off by	
Head Teacher:	H Raley-Williams
Date:	May 2021
Subject Leader:	R Berndt
Date:	May 2021
Governor:	M Walwyn
Date:	May 2021