

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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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:
<ul style="list-style-type: none"> *Gold award retained for School Games Mark *over 260 'team/individual' places for children in Foundation, KS1 and KS2 to participate in 14 competitions and events *Tag Rugby runners up in Year 5/6 competition *Kirby Shield Year 5/6 football joint winners (Covid-19 stopped) *Rose Bowl Year 4/5 football quarter-finalists (Covid-19 stopped) *4 Bronze Ambassadors received specialist training *Bronze Ambassadors helped as leaders at the dodgeball competition *32 Year 5 children trained as Play Coaches *Headteacher on sports board for NWLSSP *21 staff have led after school sports clubs and/or supported children at events *Spirit of the Games award for: <ul style="list-style-type: none"> Years 5/6 Tag Rugby Years 5/6 Dodgeball Development Festival Years 3/6 Boccia 	<ul style="list-style-type: none"> *Retain Gold standard for School Games Mark *Ensure that at least 2 teams participate in all SSP events entered *Provide opportunities for more staff to be involved with club provision and event support *Ensure that the newsletter always has a sports/PE section to promote participation and celebrate success, including children's match reports *All classes have and use their iPad effectively to record sports achievements on website and social media where appropriate *iPad used by children and teachers to reflect on performance in lessons and provide opportunity for self-evaluation *Train and support Bronze Ambassadors and Play Coaches to provide sports/activity provision for children across all key stages *Children have opportunities to lead activities in PE lessons and club sessions *Identify and encourage non-active children to participate in sports clubs, activities and competitions *Records of participants of sports activities in Woody's club held and updated *Links with additional external sports clubs established and maintained

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.	83%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	83%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	83%
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: £17,850		Date Updated: 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:
					%
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 class have 2 hours curriculum PE every week: one lesson indoors, one outdoors where possible *Access to sports and games at lunchtime provided through 'Happy lunchtimes' activities - supervised sessions to ensure all children have opportunities to enjoy being active every day *Bronze Ambassadors given the opportunity to lead sports sessions for all year groups across both Key Stages at lunchtimes *Year 5 Play Coaches given the opportunity to support Key Stage One children with games and physical activities at break/ lunchtime	*2 hours of curriculum PE timetabled each week for all classes, including indoor and outdoor activities *Ensure that lunchtime supervisors are trained and able to confidently deliver a range of activities *Ensure that a programme of varied activities is timetabled for each day with the provision of appropriate resources and facilities *Ensure that Bronze Ambassadors have a timetable of activities and appropriate resources *Ensure that Play Coaches have resources and support to run their sessions effectively	*free BA training and transport *Bikeability £0 *Hood Park swimming teachers/pool hire £2065.20 *Bus costs for swimming £1425.00 Sports Equipment £574.85	*Lunchtime supervisors trained and confident to lead either specific or varied activities *All children were able to access an activity of their choices every lunchtime (football, rounders, dodgeball, skipping, etc) *Bronze Ambassadors provided a selection of sports activities and games throughout the year (football, tag games, etc) *Bronze Ambassadors helped to run and officiate at the dodgeball Level 2 festival *Play leaders supported children in KS1 to enjoy a variety of physical activities	Provision will be Covid-19 dependent *Maintain training and support for lunchtime supervisors to provide activities *Ensure that new Bronze Ambassadors and Year 5 Play Coaches are trained and supported to provide a range of sports/activities at break and lunch times for all year groups *Maintain/return to level of swimming provision for all year groups as soon as possible *Provide children with opportunities to volunteer in PE lessons and at clubs	

<p>*Bikeability safety training for Year 5</p> <p>*All year groups have a 6-week block of swimming lessons</p> <p>*Purchase a range of sports equipment to ensure adequate provision for lessons, clubs and lunch times</p> <p>*Forest School activity sessions for all classes – 5/6 week block per year</p> <p>*Sports events and festivals entered to provide opportunities for competition with other schools and children</p> <p>*External sports coaches/clubs invited to school to introduce ‘new’ sports to all children - judo</p>	<p>*All children in Year 5 have the opportunity to learn about and practise road safety</p> <p>*Ensure that swimming sessions are staffed and planned to provide effective teaching for all levels of swimming ability</p> <p>*Programme Forest School sessions into the classes curriculum and PE timetables to ensure equal and appropriate opportunities for all children to develop physical and problems solving skills in an outdoor learning environment</p> <p>*Enter a range of sporting events and festivals – NWLSSP and Unity led and delivered</p> <p>Local judo club coach in to lead whole class introduction sessions for every year group</p>		<p>*12 children attended Bikeability with all passing Levels 1 and 2</p> <p>*Children in years 1, 2, 4 and 6 had 6 weeks of swimming lessons (years 3 & 5 limited sessions – Covid-19)</p> <p>*Majority of classes used Forest School sessions to provide active learning in an outdoor environment (Covid-19 disrupted other provision)</p> <p>*Children across both Key Stages took part/competed in a range of festivals and competitions (Spring and Summer events disrupted by Covid-19)</p> <p>*Every child provided with opportunity to experience a new sport and given links to external clubs</p>	<p>*Programme and timetable for activities set for next academic year</p> <p>*Bikeability to be booked for Autumn/Spring term</p> <p>*Opportunities sought and agreed to have external specialist sports coaches in to provide introductory and inspirational sessions for all year groups</p>
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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>*PE noticeboard to show when clubs are running and to celebrate success of school teams and individuals</p> <p>*PE/sports news shared on the School's fortnightly newsletter</p> <p>* PE/sports news shared on the School's internal television monitors</p> <p>*Sports success, both for and out of school, celebrated in assemblies</p> <p>*iPads are used to take and share photos of children in action</p> <p>*Children have the opportunity to train as sports leaders and to lead activities in PE lessons and clubs</p> <p>*School Games Championships held for all children - events run by Year 5 Sports Coaches</p> <p>*End of year sports day – specialist events for KS1 & KS2 for inclusivity</p> <p>*Active travel promoted to all years</p>	<p>*Keep noticeboard up-to-date with relevant information, photos, etc displayed throughout the year</p> <p>*Ensure that all sports activities are covered in newsletters</p> <p>*Keep a record of children who are celebrated in assembly for external activities</p> <p>*Give children the opportunity to write match/event reports</p> <p>*Ensure Year 5 children have the training and opportunity to lead events and/or teams in the SGC</p> <p>*Ensure Bronze Ambassadors and Play Coaches have the training and opportunity to lead events and/or teams in the School's sports day</p> <p>*Assemblies and school council lead talks on ways to promote active travel to school – walking, cycling, scootering</p>	n/a	<p>*Children knew which clubs were available and when so attendance was good at all of them</p> <p>*Participants and others in school can see evidence of success on the noticeboard, in newsletters, on the TV monitors and in assemblies</p> <p>*Children reported their self-esteem was boosted by sporting success</p> <p>*Children competed in competitive inter school sports</p> <p>*Children led sports competitions</p> <p>*Children were inspired by 'role model' older pupils to participate and some now have ambition to lead in the future</p> <p>*Proposed survey to find out how many children walked, cycled or rode a scooter to school was cancelled due to Covid-19</p>	<p>*Noticeboard is up-to-date with club news and photos</p> <p>*Newsletters report on and promote participation/success at competitions and events and include match reports</p> <p>*TV monitors show current events and successes</p> <p>*iPads are used effectively to update website and social media where appropriate to promote participation/success at competitions and events</p> <p>*iPads are used by children and teachers to reflect on performance in lessons and provide opportunity for self-evaluation</p> <p>*Sports success is celebrated in assemblies</p> <p>*Children have greater skills & confidence when competing in and leading sports events</p>

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:
<p>*3 PLT training sessions with SSP per year</p> <p>*3 PE training sessions led by SSP in staff training sessions</p> <p>*SSP coach provides specialist coaching for all classes and teachers/TAs for 2 half-term blocks of lessons over the academic year</p> <p>*SSP coach provides specialist coaching in extra-curricular clubs</p> <p>*PE lessons are well planned and effective to ensure all children have the opportunity to advance their skills</p> <p>*A wider range of lessons and skills are taught as teacher skills and confidence enables them to teach more sports/skills</p>	<p>*CPD and coach support for all staff throughout the year from SSP</p> <p>*3 PE training sessions for staff are programmed in (one per term) to focus on skills required to teach/coach for specific events</p> <p>*Children receive specialist coaching and teachers/TA receive CPD coaching and support across different sports/activities in PE lessons and extra-curricular club sessions</p> <p>*Lesson plans are shared between SSP coach, teachers and TAs to support provision and skill development for all</p> <p>*Resources and equipment are available to borrow from the SSP to support a wider range of activities</p>	£6415.00	<p>*PLT accessed and passed on new information and skills to all staff</p> <p>*Staff feel more confident when teaching a range of skills, sports and lessons as a result of receiving high quality CPD</p> <p>*Children enjoyed the opportunities to experience high quality coaching in PE lessons and extra-curricular club sessions</p>	<p>*maintain level of coaching CDP support from SSP next year</p> <p>*3 x sports/games specific CPD training sessions timetabled in and provided by SSP</p> <p>*Timetable extra-curricular club sessions to prepare for competition opportunities and participation</p>

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:
<p>*Additional achievements: Children have the opportunities to experience new and a broader range of activities, eg: Multi-skills festivals (KS1) Multi-sports festivals (KS1) Boccia New Age Kurling Sports Hall Athletics</p> <p>*Introductory Judo session is provided for children in each year group and external club promoted through the distribution of leaflets</p> <p>*A range of extra-curricular clubs are timetabled and promoted to encourage active participation across both Key Stages and all ability ranges</p>	<p>*Children in all year groups have the opportunity to try something not usually provided in PE</p> <p>*Children experience high quality, specialist teaching</p> <p>*Lessons with specialist coaching timetabled to accommodate all classes throughout the year</p> <p>*Timetable and posters produced to promote a variety of sports clubs, including those with the potential for competing against other schools in matches and festivals</p>	Travel costs £800	<p>*All children had the opportunities to experience new sports in both PE lessons and extra-curricular clubs</p> <p>*Activities were chosen to suit a wide range of abilities, including for those with physical disabilities</p> <p>*Children offered the opportunity and encouraged to join external sports clubs to pursue participation</p> <p>*Children were given the opportunity to lead and volunteer help with sports provision for others in school – some Year 5/6 children helped with coaching football, netball and cross country to younger children</p>	<p>*Children with a range of abilities are given the opportunity to participate and compete in different activities</p> <p>*Previously non-active children provided with the opportunities and encouragement to participate</p> <p>*Bronze Ambassadors to run Level 1 competitions based on new/different sports that are inclusive for all abilities</p> <p>*All children offered the chance to lead skills or volunteer to support others in PE lessons and club sessions</p> <p>*Provision of intra and interschool virtual events and competitions to counteract the impact of Covid-19</p>

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:
<p>Children had the opportunity to compete in:</p> <p>Football - Rose Bowl and Kirby Shield competitions (KS2) Girls Football (KS2) Tag rugby (KS2) Dodgeball (KS2) Multi-skills festival (KS1) Multi-sports festival (KS1) Basketball (KS2) Gymnastics (KS2) Swimming gala (KS2) Sports Hall athletics (KS2) Boccia (KS2) New Age Kurling (KS2) Cross Country races (FS, KS1 & 2)</p> <p>Events and competitions entered but cancelled due to Covid-19: Completion of Kirby Shield and Rose Bowl football, Girls' football, Years 3/4 Tag Rugby Festival, Quick Sticks hockey, Orienteering, Girls' cricket, Mixed cricket, Area Athletics, Unity swimming gala, School sports day</p>	<p>*Competitions are entered and teams selected</p> <p>*Children receive pre-event training and coaching</p> <p>*Children experience appropriate level competition, learning how to win and lose in a sporting manner</p> <p>*Participation and success is celebrated in assemblies</p> <p>*Match reports written and shared in newsletters, assemblies and on TV monitors and noticeboard</p>	<p>Travel costs (see above in section 4)</p>	<p>*Over 260 team/individual places were provided across a range of 14 sports and activities</p> <p>*Children across all key stages attended sports competitions and events both in and out of curriculum time</p> <p>*Medal success: Basketball Year 5/6 – Level 2 runners-up Tag Rugby - Year 5/6 runners up Kirby Shield Yr 5/6 football – joint winners Boccia - runners up in section Won 3 Spirit of the Games Awards – Year 5/6 Tag Rugby, Year 5/6 Dodgeball Development, Year 3/6 Boccia</p>	<p>(Covid-19 dependent)</p> <p>*Ensure that at least 2 teams participate in all SSP events entered</p> <p>*Provide opportunities for more staff to be involved with club provision/event support</p> <p>*Open links with more outside clubs to widen the provision of opportunity for all children to try new or previously experienced sports</p> <p>*Ensure inclusive sports competitions are entered to provide opportunities for all abilities</p> <p>*Monitor the up-take and participation rates of non-sports children ensuring that all have the opportunity and encouragement to take part</p>

Funding Spend	
Total received:	£17,850
Spend on provision and resources:	£11,280.05
Miscellaneous spend:	Cross Country affiliation - £35.00 Club Activ 8 and subscription - £319.50 Total - £354.50
Total spent:	£11,634.55
Total remaining and carry over to 2020/21:	£6,215.45 (as a direct result of Covid-19 disruption)

Signed off by	
Head Teacher:	Patrick Mullins
Date:	27 th July 2020
Subject Leader:	Susie Williams
Date:	27 th July 2020
Governor:	Rebecca Walker (Chair) and Scott Young (PE)
Date:	27 th July 2020