

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



YOUTH
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>Raised fitness levels of all children Y1 – 6 Raised the profile of inter-school sports – achieved better results Provided more free lunchtime physical activity opportunities Aided greater confidence in delivering dance lessons by teachers and Tas.</p>	<p>Due to Covid-19, revisit fitness levels of all children and continue to develop. Review of how to teach PE with new guidelines on how to stay safe.</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? 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>	86%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	86%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	86%
<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>	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: £	Date Updated:		
<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>				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:
<p>Knowledge Children are aware of the expected amount of time undertaken daily for PE (30 mins) plus an extra 30 mins minimum. Pupils to understand the importance of this daily exercise for healthy living and mental wellbeing.</p> <p>Provision PE specialist employed</p> <p>Lunchtimes 1. Sports coaches (In2sport)</p>	<p>Regularly remind children of amount of exercise per day. Ask children to give ideas as to how to achieve this amount: activity suggestions for inside and out, school and home/garden/park.</p> <p>All children receive 2 hours PE lessons per week. A curriculum map is provided for staff by the PE lead in order to ensure a broad experience of PE lessons.</p> <p>To attend each lunchtime – opportunities for physical activities, such as basketball, football, dodgeball/rounders. Year groups 2 – 6 to be allocated 1 lunchtime per</p>		<p>All pupils Y1-6 know how much, and types of exercise to do at school and home.</p> <p>Years 1,2, 3 and 6 – Each receive 1x session PE specialist plus 1x session class teacher Years 4 and 5 – Each receive 2 x PE specialist sessions</p> <p>Increased physical activity during lunchtimes – access to all children (years 2-6), including those who cannot afford to attend clubs out of hours.</p>	<p>Pupils to receive reminders – due to Covid 19 closure.</p> <p>To continue 2020/21</p> <p>Unknown at present</p>

	week (5 sessions per week) each.			
2. Additional Football/Basketball - Child led, but adult supervised	Area of the school field/Basketball area to be allocated to one year-group (Years 2-6) for 1 lunchtime each per week.		Opportunities for children to lead others and provides more time for competitive sport to occur.	Sustainable, with potential social distancing requirements.
3. Young Leaders	Y5/6 children to organise and lead physical activities within the FS2 outside area. All KS1 children are encouraged to attend.		KS1 children can enjoy physical activity without older children taking over.	To be reviewed due to social distancing
4. Scrapstore Playpod Resources	A playpod (large shed) filled with many large items donated by the local scrapstore – available most lunchtimes (weather dependent)		All children have access to the playpod items. Safe Physical activity is encouraged.	Review due to Covid-19
5. School play trial around school grounds	Playtimes and lunchtimes pupils can choose to use the play trail.		Encourages swinging, balancing, climbing, jumping	Review due to Covid-19
6. Large school field with surrounding trees and hedges – open in the drier months	Child- led Running and hiding games		Fun fitness whilst playing	Sustainable in class bubbles
FS2 – afternoon physical activity	Balance bikes, bikes with and without stabilisers, and scooters provided for FS2		Pupils can select an appropriate item for their level of development. PE lessons delivered by class teacher.	Sustainable
Forest school Activities	Held outdoors around the school grounds		Plenty of opportunity for groups of year 1 pupils to run around in the school grounds – 1 afternoon a week.	Sustainable – class bubble

After school Sports	Led by coaches from <i>In2sport</i> providing opportunities to develop skills in dodgeball and netball.		Further time to enjoy and develop skills with a qualified sports coach (external provider – <i>In2sport</i>)	Review due to Covid-19
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	
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>All pupils to sustain age -appropriate warm up laps of the school grounds – children to know how to run for distance and distance required for their year group. Run to lunch as often as possible – teacher takes class out for laps of the school grounds (on the path) before lunch.</p> <p>Behaviour and attitudes to learning Mental Health and Wellbeing.</p>	<p>At the beginning of each PE lesson, children know they are to run a certain distance plus more if they can. Minimum : Y1 – 1 lap, Y2 – 2 laps, Y3 – 3 laps, Y4 – 4 laps, Y5 – 5 laps, Y6 – 6 laps (1 ½ miles)</p> <p>Whole school approach to rewarding physical activity and sports achievements – Celebration assemblies, reporting of tournament results in school newsletter and on Twitter.</p>		<p>Prior to lockdown, each year group had gained fitness and were able to sustain a cardiovascular warm up appropriate to their year group. Children were choosing to push themselves to achieve more than the requirement. Push to achieve laps in quicker time.</p> <p>Place high value on physical achievements. Raises self-esteem. Pupils more aware and responsible for healthy lifestyle choices Fewer instances of poor behaviour</p>	<p>Need to regain fitness levels in September and remind children of the importance of physical exercise. Remind/discuss with children how to achieve a minimum of 60 mins exercise per day.</p> <p>Continue to celebrate pupils’ sports achievements (achieved both in and out of school).</p>

<p>Share resource ideas and set tournament dates with other schools.</p>	<p>Local schools cluster meetings held to set dates and share ideas/resources</p>		<p>Opportunities for y5 and 6 children to attend tournaments.</p>	<p>Meet with cluster schools via Microsoft Teams in September</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:
				%
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:
Retention of Specialist PE teacher to lead 8 x PE sessions per week. Teachers and Tas to continue to assist in each lesson, alongside PE lead.	Nicky Draper employed – Qualified and experienced PE specialist Either the class teacher, or Tas from each class to attend each specialist led PE lesson. Y1 x 1 lesson Y2 x 1 lesson Y3 x 1 lesson Y4 x 2 lessons Y5 x 2 lessons Y6 x 1 lesson All other PE lessons to be taken by class teacher		High quality PE lessons delivered to all pupils in KS1 and KS2, providing expertise and preparation in skills for both competitive events and to gain confidence. Model high quality PE to non-specialist teachers and Tas through observations. Progression and further development requirements are clear to class Tas and Teachers. For team sports such as Hockey, Netball, Rugby, etc, Class Teacher/TA able to lead ½ class in a match. A school progression document is provided by the specialist PE lead to ensure all staff are aware of the expected progression for each year group. KS1 PE is based upon Fundamental Development skills. These fundamentals are developed upon in KS2, where they are applied and built upon to develop good sportspeople and understanding of a variety of sports.	Continuing for 2020/21

Encourage confidence in class teachers teaching dance across KS2	Purchased I moves to help deliver dance lessons across KS2		Teachers are becoming more confident at delivering dance lessons from different genres and in assessing dance achievements.	Renew
PE Lead to attend the annual PE Conference	Attended the Fortius Conference held at South Cerney – 22 nd November 2019		To keep up to date with Requirements and ideas for teaching.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Fitness drive to years 1 – 6 : How to perform individual exercises properly and safely. Know how to perform these safely at home/park.	Experience exercise, modelling demonstrations; understand which part of the body is the focus of the exercise. A series of circuit training classes, indoors and outdoors. Link exercises to sports clubs – ask children to demonstrate and model safe exercises for others to copy.		KS2 Children are aware of how to perform these exercises and how to improve on their personal best achievement. Ks1 children understand how to safely perform the exercises and how to access home exercise classes with Joe Wicks. Children are aware of how to recover their breathing rate.	Reminders of the importance of fitness to be delivered for academic year 2020/21 after the Covid 19 school closure.
Introduce New Sports -	External Sports provider (In2sport) to introduce other sports, such as tri-golf at lunchtimes.		Not achieved, as yet, due to Covid -19 and school closure.	To achieve for the next academic year – with a socially distanced emphasis.

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:
Encouragement of children to participate in competitive sport: Lunchtime sports coaches to deliver regular sessions.	Sports coaches (In2sport) to deliver lunchtime clubs for Years 1 – 6 (Sports chosen dependent on weather, season).		Children are increasingly more confident to join in with their year group, regardless of gender/ability.	Sports Premium Funding Dependent
Additional lunchtime timetabled football/basketball space	Once a week for each year group – child led (adult supervised).		All children (y1 – 6) have access to lunchtime sports, regardless of background.	
Inter- school tournaments (Melksham schools cluster) entered for Football, Tag Rugby, Netball, swimming, Rounders and Cross country.	2 teams of children entered – 1 for children who are keen to succeed and work well as a team; 1 for children who want the chance to experience competitive sport at a greater level. E		Encourages team spirit, fair play, competition, tactics, application of attacking and defending skills and understanding of how to use them. Sense of achievement for all involved. Increased passion for sport and the desire to succeed: Football tournament – 2019/20 – beaten by 1 penalty in the final Tag Rugby – won the tournament Netball – placed 2 nd – through to the regionals (regionals cancelled due to lockdown).	Review due to Covid-19

			Swimming gala cancelled due to lockdown Rounders Tournament cancelled due to Covid-19).	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Nicky Draper
Date:	16/07/20
Governor:	
Date:	