

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"> • Sports Ambassadors have been trained and are integral to the provision of PE across the school. Ambassadors are working on the development of pupil voice across all Key Stages. These Ambassadors have been providing lunch time clubs and physical activities for all children. • KS1 and KS2 Gold Sports Mark achieved. • Specialist sports teacher has been delivering high quality teaching across the whole school. • An increased participation in the number of sporting events entered. This has included friendly competitions arranged by the sports lead. • Assessment of children’s fitness, overall attainment and progress continued to be monitored in order to close gaps. KS1 Young Athletics checklist started for Reception as a new way to monitor skills and physical development. • Shortlisted for the top three in the SSFT Sport Award for categories: Primary School of the year, Primary Team of the Year. • Winner of the SSFT Sport Award for: <ul style="list-style-type: none"> Sports Coordinator of the Year (second year of winning) Sports Ambassadors of the Year Contribution to Disability Runners up for Primary Team of The Year Award 	<ul style="list-style-type: none"> • Sports lead to identify training needs within the PE Curriculum. This will involve learning walks. • Swimming: Percentage of children to reach minimum standard to increase by the end of Key Stage 2. • Young leaders to develop further roles within the wider school community. To include reporting on events, leading assemblies, arranging inter house competitions. • Links made with sporting clubs within the local community and promoted within the school. This is to encourage the uptake of sport as extra-curricular activities. • Introduce a range of inclusive sports across the school • Sports Ambassador developing their knowledge of Disable Sports. • NQT and support staff attended twilight sessions

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>	76%

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	76%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	76%
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?	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: £21,220 Due to COVID-19 underspend to be carried forward to next academic year.		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: 1.4%
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"> - Golden Mile programme to be implemented across the whole school. Children to be provided with a daily opportunity to complete a form of physical activity for 30 minutes across the whole day. - Assessment of fitness levels of children starting in Reception and monitored through to the end of Key Stage 1. - Training of young leaders to gain experience when working with disabled children in PE. 	<ul style="list-style-type: none"> - Teachers to be provided with CPD session on how to deliver this successfully within the curriculum. - Young leaders to be allocated a group to monitor. - Sports lead to provide training for young leaders - Sports lead to arrange sessions with Lonsdale School throughout the year. 		£300	<ul style="list-style-type: none"> - Teachers report an increased focus in children after completing the programme for a term. - Each year group show sustained and improved results in the level of fitness gained. (Through beep testing) - Young sports leaders are trained in leadership skills and are working closely with the younger children. They run clubs and promote sport and fitness across the school. Take up of clubs run by young leaders has 	<ul style="list-style-type: none"> - Sports lead to introduce programme to Key Stage 1 teachers and integrate across the Key Stage. - Discuss other ways of measuring fitness levels, in particular focusing of inclusive practice. - Young leaders to have weekly meetings in order to plan and deliver high quality sessions with the

-Young leaders to attend sporting fixtures/competitions as part of their role of a Sports Ambassador.	-Young leaders to be supporting those children taking part in a competition. They will also be taking pictures and writing up reports to share back to the rest of the school. -Sports Ambassadors Change for Life sports to increases participation in Sports.		increased by 20% (from 30% to 50% of places offered) - Sports Ambassadors achieved Sports Ambassador Award from SSTF -	support of staff where needed. - Young leaders to delivery assemblies throughout the academic year
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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:
31%

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"> - An audit of PE equipment undertaken and new resources to be purchased to improve opportunities for children now and in the future. - Monitoring of children with higher levels of sporting competence to enable staff to signpost these children to external clubs, developing their skills outside of school. 	<ul style="list-style-type: none"> - Audit by sports lead. To include sports equipment for children to use during playtimes. - Register of more able/talented children to be monitored by sports lead. - Pupil premium and less active children to be identified by teachers so sports lead can 	<ul style="list-style-type: none"> - £1,500 - £1,680 	<ul style="list-style-type: none"> - New equipment has enabled many new sports to be taught, such as lacrosse, tri golf and tennis. More extracurricular clubs can be offered and a wider group of children included. - More after school clubs are being run and led by sports apprentice in areas where they are a specialist, for example netball. - The school is having more success in competitions entered and have won 	<ul style="list-style-type: none"> - Continued monitoring and annual audit of equipment to ensure it is kept to a good standard. - Pupil voice questionnaire by young leaders to identify new sports pupils might be interested in learning at school. - Register of gifted and talented to be monitored by Sports lead.

<ul style="list-style-type: none"> - Provision of lunchtime clubs specifically to engage less active groups. - Opportunities for disadvantaged children to experience a wide range of sporting activities. - Funtrition programme introduced to years 2 – 5. 	<p>offer lunchtime clubs to interest the children.</p> <ul style="list-style-type: none"> - PPG children invited to a Performing Arts day at the Stevenage Music Service. This involved dance and cross curricular links to music. - A programme designed to teach children the importance of a healthy lifestyle. 	<ul style="list-style-type: none"> - £336 - £3000 	<p>medals in a variety of competitions.</p> <ul style="list-style-type: none"> - The lunchtime club is currently run in KS1 and KS2. Children who attend are showing an increased interest in sport and are more proactive in PE due to their involvement in the lunchtime club. - Pupil voice showed that children had enjoyed a new activity. Many children were not aware of this strand of Physical education and several showed an interest in carrying on as an extra-curricular activity. - Children are taught the important of a healthy diet and exercise. Parents are invited in to share the children’s learning and encourage a more active lifestyle. 	<ul style="list-style-type: none"> - Lunchtime club to be offered to Key Stage 2 as well as Key Stage 1. - Continuing to make links with external services in order to provide ongoing opportunities. - Ongoing programme that links to whole school approach to developing the children’s understanding of healthy bodies and minds. - Wellbeing Policy amended to link with new government requirements since Covid 19. - Health and Wellbeing Progression of skills map created.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
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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"> - Improved quality of children's PE to ensure they are competent, independent and confident learners. - Improved role modelling of healthy active lifestyles by all staff to reach all children. 	<ul style="list-style-type: none"> - Whole school professional development; including teachers, teaching assistants and lunchtime supervisors. - Sports lead to provide updates throughout the year during staff meetings. - Sports lead to observe lessons across the school. Team teaching to be carried out where appropriate. - Pupil voice to be carried out to discover pupil's views about PE lessons and their knowledge and understanding of PE. - 		<ul style="list-style-type: none"> - Teachers have received several training sessions which has resulted in increased confidence and improved teaching and learning. (Lesson observations) - All teachers have received training for 'Mental Health Awareness for Sports and Physical Activity'. Completed in partnership with Herts Sports Partnership. - The focus of lessons are child centred and as a result pupils are engaged and are keen to learn and improve. - As a result pupils have made good or better progress both in lessons and over time (see teachers' planning and records). 	<ul style="list-style-type: none"> - Sports lead to support new staff in school with planning for delivery of PE. - Arrange team teaching opportunities to develop the quality of teaching, learning and assessment. - Sports lead to identify staff needing further support and provide appropriate development opportunities. - Sports lead to monitor the assessment of children to ensure progress and attainment is maintained.

			<ul style="list-style-type: none"> - Teaching assistants working with targeted groups effectively to close gaps. - Data for Spring Term shows: KS1: 90% working at age expectations with 17% above expected standards. 95% of these children have made expected progress with 12% of these making better than expected progress. KS2: - 90% of children are working at age expectations with 16% above expectations. 95% of these children have made expected progress with 10% making better than expected progress. 	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation:
	9.5%

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:

<p>Additional Achievements:</p> <ul style="list-style-type: none"> - Additional swimming provision to be put in place to increase end of key stage results. - To increase the participation in after school clubs from 92% to at least 95%. - Children to participate in an extensive list of competitions including level 2 and 3 to promote competitiveness and resilience. - Links with a specialist teacher in inclusive PE made to improve inclusive practice. 	<ul style="list-style-type: none"> - Sports lead have investigated how other schools provide swimming lessons and discussed options with external provider. - Swimming provision to change in the autumn term of 2019/20 and results monitored by sports lead. - Teachers provide a range of lunch time, before school and after school clubs. We also provide a street dance club led by a specialist teacher. - Opportunities to attend the Key Stage 1 and Key Stage 2 Mini Olympics - Continue to work with specialist teacher to develop inclusive practice. 	<ul style="list-style-type: none"> - £2000 	<ul style="list-style-type: none"> - Swimming data shows that current provision is not as effective as the school would expect at the end of provision. - Impact data will be available once changes have been actioned in the autumn term 2018/19. - Children have attended competitions across the year. The competitions are varied and wide from netball and athletics to dragon boating and lacrosse. The children have been successful and won medals in many areas. - Received Contribution to Disability Award from SSFT - Children are aware and include all players regardless of ability or need. Wheelchair basketball has been played to enhance understanding for all, including staff. 	<ul style="list-style-type: none"> - Monitor the success of the current Year 4 children when they complete their swimming provision in Year 3. - Top ups will be offered where children have not met minimum standard by the end of Year 5. - Partnership with SSFT to continue in order to offer children a variety of competitions to enter. - To offer a large range of clubs that children are eager to participate in.
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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"> - New sports are being researched and specialist coaches invited into school to promote interest in competitive sport. - An increased participation in the number of sporting events entered. This will include friendly competitions arranged by the sports lead. - Virtual or league competitions which are facilitated by the SSFT but delivered within schools to offer maximum participation - Opportunities for participants in KS1 and KS2 to access events including a range of athletics and competitive sport. - Monitoring of children across the school who attend a sports competition and after school clubs. - 	<ul style="list-style-type: none"> - Sports clubs to be invited into school to provide taster sessions and/or assemblies to promote their sport outside of school. - Enter all competitions offered by SSFT. - Enter two teams into netball league. - Enter two teams into the football league. - Enter whole school in virtual competitions. - 	<ul style="list-style-type: none"> - £4000 	<ul style="list-style-type: none"> - All children in the school have an opportunity to participate in a competitive sport and are developing an interest. - Netball team came runners up in league - Football team came runners up in league. - Children have developed a natural resilience and competitiveness that is evident through the results gained in competitions. - To teams entered the finals. One team came 2nd. 	<ul style="list-style-type: none"> - To continue to enter all competitions available. - Co-operate with other schools to develop competitions for Key Stage 1 children. - Continue to promote extra-curricular clubs and introduce new sports to interest the children. - Continue to work with specialist teachers in the delivery of inclusive sporting opportunities. - During the period of lockdown due to Covid-19, a weekly online sporting challenge was set. These challenges were adapted so that those children at home could take part. A PE email address was set up so parents could send in video of their child doing the activity or any sports

				<p>related activities. The Sports Lead used technology to deliver pre-recorded challenges, linked to the Herts Sports Partnership, demonstrating the activity for the children to watch. This was then published on the schools twitter and Facebook page. During National Sports week we shared a two short video clips from Olympic athletes wishing them good luck.</p>
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	J. Massey D. Williams
Date:	13.07.20
Governor:	
Date:	