

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>Increase competitive opportunities within the school through intra and inter school competition</p> <p>Raising the profile of PE through competitions and visits from professional athletes</p> <p>Develop links with local clubs and providers through workshops and festivals.</p> <p>Broaden the range of clubs available to pupils through external providers and opportunities to participate in competitions in less 'traditional' sports</p> <p>Engagement of girls</p>	<p>Training for teachers to enable PE to be delivered in house and to make more effective links with the wider curriculum.</p> <p>Establish a bank of high quality planning and resources for the teaching of PE</p> <p>Extend the range of activities covered as part of curriculum PE lessons</p> <p>Further develop the range of extra-curricular provision to involve more pupils in after school physical activity</p> <p>Identify and target the inactive children</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>	81%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	69%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	81%
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: £16 900		Date Updated:	
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	23.3	
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:
To increase activity levels at playtime and lunchtime	<ul style="list-style-type: none"> Review the activities available to children at playtimes and the use of the equipment Provide training to Year 5/6 pupils to equip them with key skills to lead and support physical activities at playtimes Establish playtime clubs that promote physical activity, social skills, positive mental health and problem solving Introduce 'Challenge of the Term' and work with Year 5/6 pupils to support Liaise with playground staff to ensure that appropriate systems are in place Discuss the purchase of a playground container specifically for playground equipment Purchase additional playground equipment specifically for use at playtimes Involve the school council in reviewing and developing the playground provision 	<p>£300</p> <p>£200</p>	<p>Year 5 and 6 pupils developed their leadership skills through new units of work in OAA, Playground Leadership and Games-Making. They have demonstrated their leadership skills through their work on Playground PA challenges and shown an enthusiasm for the new lunchtime clubs.</p> <p>Playground PA challenges have been very effective in increasing activity levels, with the majority of pupils taking part. This now needs to be further developed with daily activity opportunities. Only 15% of pupils now report choosing not to be active at playtimes.</p> <p>Programme of clubs has been planned and most equipment sourced. Launch of the clubs and final arrangements for the resourcing have been delayed due to the Covid-19 situation.</p> <p>A new storage shed will be purchased and sited ready for the start of the new school year. This will be equipped with resources to support active playtimes and gardening club.</p> <p>Termly Challenge programme has been devised and linked to pupil assessment and school priorities of resilience and growth mindset.</p>	<p>Purchase the equipment for the shed and devise a plan to enable its safe use during the Covid-19 pandemic.</p> <p>Further embed the leadership training in the upper KS2 curriculum.</p> <p>Termly challenge programme to be integrated with Healthy Living Journals and launched in the Autumn term, subject to Covid-19 compliance arrangements.</p> <p>Identify inactive 15% and triangulate with wider activity data. Target pupils who are generally inactive.</p> <p>Midday supervisors to receive training on Active Playtimes as part of TA development sessions.</p> <p>Highlighted actions were impacted by the Covid-19 pandemic and will be carried over to 2020/21.</p>	

To develop targeted programmes to increase physical activity amongst inactive groups	<ul style="list-style-type: none"> Gather information to identify which children are active through extra-curricular programmes and activities outside of school Triangulate data with teacher feedback and playground observations Identify inactive children and begin to track activity for this group Liaise with VP to arrange an opportunity for school council to do some research into what might encourage children to be more physically active. Use the information to plan targeted programmes Provide CPD to train staff to deliver forest school programme across whole school (2 year programme) 	<p>£1500</p> <p>£1015</p> <p>£925</p>	Objective due to be addressed in terms 5&6 but was not actioned due to the Covid-19 pandemic.	Objective, actions and funding to be carried over to next year's plan.
--	---	---------------------------------------	---	--

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement Percentage of total allocation:

%

0

Intent	Implementation	Impact	Sustainability and suggested next steps:
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?:

To develop the PE curriculum to include the explicit teaching of Physical / Cognitive and Socio-Emotional skills	<ul style="list-style-type: none"> Create a document detailing the progression of skills across the three strands Ensure that unit overviews detail the learning across the three strands Ensure that all lesson plans include development of skills relating to the three strands Introduce an assessment framework that enables teachers to track and progress across the three strands Develop links between social / emotional learning and the wider curriculum , particularly PSHE 		<p>Skills progression documents are in place for each of the three strands. Scheme of work has been developed from the progression documents and details learning in each unit across the strands. All lesson plans incorporate the three strands and related assessment foci.</p> <p>Staff across the school are teaching from plans in which the three strands are embedded.</p> <p>Pupils are beginning to understand that learning in PE can extend beyond the physical.</p> <p>Pupils have enhanced opportunities to develop and transfer skills such as problem solving, resilience, communication and collaboration.</p>	<p>Develop closer links with the newly purchased PSHE scheme.</p> <p>Assess impact of cognitive and socio-emotional skill development in other areas of the curriculum.</p> <p>Develop approaches to facilitate the transference of skills.</p> <p>Ensure that all staff understand progression documents and how they relate to the new scheme of work.</p> <p>Highlighted actions were impacted by the Covid-19 pandemic and will be carried over to 2020/21</p>
--	---	--	---	--

<p>To integrate PESSPA into the wider development of health, wellbeing and mental health across the school.</p>	<ul style="list-style-type: none"> • Carry out a whole school wellbeing screening using the Edukit resource • Use the results of the screening to create a development plan for the remainder of this academic year / next • Develop links between PE and PSHE to support children to understand the relationship between physical activity and physical and mental wellbeing • Adapt the PE curriculum to include explicit teaching of key health related principles • Incorporate BEAM sessions into EYFS physical education programme • Introduce interventions and support for children with poor fine and gross motor skills • Link physical activity to the Zones of Regulation programme so that children understand how motor activity can help them to self-regulate • Introduce 'Fit 'n' Healthy' sessions within the curriculum to support children to understand the link between PA, mental health and wellbeing 		<p>Three teachers trained to deliver sensory circuits and BEAM. BEAM is now an integral part of the EYFS curriculum. Sensory circuits and fine motor interventions now in place to support pupils with motor difficulties. Many of these pupils making good progress.</p> <p>Curriculum map includes a Fit 'n' Healthy unit in each year group and opportunities for the explicit teaching of health-related principles. Units were not taught this year due to school closure.</p> <p>Only 10% of pupils do not think that they school helps them to be fit and healthy.</p> <p>Edukit resource was re-launched as a paid for tool so screening postponed to allow for the evaluation of other potential tools. ZoR introduced whole school.</p>	<p>Identify appropriate wellbeing screener and use the results to plan for the use of the PE Premium in 2020/21 linked to a Recovery curriculum.</p> <p>Continue to develop links to PSHE and ZoR.</p> <p>Teach and review new Fit 'n' Healthy Units.</p> <p>Highlighted actions were impacted by the Covid-19 pandemic and will be carried over to 2020/21</p>
<p>To increase parental engagement and the use of parental voice to develop PESSPA within the school</p>	<ul style="list-style-type: none"> • Introduce a bi-annual newsletter for parents, updating them on what has been happening in PESSPA and incorporating feedback from the children • Develop the PE section of the school website to highlight key activities and links with the wider curriculum • Introduce the use of Healthy Living Journals (HLJs) from Year 1 to Year 6 • Develop the role of the school council within the planning and development of PESSPA across the school • Develop the role of PE monitors in promoting and supporting PESSPA across the school 		<p>Healthy Living Journals were introduced, providing children with an opportunity to reflect on their learning in PE.</p> <p>Most actions due to take place in terms 4-6 and therefore impacted by Covid-19.</p>	<p>Actions will be rolled over to the 2020/21 academic year</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	55.2
<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>To ensure that all staff are confident to lead high quality PE lessons</p>	<ul style="list-style-type: none"> Audit of current KSU and confidence to assess priority areas Plan CPD and curriculum delivery to support development of individual staff members Implement programme of team teaching to address areas of development for staff Provide opportunities for observation and feedback, amend support plans as necessary Develop Scheme of Work providing all key information that teachers need for high quality planning End of year audit to assess impact of support and identify any target areas for the coming academic year Review and update the PE policy to ensure clear guidance and support for staff 		<p>New scheme of work in place for Year A.</p> <p>4 new activity areas incorporated and staff supported to develop knowledge of the these.</p> <p>All class teachers have received ongoing support linked to the new scheme of work and activity areas within it. Focus of support was increasing subject knowledge and using the new SoW.</p> <p>Staff audits show that confidence in all areas of KSU has increased, but further support is required in some areas.</p> <p>15% of pupils do not enjoy their PE lessons 25% of pupils do not feel successful in their PE lessons 30% of pupils do not think their PE lessons are interesting</p>	<p>Team teaching to continue in 2020/21 with a greater focus on less experienced teachers and specific activity areas eg: dance and gym. Focus this year will be on differentiation, inclusion and assessment with the aim of improving pupil engagement and enjoyment.</p> <p>Highlighted actions were impacted by the Covid-19 pandemic and will be carried over to 2020/21</p>
<p>To develop a detailed planning and assessment framework to support high quality TLA in PE</p>	<ul style="list-style-type: none"> Review the curriculum map for PE and develop to ensure that PE is integrated with the wider school curriculum, priorities and values Develop the skills progression to provide more detailed guidance on progression across the three key strands Create a cohesive two-year cycle of units ensuring progression, opportunities for mastery and transference. Include safe practice, teaching safety and assessment Develop individual lesson plans for each unit Review lesson plans and units following teaching and amend as appropriate Ensure all planning is available on the staff shared drive for future years. Provide a bank of supporting resources to supplement the scheme of work 		<p>Staff audits show that there has been an increase in confidence associated with the teaching of PE lessons, although this still needs further work, particularly in the areas of dance and gym and inclusion and assessment.</p> <p>Some pupils have found it difficult to understand the breadth of activities included in the 'PE' map. This is partially due to the previous narrow diet of activity. Almost all pupils have enjoyed the opportunity to take part in dance and gym lessons.</p> <p>15% of pupils do not enjoy their PE lessons 25% of pupils do not feel successful in their PE lessons 30% of pupils do not think their PE lessons are interesting</p>	<p>Develop planning for Year B through teaching and review process.</p> <p>Identify opportunities to enhance the core curriculum offer eg: trips / visitors / club links / competitions</p> <p>Gather supporting resources and develop visuals to support.</p> <p>Arrange staff meetings to ensure that staff understand progression and assessment arrangements.</p> <p>Build on and embed assessment processes.</p> <p>Further develop pupil understanding of what PE is.</p>

	<ul style="list-style-type: none"> Work with staff through team teaching and staff meetings, if necessary, to induct them to the new scheme of work / assessment framework and how to use it. 			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	12.1
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:
To increase the range of activity areas covered in curriculum PE lessons	<ul style="list-style-type: none"> Review curriculum map and identify opportunities to introduce new activity areas Develop resources, planning and assessment for the new activity areas and upload to the shared drive Provide team teaching opportunities to teachers, as necessary, to ensure that they are confident to deliver new curriculum areas Audit equipment and identify additional equipment needed to deliver new curriculum activities. Evaluate pupil views on the range of activities available. Are there more activities that they would like to do? 	£2038	<p>Fit 'n' Healthy, OAA, dance and gym have been added to the activity areas covered. Further activity areas are offered within the units on physical activity.</p> <p>Pupil feedback has been very positive, with many particularly enjoying the opportunity to take part in gym lessons and use the apparatus. Children's perceptions of PE have changed and they now recognise a wider range of activities rather than having a games based perception.</p>	<p>New activity areas require further embedding.</p> <p>Explore opportunities to further enhance the range of activities on offer through extra-curricular provision, linked to feedback from the school council.</p> <p>Highlighted actions were impacted by the Covid-19 pandemic and will be carried over to 2020/21</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	9.4
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:
To ensure that all pupils have the opportunity to take part in at least one inter school competition each academic year	<ul style="list-style-type: none"> Review the opportunities currently available for children to take part in inter school competition Identify target groups Ensure there is an accurate system for recording participation in competition across the school Liaise with local collaborative school to develop opportunities for children in KS1 to take part in competition eg: Mini – Olympics / Multiskills festival Explore additional opportunities to take part in competition within the local area 	£500	<p>90% of Year 5/6 pupils took part in an inter school competition this year, including football, netball and hockey competitions.</p> <p>50% of Year 3 / 4 pupils had an opportunity to take part in a hockey competition.</p> <p>32% of pupils took part in a cross country competition.</p> <p>Years 4-6 were due to attend a triathlon in the summer term. This was cancelled due to Covid-19.</p>	<p>Highlighted actions were impacted by the Covid-19 pandemic and will be carried over to 2020/21.</p> <p>Participation information will be used to identify target groups and plan an inclusive inter-school competition programme for the coming year.</p> <p>KS1 mini-olympics did not take place due to Covid-19 but is being planned for next academic year.</p> <p>Target for next year: 100%</p>
To ensure that all pupils have the opportunity to take part in at least three intra school competitions each academic year	<ul style="list-style-type: none"> Introduce intra competitions into PE lessons as part of an approach to end of unit assessments, where appropriate Devise and introduce a virtual competition for each key stage linked to the development of key skills Liaise with class teachers / SLT to promote competitions and maintain interest Develop a competition overview for next academic year, to include inter and intra competition 	£100	<p>Most pupils took part in two intra school competitions this year. Completion of this objective was impacted by Covid-19.</p> <p>Year 5 /6 pupils took part in an intra school competition during each of their games units.</p> <p>All pupils took part in the Sports Relief Playground Challenges and were also challenged to run to Penzance They exceeded the total numbers of mile required by 150.</p> <p>As a consequence, teachers have been proactive in taking their classes out to run a mile around the playground and pupils have been enthusiastic about taking part.</p> <p>54% of pupils took part in the Virtual Sports Day event which was held during the period of partial school closure. This was linked to the key skills which will form part of the pupils skills assessment in the HLJs.</p>	<p>Highlighted actions were impacted by the Covid-19 pandemic and will be carried over to 2020/21.</p> <p>Scheme of work will include identified competitions linked to key assessment criteria.</p> <p>Target for next year: 100%</p>

Signed off by

Head Teacher:	Paul Ryan
Date:	
Subject Leader:	Sharon Denney
Date:	
Governor:	
Date:	