



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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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 2019:	Areas for further improvement and baseline evidence of need:
<p>10 min run three times a week. Variety of sports coaches in school. Children have joined out of school sports clubs because of opportunities in school. Lunch time sports coach Garmins for the KS2 children to measure their activity. Sports Games award for participation this year. Sports Games award for virtual participation.</p>	<p>Need to make more use of the school grounds and community spaces. Looking to develop the playground with fitness equipment and build an orienteering course so that the school and community can use it.</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>	100%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	50%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<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>	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: £ 16,420		Date Updated: 16 th July 2020	
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: 11.8%
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?:
Develop an enjoyment of as many different sports as possible. That physical activity in school assists all aspects of the child. That developing physical wellbeing helps mental wellbeing of children Use the time effectively to enhance physical activity.		Sports coach in at lunchtimes to assist the children in developing physical and mental wellbeing skills. Garmins used to measure the activity of the children in KS2.		£1950	Pupils were initially reluctant to engage. Eventually the children enjoy basketball. Many of our children have joined basketball clubs outside of school. Children are happier and better behaved at lunch time. Children have been competitive with the Garmins and measuring activity.
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>Increase in critical thinking and questioning.</p> <p>Develop independence and teamwork.</p> <p>Develop physical and mental wellbeing.</p>	<p>Link PE skills across all areas of the school curriculum – through critical thinking.</p> <p>10 min run three times a week.</p> <p>Sports teams.</p> <p>Recognition and rewards for the children who participate in school sports activities – intra school and inter school.</p> <p>Critical thinking and team building skills with KS1.</p> <p>Establish a link with Active Lancs</p>	<p>See PSP below.</p>	<p>The ten minute run has increased concentration efforts in the afternoon after the run.</p> <p>Children have been able to apply skills from critical thinking to PE and from PE to other subjects.</p> <p>TA has implemented after school club, which has benefited the children.</p>	<p>Keep the ten-minute run.</p> <p>Keep the rewards and rise the importance of healthy living to improve the whole child.</p> <p>TA to continue with after school club.</p> <p>Develop the link with Active Lancs.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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?:	Sustainability and suggested next steps:
Teachers should be able to deliver PE lessons in a confident and competent manner. Teachers/TA to feel confident in the assessment of children in PE skills and knowledge	Teachers and TA to shadow sport coaches whilst delivering the lessons. Teachers and TA to access the online resources for the lessons and be confident with the assessment of children. TA to lead after school club.	£4334	Teachers and TA can deliver PE to a good standard. Deliver more than one PE session a week with confidence. Assessment has been carried out thoroughly. TA has successfully lead a KS1 sport club.	Continue with the training from the coaches. More relevant equipment to be procured.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				8.7%
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:
Additional achievements: Children to experience a variety of sports coached by competent leaders. Children to appreciate transferable skills from one physical activity to another. Physical activity can keep your mind and body healthy. Get the families involved to support.	Coaches from a variety of sports to be in school and coach all children. Implement after school clubs for	£1438	Even though it's been a shorter school year we have still had a variety of sports coaches in school. We have also been involved with local cycling incentives that children have taken advantage of – free bike hire because of the buy in to the local Sports Partnership.	Continue with the Sports Partnership.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5.1%
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:
That all children have an opportunity to participate in competitive sport intra school and inter school competition. Families needed to support.	During Covid we have participated in virtual Pendle Schools and Lancs Games competitions. Which included families – cycling routes and running routes given to parents. Participated in inter schools, football, netball, athletics. Ten minute run completed three times a week. Garmins for the children to measure their activity and to compete against each other. KS2	£840 See also PSP funding above	Achieved the School Games Virtual Award 2020. School has participated successfully in interschool activities. Children are keen to beat their own number of laps and also other children across school with the 10 min run. Most participation for a small school from parents and children in the virtual activities.	Running track painted around school. Prizes for the children with the most steps. Continue with the PSP buy in.

Signed off by	
Head Teacher:	
Date:	16 th July 2020
Subject Leader:	Mark Whittaker
Date:	16 th July 2020
Governor:	

Date:	
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