

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:	Areas for further improvement and baseline evidence of need:
<p>A high number of children have taken part in competitive sports over 2019/20.</p> <p>Improved opportunities for children to participate in extra-curricular sporting clubs with a range of sports offered.</p> <p>Selected groups targeted to increase participation.</p> <p>Active classrooms embedded across the school.</p> <p>High profile of active travel to school.</p> <p>Sports coach and apprentice work with teachers to plan and deliver high quality P.E lessons.</p> <p>Sports ambassador assemblies and competitions have helped raise the profile of P.E in school.</p> <p>Ongoing CPD for P.E coordinator through network meetings.</p>	<p>Continue to offer a broad range of clubs and increase participation for all children.</p> <p>Provide opportunities for inclusive sports. (Boccia)</p> <p>Further develop the role of Sporting Ambassadors and play leaders in school.</p> <p>Monitor and assessment of the teaching of P.E across the school.</p> <p>Develop CPD for all staff to ensure high quality outcomes for all children.</p> <p>Ensure A and B teams are entered into inter-school competitive events and intra-school competitions continue.</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>	77%

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	84%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	77%
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: 2019/20		Total fund allocated: £22,652		Date Updated: July2020	
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		
To ensure each pupil undertakes at least 30 minutes of physical activity a day in school.	High profile to all staff on 'active classrooms' and their benefits from P.E leader.	Funding allocated: Release from classroom for P.E coordinator allows support to staff.	Teachers have become more confident at planning and delivering active lessons across the curriculum and active lessons and breaks are a regular feature in lessons.		Sustainability and suggested next steps: P.E coordinator to monitor and evaluate active lessons across the school and support where necessary.
	Sports apprentice delivering lunch time clubs in the playground to increase activity levels across the school (and key stages) at lunchtimes.	Salary for sports apprentice.	Children regularly participating in a lunch time physical activity as well as playleaders initiating games and children taking ownership of their own games.		
	'Walk to school' assembly by P.E coordinator and 'Happy Shoes day' event to encourage active travel to school.		More children actively travel to school for those events, therefore increasing activity levels.		

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	
Support the development of the whole child through the achievement of whole school outcomes because of a focus on P.E. School Sport and Physical Activity.	<p>Ensure all children are offered 2 hours of curriculum P.E each week.</p> <p>Ensure children have access to a wide range of extra-curricular sports clubs.</p> <p>Enter intra and inter school competitions and celebrate these in assemblies, on Twitter, in school newsletter and on P.E notice board.</p> <p>Regular P.E assemblies, competitions by sports ambassadors to raise the profile of school sport.</p> <p>Audit of P.E equipment to support P.E lessons and clubs.</p>	<p>Funding allocated: Salaries of P.E coach and apprentice to allow these clubs and events to take place.</p> <p>Purchasing of P.E resources. £650</p> <p>£1000, LSLSSP P.E and school sport membership.</p>	<p>Whole school P.E timetable and curriculum map ensures all children have access to high quality P.E from both sports coach/apprentice and class teacher. Also, a broad range of activities and full coverage of the curriculum.</p> <p>High number of children participate in extra- curricular sports clubs with these regularly advertised in assemblies and newsletters.</p> <p>Our buy in to LSLSSP P.E and school sport membership ensures we can enter family and area competitions and involve as many children as possible and celebrate their participation.</p> <p>Ensure we have the resources and equipment to help deliver a range of P.E and School Sport.</p>	<p>Sustainability and suggested next steps:</p> <p>Continue to employ sports coach/ apprentice to ensure these activities (P.E lessons, clubs and competitions) can continue and ensure long term physical activity.</p> <p>Audit to be carried out to ensure the clubs provided match the needs and wishes of the children whilst ensuring links to the competition calendar. (Use pupil voice)</p> <p>Ensure P.E equipment is updated and safe (gym mats)</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			%
Intent	Implementation	Impact	
<p>To improve the progress and achievement of all pupils by increasing staff knowledge, skills, understanding and confidence to deliver P.E, school sport and physical activity.</p>	<p>Sports coach and apprentice to work with teachers to support the planning and delivery of high-quality P.E and sport. Timetable ensures each class has the opportunity to work alongside the coach/ apprentice thus enabling the class teachers to build on their knowledge and skills in P.E. Adapting previous planning to take in to account the needs of each class.</p> <p>Sports apprentice is attending Loughborough College each week, thus developing his skills in P.E and school sport.</p> <p>P.E coordinator to work with sports apprentice each week to plan a unit of work together and for the P.E coordinator to lead and observe lessons.</p> <p>Whole staff CPD training on cricket and chance to shine resources. In addition, cricket coach delivered four sessions to year 4 and a year 5 class thus upskilling teachers.</p>	<p>Funding allocated: £15,000</p> <p>Salary of sports coach, apprentice and release time for P.E coordinator.</p> <p>Sports apprentice developing his role in school and gaining confidence to deliver P.E lessons and to support other staff members.</p> <p>Increased knowledge and confidence in the delivery of outdoor games/ yoga for the staff involved in the training sessions.</p>	<p>Sustainability and suggested next steps:</p> <p>Staff audit of confidence and areas of development to support sports coaches with planning for next academic year.</p> <p>Revise and edit existing curriculum map in line with staff/pupils knowledge and skills.</p> <p>Continue timetabling sports coaches to support staff in their delivery of high-quality P.E and sport.</p> <p>P.E coordinator to attend relevant network meetings and conference to keep up to date with relevant information and initiatives.</p>

	<p>Yoga coach delivered sessions to all KS1 and KS2 classes to support teachers with delivering 'health and wellbeing' and 'mindfulness' sessions.</p> <p>Leicester Tigers coach delivered sessions to Year 3 classes thus upskilling teachers in year 3 in invasion games.</p>	<p>Cost of Yoga sessions = £375</p> <p>LSLSSP P.E and school sport membership allows for P.E coordinator to attend meetings and conferences with family of schools.</p>		
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
%

Intent	Implementation		Impact	
<p>To increase the range of sports and activities offered to all pupils both in and outside of curriculum time.</p>	<p>Continue to implement the curriculum that is broad and balanced including traditional and non-traditional sports.</p> <p>Continue to offer the range of extra-curricular clubs that is on offer for children to participate in.</p> <p>Sports coaches running target groups with a variety of sports eg SEND with boccia and GALS/LADS</p>	<p>Funding allocated: Salaries: £5000</p> <p>Resources: £627</p>	<p>Range of sports offered to all children over the year to cover the national curriculum. Evidence from curriculum map.</p> <p>High number of children attending the range of sports clubs on offer. 25 different clubs were offered in the Spring Term 2020.</p> <p>Able to target specific groups to</p>	<p>Sustainability and suggested next steps:</p> <p>Revise curriculum map annually to add any other sports.</p> <p>Audit of P.E resources.</p> <p>Look at specialised coaches delivering sports eg archery,</p>

	<p>with badminton, ultimate frisbee.</p> <p>Purchasing of sports equipment to support delivery of activities.</p> <p>Yoga sessions for all ks1 and ks2 classes.</p> <p>Year 4 and 6 residential trips offer those children a huge range of different sports and team challenges.</p>		<p>increase participation by taking these children in curriculum time.</p>	<p>trampoline tasters at RSA, etc</p>
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Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			%
Intent	Implementation		Impact
To maximise the opportunity for pupils to participate in competitive sports.	<p>P.E coordinator to implement 'Level 0' so all children given opportunities in their P.E lessons to compete against themselves.</p> <p>Whole school intra-competitions organised by sports coaches in lessons, clubs and across the school.</p> <p>Participate in Level 2 and 3 competitions offered from school sports partnership and family of schools.</p> <p>Coach hire to allow children and staff to attend events.</p>	<p>Funding allocated:</p> <p>Membership to LSLSSP £1000</p>	<p>Children develop ethos of doing the best they can.</p> <p>Sports coach having regular meetings with sports ambassadors to organise and discuss events and to promote in assemblies. This has encouraged children to be active and competitive in a fun way.</p> <p>Teams entered in multiple events, as much as possible this year including A and B teams to maximise opportunity for participation.</p>
			<p>Sustainability and suggested next steps:</p> <p>Observations to ensure level 0 and personal competition is being included in lessons and training where necessary.</p> <p>Continue regular meetings with sports coach and new sports ambassadors to agree termly whole school intra competition.</p> <p>Sports coaches to include intra competition in their lessons/clubs.</p> <p>Continue to be a member of the LSLSSP to enable us, as a school, to enter inter school competitions.</p>