

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 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> -Teachers are more confident in teaching PE due to the purchase of PE Passport and training provided. -Received the Gold School Games award. -Scooter and skateboard workshops engaged more children in physical activity. - Active maths lessons were happening on a regular basis, increasing the physical activity of children during the school day. 	<ul style="list-style-type: none"> -Training for HLTAs due to them teaching a lot of PE whilst covering NQT time/Leadership time. -We need to further expand our resources following replanning of the long term plan to ensure children have access to high quality, long lasting equipment. -Increase participation of children attending after school clubs and engaging with physical activity. <p>Due to school closures, the funding was not fully spent. Some of these foci will need to be continued when school reopen.</p>

Meeting national curriculum requirements for swimming and water safety.	16/30 due to school closures
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.	75%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	75%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	75%
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: £17640		Date Updated: 29.4.20	
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: 15%
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?:	
To engage all pupils in regular physical activity and increase opportunities for physical activity throughout the day.	Buy a 3 year subscription for Teach Active (planning and resources for active English and maths lessons for EYFS to year 6)		£2685	Pupils are taking part in more active lessons. Therefore, they are more physically active throughout the school day.	
					-As we have the resource for the next 3 years, teachers have plenty of time to explore, try different activities and create a bank of ideas for future use Next steps: monitoring of these lessons and encourage the use of them further.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 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?:	

<p>To maintain a high profile of PE throughout school through rewards for children.</p>	<p>A PE star to be chosen at the end of each PE lesson for skill, behaviour, attitude, team spirit or effort. These children to go into a draw each term to win a £5 Sports Direct voucher</p>	<p>£15</p>	<p>Children's effort and behaviour during PE lessons has increased and they are eager to be chosen as PE star. They will often talk about this during the PE lesson</p>	<p>Next steps: Continue with this next year.</p>
	<p>Stickers/certificates for PE stars and sports day to be purchased and given out.</p>	<p>£50</p>	<p>These were not ordered due to school closures.</p>	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				3%
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:
To increase y3, 4 and 6 staff (teachers and HLTAs) confidence, knowledge and skills in teaching tag rugby.	Castleford Tigers to provide 4 free sessions for years 3 and 4 (2 each) and then a weekly tag rugby lesson for year 6 during the Spring term. Class teachers and HLTA's/TA's to also be present, where possible, to develop their confidence, skills and knowledge.	£180	Years 3 and 4 pupils enjoyed their rugby sessions. Year 3 and year 4 teachers were present, as was Mrs Dawson HLTA. Pupils have a better knowledge of tag rugby and look forward to continuing this in their PE lessons. Unfortunately, year 6 only received 2 of their sessions due to school closures. Class teacher was present for one and Mrs Stacey (HLTA) was present for the other.	Teachers to use this knowledge when teaching tag rugby lessons. Next steps: Speak to Castleford Tigers about booking for next year.
To increase the skills, knowledge and confidence of ALL teachers and HLTAs	Renew PE Passport to support the planning, teaching and assessment of PE. HLTA training provided by PE lead including training sessions and lesson observations.	£399	Using the app has enabled the PE lead to produce strong progression documents for the subject. All teachers and HLTAs feel more confident in teaching PE. They use the app as a CPD tool as well as a planning tool. Following the training provided, PE lessons observed by the PE lead were of a high standard.	Teachers and HLTAs have increased knowledge, skills and confidence in teaching PE. Next steps: Renew for a further 3 years

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 75%
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:
To provide children with the opportunities to experience a broad range of sporting activities throughout the year.	Book 3 after school club sessions per week with Total Sporting Solutions. Each activity to change every half term. The activities were chosen by the sports council and included a range of activities that are not covered in PE lessons such as boxercise, circuit training and tri-golf.	£35 per hour Aut 1: £630 Aut 2: £630 Spr 1: £525 Spr 2: £420 Sum 1: £420 Sum 2: £525 Total: £3150 (Spr2-Sum2 unused due to closures. To be rolled over to next year)	Due to making the sessions free to all children, many more children are accessing the after school clubs each week. Compared to previous years, we have more than doubled the uptake of the clubs and due to filling them, we decided to change from offering 2 per week to 3 per week.	More children are taking part in activity and have been encouraged to take up these activities outside of school. -Next steps – Continue working with TSS.
	Book physical activity workshops for Summer term for all children to take part in.	£900	Children will have a broad range of experiences and be able to experience sporting activities that they don't get to try during their PE lessons. This was not done due to school closures.	Next steps: Look into this for school opening.
Ensure that the PE store and hall is well stocked with high quality equipment, including new gymnastics apparatus, to be used for the new long term plans for PE, as this now includes some areas of PE that are new to school. This will ensure that children will not have to share	Audit resources and purchase new, high quality equipment. Ensure the PE store is organised effectively and equipment is stored safely.	£250	Children will have access to high quality resources that enable them to try new sports during their PE lessons. The equipment was not purchased due to school closures and will need to be done when school	Next steps: Ensure the equipment is ordered when school reopens.

equipment and can be much more active during lessons.	Remove old apparatus in the hall and replace with two high quality sets that children can use during lessons and after school clubs.	£9000	reopens. This needs looking into when school opens.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6%
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:
To provide children with the opportunities to take part in competitive sports.	Book transport using JM Coaches for sporting events such as the Brownlee Triathlon, MAT sporting events and other competitions.	£1000	Events cancelled due to school closures.	Next steps: Ensure plenty of opportunities are provided for competitive sports events next year should social distancing allow for this.

Signed off by	
Head Teacher:	M. Reed
Date:	15.07.20
Subject Leader:	C.Cassell
Date:	29.4.20
Governor:	C. Foy - approved via e-mail
Date:	14.07.20