

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>Teacher's confidence is improving when teaching PE to the national curriculum.</p> <p>Quality CPD has been provided by teachers teaching alongside qualified sports coaches.</p> <p>The PE leader has developed a new school curriculum (based on the national curriculum and EYFS documents) with clear progression of skills and knowledge throughout the year groups. This is ready to be implemented in September 2020.</p> <p>The PE leader has developed a core strength program to be used throughout EYFS.</p> <p>All children in school are experiencing an active lunchtime. The use of an additional adult at lunchtime is enabling the school to target children who are less active or are unable to take part in after school sports sessions.</p> <p>All KS1 children have experienced attending an infant agility competition in the past 2 years (the 2020 competition was cancelled due to covid).</p> <p>The variety of sports clubs on offer has increased dramatically from only dance prior to September 2018, to now a wide variety of sports which changes half termly. Most sports clubs places are taken every half term, often with a waiting list. A wide variety of children are accessing the clubs (see analysis sheet).</p> <p>Children have been able to experience a variety of sports experiences such as visits from Warwickshire Cricket and WASPS. 2020 events had to be cancelled</p>	<p>Subject leader to baseline teacher's confidence with the new PE school curriculum plan both before and after support from coaching staff. Subject leader to provide support for a new teacher who is new to teaching PE from September 2020. Subject leader to monitor provision in terms of quality of teaching and engagement of children.</p> <p>Subject leader to carry out a pupil voice regarding sports the children would like to see on offer in after school sports clubs. Analyse the number of children attending these clubs, including groups.</p> <p>Playground marking project to be completed in Autumn 2020, taking into account the interests of the children. Markings chosen to promote physical activity.</p> <p>Training for class teachers in active learning strategies to take place.</p> <p>The playground leader who provided physical playground activities this academic year has left. Training will need to be provided for a new member of staff.</p> <p>PE leader to arrange sporting activities to take place, including an external visitor, for sports week 2020. To be in place by February half term.</p> <p>New assessment system to be in place by the end of the Autumn term 2020, outlining how children can achieve greater depth in PE.</p> <p>PE leader to work towards achieving the sports mark.</p> <p>Midday supervisor / PE lead to attend playground leader training, then set up</p>

due to Covid. A sport day event has been held yearly, even with Covid. Those in school took part physically whilst those at home were invited to take part virtually. The uptake was 64% of nursery, 82% of reception, 69% of year 1 and 92% of year 2.	and train year 2 to lead this. Consider a 'Cosmic Yoga' club to encourage health and wellbeing. (To be considered when schools no longer need to implement bubble procedures)
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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? 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.	N/A as an infant school
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	N/A as an infant school
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A as an infant school
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: £16, 190		Date Updated: 27/7/20	
<p>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</p>					<p>Percentage of total allocation: 32 %</p>
Intent	Implementation		Impact		
<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>That all children will take part in at least 30 minutes of physical activity in school per day in addition to PE sessions taught.</p>	<p>An additional adult will be in place during lunchtime to set out active games and activities. They will encourage all children, but particularly those children who do not take part in any after school sports clubs, to take part in active games at lunch times.</p>		<p>£2700</p>	<p>This had become well established in the Autumn and Spring term. Playground observations noted that children were active and enjoying the range of activities on offer. Pupil voice reported that children throughout different year groups were enjoying lunchtimes and the activities that were provided (see observation a pupil voice notes).</p>	
<p>The provision of outdoor activity will be enhanced, leading to children becoming more active at playtimes and lunchtimes.</p>	<p>Improvement to outdoor area will take place in the Summer term 2020, with 'The Friends' paying for resurfacing of the playground followed by playground markings to increase the activity of children. Alongside this, an audit will take place of playground equipment and</p>		<p>£1000 contribution towards equipment costings</p>	<p>Fundraising opportunities were halted due to Covid so this was unable to take place. A donation from the Diocese of Coventry Multi Academy Trust towards the project means that the resurfacing is planned for August</p>	
				<p>The playground leader who provided physical playground activities this academic year has left. Training will need to be provided for a new member of staff.</p>	
				<p>Playground marking project to be completed in Autumn 2020, taking into account the interests of the children. Markings chosen to promote physical activity. PE leader to interview children and staff regarding the use of these at</p>	

<p>To increase the amount of outdoor activity in the Reception outdoor area, ensuring the children are active for at least 30 minutes per day.</p> <p>All staff throughout school are confident to provide active opportunities at break and lunchtimes.</p> <p>Children will be active in other lessons throughout the school, not just in PE</p>	<p>further equipment purchased that can be used to encourage activity during playtimes and lunchtimes</p> <p>Purchases and work has taken place to install a large sandpit, large gravel pit and a climbing frame with crash mats.</p> <p>Positive playground training / playground leader training for lunchtime staff with Harris Sports Partnership as part of the funding agreement (see below). Cost needed to cover the release of staff.</p> <p>Training for staff in active learning techniques to use in lessons other than PE, with a particular focus for KS1 staff. Training booked with Liz Mynott in the Spring and Summer term of 2020.</p>	<p>£500</p> <p>£300</p> <p>£1200</p>	<p>2020 and playground markings and equipment can then be purchased during the Autumn term.</p> <p>Children are very active when in the outside area, accessing these areas alongside crates, large blocks, a stage and mud kitchen which all promote physical activity.</p> <p>This training was unable to take place due to Covid. Training will take place next academic year when it is safe to do so.</p> <p>This training was unable to take place due to Covid. Training will take place next academic year when it is safe to do so.</p>	<p>the end of each term.</p> <p>Continue to include these as part of the provision, with regular maintenance in place and top up of resources e.g. gravel and sand met out of the main school budget.</p> <p>Training to be arranged through Harris when it is safe to do so.</p> <p>Training for class teachers in active learning strategies to take place next academic year.</p>
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<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:</p> <p>5 %</p>
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Intent	Implementation		Impact	
<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>The subject of PE has a clear progression of knowledge and skills throughout the school.</p>	<p>PE leader to attend PE conference, gaining valuable knowledge with regards to the PE curriculum.</p>	<p>£800 to fund the cost of covering lessons</p>	<p>Due to Covid, the impact of this is yet to be measured. The curriculum was constructed and shared with staff by the end of the Spring term, but has been unable to be used during the summer term. The impact of this will be seen next academic year.</p>	<p>Subject leader to assess the impact of the new school PE strategy at the end of each academic term.</p>
<p>All teachers to value the subject of PE.</p>	<p>PE leader to be provided with time to incorporate knowledge gained at subject leader level into a progressive PE curriculum, that demonstrates the progression of knowledge and skills throughout the school.</p>			<p>New assessment system to be in place by the end of the Autumn term 2020, outlining how children can achieve greater depth in PE.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				53 %
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:
All teachers to have increased confidence, knowledge and skills in the teaching of PE.	Harris School Sports Partnership to deliver PE as sports coaches alongside teachers. One teacher is new to the school and is new to teaching PE (from Easter 2020). One teacher is relatively new to the school (September 2019).	£8631 (Actual spend £8059 – partial refund due to Covid)	Due to Covid19 and the cessation of the support of PE coaches in March due to this, it has been difficult to assess the full impact of this as one teacher has started at the school since schools were closed. Prior to lockdown, teachers were verbally reporting they felt more confident in how to deliver the curriculum. Support from specialist coaches has enabled the sports offered to children to be widened e.g. the use of street dance when teaching dance, leading to further upskilling of staff. Team teaching with sports coaches has built up teacher confidence and having an additional adult in the room has enabled further stretch and support for individual children.	Subject leader to baseline teacher's confidence with the new PE school curriculum plan both before and after support from coaching staff as a new unit is started each half term. Subject leader to provide support for a new teacher who is new to teaching PE from September 2020.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				1%

	assembly children are encouraged to share their experiences of the sport with their peers, exposing them to other sports.		and demonstrations provide children with exposure to further sports that they might like to experience.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				7 %
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:
All children in Key Stage One will have had the opportunity to take part in at least two competitive competitions by the end of their time in school. All children throughout the school will experience a competitive sports day each academic year.	Children in KS1 will take part in two infant agility competitions, competing against local schools. The school to take part in sports and health week, with visitors from a sporting team (planned to be Warwickshire Cricketers) and activities taking place throughout the week promoting the need for a healthy body and mind. The week will culminate in a competitive sports day with children in colour group teams, also including invitations to family members. Year 2 girls to take place in a local football competition, competing against other schools locally, raising the profile of football for	£350, to transport children to events and purchase any equipment needing to be taken £350 cost to cover teacher for a day to plan and organise the events, plus half a day to run and lead the family sports day. Additional cost of materials e.g. trophies and medals. £200 transport costs	The sports competitions were due to take place at the end of the Spring term and in the Summer term. Due to Covid, these events were cancelled. This was due to take place in June, so was cancelled due to Covid. A virtual sports event did take place, the uptake was 64% of nursery, 82% of reception, 69% of year 1 and 92% of year 2. Many of the children also engaged with the Harris Sports Partnership virtual games and received a certificate. This was due to take place in June and was cancelled due to Covid.	PE leader to arrange sporting activities to take place, including an external visitor, for sports week 2020. Consider contacting Leicester Tigers, WASPS, Warwickshire Cricket and Coventry City. To be in place by February half term. School to take part in infant agility competitions offered when it is safe to do so.

girls.			
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Total income:	£16, 190
Total spend budgeted:	£16, 431
Actual total spend after cancelled events due to Covid:	£12, 059
Total carry forward to include in next year's budget:	£4, 131
Carry forward into next year to be spent on improving the playground provision to provide more active opportunities:	£1000
Carry forward into next year to be spent on CPD for teachers regarding active learning throughout the curriculum:	£1200
Carry forward into next year to be spent on staff attending Harris play leader training, then time to spend training year 2 to lead this:	£500
Carry forward into next year to be spent on staff attending positive playground training:	£200
Carry forward into next year to be spend on PE lead ensuring quality of PE provision by monitoring quality of teaching and engagement in PE sessions:	£400
Carry forward into next year to be spent on monitoring provision and ensuring a PE assessment system is in place for the school:	£400
Cost of purchasing an outdoor music / PA system so that PE sessions can take place outdoors due to Covid / bubble restrictions:	£450

Signed off by	
Head Teacher:	Suzanne Marson
Date:	27/7/20
Subject Leader:	Liz Wooldridge

Date:	27/7/20
Governor:	Linda Ryan
Date:	27/7/20

(Signed virtually due to Covid)