

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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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:
<p>The process of revising the PE curriculum has begun as part of a wider revision and development of the curriculum.</p> <p>A comprehensive menu of extra curricular sports activities was in place prior to the Covid 19 lockdown.</p> <p>Lunchtimes and playtimes were active and productive times of the day at the point of lockdown, due to the deployment of three trained playleaders in addition to lunchtime supervision staff.</p> <p>The updating of playground facilities, including a multi-use games area has begun.</p>	<p>Following the disruption caused by Covid 19, further development of the PE curriculum and staff training will be a focus.</p>

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>	Unable to assess due to Covid 19 lockdown
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	Unable to assess due to Covid 19 lockdown
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	Unable to assess due to Covid 19 lockdown
<p>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?</p>	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: £		Date Updated:	
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:
					29%
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?:	
Increase the amount of daily physical activity undertaken by pupils via the utilisation of hall space and multi media resources to deliver sports sessions.	Install sound and video projection facilities in the KS1 hall. Source and install appropriate motorised blinds for multiple roof lights so that video presentations can be seen clearly by pupils.		£5638	A contract was awarded for the first phase of the works i.e. installation of motorised roof blinds. The company appointed to fit the blinds was unable to carry out the installation due to disruption caused by the Covid 19 lockdown.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					3%
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?:	

<p>Following the departure of the the post holder, appoint a leader of PE and sport, supervised by a senior leader in order to complete a revision of the PE curriculum and disseminate key information, including an understanding of PESSPA throughout school.</p>	<p>Appoint a leader for PE and sport. Provide time for liaison between the new postholder and the allocated senior leader. Provide high quality training for the senior leader and new postholder, enabling complete revision of the curriculum. The new postholder to deliver staff training, including the implementation of the new curriculum and the significance and impact of PESSPA.</p>	<p>£550</p>	<p>A leader for PE and sport was appointed. The leader for PE and the allocated senior leader initiated a review of the PE curriculum. Both postholders attended PE subject leader training linked to the latest Ofsted framework. Professional development time was allocated for the PE leader to deliver staff training, but this was not possible due to Covid 19 disruption.</p>	<p>During the academic year 2020/2021, the revision of the PE curriculum will continue and staff in PE, including the role of PESSPA, will be delivered.</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:
				14%
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:
Pupils to make at least expected progress in PE, as a result of increased staff confidence, knowledge and skills in teaching PE and sport.	An experienced playleader to support teachers to deliver lessons. The new PE postholder to provide staff training to improve confidence, knowledge and skills.	£2650 None	The playleader worked alongside teachers consistently and teachers reported increased levels of knowledge and skills. End of year summative pupil assessments could not be carried out due to the Covid 19 lockdown. The PE leader attended relevant training and time was allocated in the professional development schedule for wider staff training. This was not possible due to Covid 19 disruption.	During the academic year 2020/2021, teachers will continue to make use of the knowledge gained. Wider staff training regarding the delivery of high quality PE and sport will be included in the schedule for professional development during 2020/2021.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				38% (plus an additional £46590 of devolved capital funding)
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about	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	Sustainability and suggested next steps:

<p>what they need to learn and to consolidate through practice:</p> <p>An upgrade in the facilities in the playground (Multi Use Games Area and creation of more play space by redesigning parts of the playground) enabling more effective provision of outdoor PE and sports.</p>			<p>changed?:</p>	
<p>Additional achievements: Key areas of the playground to be identified and plans for improvement to be implemented.</p>	<p>A senior leader with overall responsibility for PE to be allocated to work with leadership team in order to arrive at an optimum design. Tendering process to be carried out in order to appoint contractors. Completed improvements, particularly to the MUGA to enable children to develop their skills across a broader range of sports.</p>	<p>£54000</p>	<p>A design was approved and the project was begun. Works were delayed due to the impact of Covid 19. Contractors are still on site in July 2020, with a view to completing the projects before school reopens in September 2020.</p>	<p>The significantly upgraded facilities will enable pupils to benefit in terms of their skill development, well into the future.</p>

Key indicator 5: Increased participation in competitive 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:
The majority of children to benefit from applying skills gained in competitive extra curricular activities.	- Train and deploy two playleaders to provide extra curricular clubs focused on competitive support.	£3052	Two playleaders were deployed to deliver extra curricular competitive sports clubs. After school clubs were very well attended, with before schools having lesser, but regular attendance.	These activities were disrupted by the Covid 19 lockdown. Activities will resume in September 2020.

Signed off by	
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