

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:
<p>Gold School Games mark award (July 2019)</p> <p>Continued employment of subject specialist PE teaching assistant that provides quality out of school clubs and attends festivals and league competitions.</p> <p>Adult role models embracing the personal challenge and sharing with the children to encourage and motivate participation at all levels.</p> <p>Ofsted inspection 'deep dive' into PE (February 2020) "<i>The physical education (PE) curriculum is carefully planned and sequenced. Pupils build up their skills well. They are active for most of their lesson time. The subject leader uses her good subject knowledge to monitor the curriculum carefully</i>" OFSTED REPORT</p> <p>Added free to access before school clubs (now 3x a week) in addition to Breakfast Club for all pupils who wish to attend.</p> <p>Had begun to roll out 'heat mapping' as outlined last year however closure of school had an impact on this.</p>	<p>Continued employment of subject specialist PE teaching assistant that provides quality out of school clubs and attends festivals and league competitions.</p> <p>Roll out heat mapping of pupils in class groups in order for class teachers to become more aware of levels of activity.</p> <p>Continue to promote adult role models as physically active as it has had a noticeable impact on pupils seeing adults as physically active.</p> <p>Actively target the reintroduction of after school clubs as school closure has meant normal planning procedure for this has not been possible.</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>	82 %

<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>82 %</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>79 %</p>
<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>	<p>Yes/No Class swimming is now in place to enable smaller teaching groups in Y£/4 Impact of this to be monitored in coming two year cycle + a year as a whole class missed any swimming teaching due to school closure.</p>

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: £ £ 18,540.00 Total spend £23,770.55 <i>Breakdown of costings:</i> <i>Severn Academies Service level agreement £2, 745.00</i> <i>Specialist sports coach £13,719.48</i> <i>Extra 3 hours per week Specialist sports coach £2,166.00</i> <i>Swimming pool hire £1,439.45</i> <i>Cost of swimming coaches £1,331.15</i> <i>Additional costs during year:</i> <i>transport to festivals £715.00</i> <i>Inspection of PE equipment £45.00</i> <i>Half day cover (PE lead) £92.50</i> <i>Replacement of some equipment £1,516.97</i>	Date Updated: July 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? 0.4% Sustainability and suggested next steps:

<p>Whole school long term and medium-term PE plans in place. Core skills mapped out across the school.</p> <ul style="list-style-type: none"> <i>This has changed slightly this year with school closure due to Coronavirus and weekly physical activity challenges have been set online and for those in keyworker group in school.</i> <p>To report to parents on key performance, engagement and fitness indicators</p>	<p>Plans embedded into two year cycle planned with whole school and phases to ensure coverage and progression.</p> <p>All parents now given teacher assessment on pupils' levels, engagement and participation. PE lead to use this data to monitor and compare for academic year 2020/21 (no data for fitness at end of 2020.)</p>	<p>Release time PE lead £92.50</p>	<p>More active breaks in KS1 and YR classes. Yet to be properly rolled out in KS2 due to school closure</p> <p>Increased teacher delivery of core movement and balance skills</p>	<p>Core skills have been mapped out in PE to continue upward trend and further monitoring of PE lessons however continued review of this needs to be deferred to Sept 2020 onwards</p> <p>Next steps: likely that September 20 will require a catch-up and PSHE focus for PE curriculum to address the effects of prolonged closure and that more PE lead release time needs to be planned for autumn term 2020</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation: 85 %</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<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>To maximise engagement and activity by all pupils in PE lessons.</p>	<p>Observation of PE lessons, NQT PE lessons and joint observations with Ofsted inspector.</p>	<p>£15,885.48</p>	<p>Intervention groups lead by sports TA for physical mobility and core balance and stability in early years has led to increased levels of activity and participation in PE lessons and has had a positive impact on concentration skills in the classroom. This is a year on year intervention that</p>	<p>PE lead to find a way to measure baseline and improvement in core skills for EYFS and KS1 for following academic year.</p> <ul style="list-style-type: none"> • <i>Due to COVID partial closure of school and research suggesting that children have decreased in levels of physical activity whilst being at home this will be particularly important next year.</i>
<p>Employment of subject specialist PE TA to assist in teaching, lead some clubs, lunchtime play and attend festivals and league events.</p>	<p>Participation in inter school festivals and leagues.</p>		<p>Throughout autumn and spring terms 136 pupils attended an out of school club. As a raw % of the school population this equates to 58%</p> <p>Football and netball league was well attended with pupils wanting to represent the school.</p> <p>Data has not been analysed in the same manner as previous years reporting due to school closure. A year on year comparison will be made in July</p>	<p>To critically evaluate the impact of charging for out of school clubs had on uptake.</p> <p>Some festivals were unable to proceed this year however weekly online PE activities, challenges and inter school competition for parents to use at home were shared via school social media and messaging tools.</p>
<p>To maximise engagement and activity by all pupils at playtimes and lunchtime.</p>	<p>Jumping Jaxx playleaders trained and supervised by sports lead to engage younger pupils in physical</p>			

	<p>activity. TA lead</p>		<p>2021 to measure impact and changes.</p> <p>16 Y6 pupils trained which enhanced lunchtime provision and increased physical activity in younger pupils.</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:
				15 %
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 maintain membership to Wyre Forest School Sport Partnership	Remaining part of a strong network providing expertise, facilities, resources, CPD and bespoke sessions	£2,745.00	Support throughout the year from specialist primary PE trained teacher, high school designated PE and sport coordinator input, Continued access to local competitions and festivals including those targeted at less active, pupil premium, gifted and talented, middle ability and low self esteem	All Y5 and Y6 pupils had the opportunity to represent the school in the inter school cross country: this to continue next year Continue membership for next academic year. Autumn 2020 has been planned as a distance learning participation in personal challenge and with a heavy focus on personal, social and emotional well being.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				15 %
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: To continue the upward trend in % of pupils engaged in 'out of school' PE</p> <p>To maximise engagement and activity by pupils in after school clubs, inter school sporting activity and sport festivals.</p> <p>Inclusion multi-skills festival KS1 and KS2</p>	<p>Planned clubs and festivals timetable (See key indicator 3 as this wider range of activities is integrally linked to membership of Wyre Forest School Sport Partnership</p>	<p>£2,745.00</p>	<p>10 children attended football league All Y5/6 children participated in first round of inter school cross country. 27 pupils went on to compete in district completion. Two qualified for Worcestershire School Games. One pupil was to compete in national competition (unfortunately cancelled due to COVID) 10 pupils attended Kho-Kho festival 12 KS1 pupils attended multi skills festival</p> <p>Other festivals and events were cancelled due to COVID school closures.</p>	<p>Continue membership for next academic year.</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:
To maximise engagement and activity by pupils in competitive school day and after school clubs, inter school sporting activity and sport festivals.	Football league (autumn 19) Netball league (spring 20) Cross Country (autumn to spring 19/20)	Both specialist sport TA and membership to Wyre Forest School Sport Partnership as detailed above	<ul style="list-style-type: none"> • Early success in cross country, however this was curtailed due to school closure. • Football league was well attended and represented with a team of 10 	To build on successes of year 2018/19 with further opportunities for competitive sport at local and national level.

Signed off by	
Head Teacher:	Malcolm Tipping
Date:	25/6/20
Subject Leader:	Linda Withey
Date:	01 July 2020
Governor:	Diana Sutherland
Date:	25/6/2000