

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: (Pre Lockdown 2020)	Areas for further improvement and baseline evidence of need:
<p>The following have had a positive impact against the indicators to date:</p> <ul style="list-style-type: none"> • KI 1: All children participate in the Golden Mile. This has impacted on stamina, fitness, and attitudes towards learning across other areas of curriculum • KI 1 & KI 5: Daily lunchtime sports sessions led by coaches are well attended and provide opportunities to develop skills and competition • All children participate in regular swimming sessions in school pool leading to over 90% meeting Y6 requirements in 2019 • KI 3: Quality of PE lessons delivered by specialist staff in conjunction with school staff has provided effective CPD to ensure sustainability • KI 4: Lunchtime & after school sports provision has enabled children to access a wider range of sporting activities • KI 5: Children have accessed competitions across key stages and have performed particularly well in swimming and running events 	<ul style="list-style-type: none"> • Develop Play Leaders in each class as children to enable children to access a range of activities at lunchtime and encourage fitness after lockdown • Develop further CPD for EYFS & KS1 staff (currently specialist staff provide this in KS2) • Aim for 100% to meet requirements in swimming by end of year 6 • Continue CPD through use of specialist coaches and instructors to ensure sustainability and consistency of quality delivery • Monitor participation and activity levels of different groups in after school clubs

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	86%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	77%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	

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: 2020/21		Total fund allocated: £18,450		Date Updated: 1.10.20 reviewed 1.8.21	
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:
					26%
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?:	
<ul style="list-style-type: none"> Continue whole school initiatives that engage all pupils in additional physical activity over the week Children will increase fitness, stamina and skills across a range of sporting activities Children will develop tolerance and team work Provide additional lunchtime swim sessions 	<ul style="list-style-type: none"> Continue daily lunchtime sports sessions led by Premier Coaches Play Leader sessions for each class- training and resources Reintroduce Golden Mile- increase activity and competition across classes and schools 	Premier Staff lunchtime sessions: £4,825	Coaches have been used at lunchtimes to support bubble groups, rotating between groups to provide focused sports sessions in their designated areas. This has enabled children to develop skills, particularly in football and teamwork. More children have joined in physical activity as a result of the coaches input. Golden mile has been reintroduced and most children have gradually started to improve their performance. Further covid measures have prevented the impact to be sustained throughout the year. During lockdowns coaches have supported with providing		Develop use of coaches in lunchtime sessions to lead purposeful sessions across the phase groups and train MSAs and Play Leaders to lead these independently. Monitor engagement of pupils and encourage/target reluctant participants

			additional sessions for children in school which has had a positive impact on pupil fitness and well-being.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				1%
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"> Continue to highlight the importance of Running within the school - publicise the positive impact, celebrate pupils' achievement and encourage greater participation of children and their families both within school and beyond. Impact on growth mindset and pupil's self- belief, on pupil to pupil support and perseverance (all of which transfer across other areas of the curriculum) Impact on stamina and resilience- again transferable Impact on behaviour and focus on learning 	<ul style="list-style-type: none"> Running Club to be relaunched asap Children and families to be signposted to outside running clubs and events – encourage participation Golden Mile to be more competitive- across classes and schools. Encourage parents to track and encourage children's progress in Golden Mile Increase participation in Mini Gear run. Publicise successes via website and local media to further encourage 	Golden Mile Resources: £200	See above- golden mile has been introduced with pupil engagement and some improvement seen in individual performance and increased stamina, but this has been restricted due to further covid measures.	Running Club to restart and children to be encouraged to participate in external runs, such as Park run and GEAR. Encourage and expect improved personal performance-via Golden Mile-celebrate this across school and with parents. Establish class competition.

	participation			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				44%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know	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"> All children to develop fitness, stamina and skills through high quality PE lessons, delivered by a specialist teacher or their own teacher. Staff will increase confidence, knowledge and skills and be able to ensure that this quality of provision is continued. 	<ul style="list-style-type: none"> Employ a qualified coach/instructor to teach PE and Sports lessons in KS2. Employ a qualified PE instructor from KES WNSSP to teach PE and Sports lessons in EYFS/KS1 Staff will work alongside sport specialists as CPD MSAs to observe and support lunchtime coaches and support Play Leaders 	Premier Education Staff-teaching sessions: £5,090 West Norfolk School Sports Partnership teaching sessions: £3000	Premier coaches have provided additional PE lessons, working alongside staff and pupils in school. Staff have worked alongside coaches, with CPD provided for both teachers and MSAs.	Use Premier Education staff only to rotate around all phases and provide CPD to all teachers over the year. Teachers to employ skills in teaching own PE lessons. Plan to enable teachers/HLTAs to access CPD in specific areas of PE teaching to develop quality of delivery and sustainability.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				18%
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"> • Children across the school to try different sporting activities • Children across key stages will participate in after school sports sessions and have opportunities to try new activities both within and outside school. • All children should be able to make excellent progress in swimming. 100% children meeting Y6 required standard. 	<ul style="list-style-type: none"> • Restart internal provision of sports clubs, eg running club and netball • External provision of wider activities, such as Archery, Dodgeball and Gymnastics • Purchase equipment to maintain and support new Sports activities & Swimming 	<p>Premier Education Clubs: £1,400</p> <p>Resources & Equipment: £2,000</p>	<p>Limited clubs offered this year. Children have experienced additional Gymnastics after school. Equipment has been purchased to develop underwater activities, eg snorkelling – to start next year.</p>	<p>Once covid measures have eased we will increase the opportunities that children have to access different sporting activities. This will be managed through Premier Education in school provision and the UET partnership with ICS. Swimming expectations are built into school's pledges and pupils will be encouraged and provided with opportunities to enable Y6 expected standards to be met, as well as personal swimming achievements over the primary phase – relating to stamina, water safety, skills.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
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"> Children in all key stages will develop their confidence and ability to participate in competitive sport. Children will develop an understanding of the need to improve their own performance and how they need to practise in order to achieve this 	<ul style="list-style-type: none"> External and internal staff employed in after school clubs which lead to competitive sport events (cost previously outlined) Continue the Active Kids programme through WNSSP Participate in West Norfolk School Sports and KWEST competitions 	Funding for support staff: £150 Transport for Sports Festival and WNSSP events: £500 Active Kids: £275 Cluster Competitions: £875	Participation in Active Kids benefitted KS1 and provided some opportunity for them to take part in an external sporting event and challenges. Other competition opportunities were restricted due to ongoing covid measures and restrictions.	UET partnership with ICS will promote tournaments and sporting competitive opportunities..

Signed off by	
Head Teacher:	Beverly Barrett
Date:	1.10.20
Subject Leader:	Doug Hartley
Date:	
Chair of LIT:	Heather Garrod

Date:	
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