



# 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 **31<sup>st</sup> 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:
<ol style="list-style-type: none"> <li>1. Our KS1 and KS2 pupils have had the opportunity to participate in a wide range of activities offered in curriculum time and as after-school clubs.</li> <li>2. The profile for PE has been raised throughout the school. Sport reports and achievements are shared in assemblies. Pupils also have the opportunity to perform dance and gymnastic routine in assemblies. There are various display boards throughout the school that celebrate and promote sporting opportunities and equipping lunchtime activities with suitable resources.</li> <li>3. Success in many local competitions – boys football, girls football, girls netball and cross-country.</li> <li>4. A wider opportunity for pupils to participate in a range of Level 2 sport competitions- A, B and C team events.</li> <li>5. A sports register was established in 2018-2019 to monitor participation in extra-curricular activities and participation in level 2 competitions.</li> <li>6. A swimming register was established in 2018-2019 to monitor and target pupils with extra swimming sessions.</li> <li>7. Particular groups of pupils have been targeted with extra sporting opportunities. E.g. SEN and least active.</li> <li>8. Sports Ambassadors are used to increase the number of pupils involved in regular physical activity throughout the school day.</li> <li>9. Gold School Games mark achieved for the past 3 years.</li> </ol>	<ol style="list-style-type: none"> <li>1. CPD for staff to support them in teaching different sports confidentially. E.g. gymnastics.</li> <li>2. Further opportunities to share good practice. Opportunities for staff to observe our sports coach to ensure lessons are being taught effectively.</li> <li>3. Pupil voice to help determine what extra-curricular activities are offered after school.</li> <li>4. Sport participation register from 2018-2019 indicated additional PE and school sports opportunities need to target PP pupils.</li> </ol>

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? <b>N.B.</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.	67%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	68%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	67%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes

## 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: £19570		Date Updated: 28 <sup>th</sup> July 2020	
<p><b>Key indicator 1:</b> 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>					<p>Percentage of total allocation: £14,840 76%</p>
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?:	
All pupils engaged in high quality physical exercise - Sports provision provided by a specialist coach	<p>Compile whole school PE timetables for indoor and outdoor provision.</p> <p>Deploy Sports Coaches across the school from F2 to Y6.</p> <p>Use all outside areas to encourage and engage the pupils in physical activities e.g. woodland area.</p>		£13,500	<p>Pupils experience a wealth of physical exercise throughout the school day.</p> <p>Pupils are encouraged to stay active in different parts of the outside areas.</p>	
Provision for our PP pupils including additional active sessions about healthy lifestyles and exercise	PP pupils will be included in extra PE sessions run by the sports coach on a Friday afternoon (Autumn 1 and Spring 2). In addition to this, they will be targeted to compete in School Game events.		£180	PP pupils are more engaged in PE sessions and have had the opportunity to participate in alternative sports, for example, glow in the dark dodgeball, and laser tag.	
Gifted and talented support for gifted pupils within KS2.	KS2 gifted and talented pupils identified and provided with additional sessions to		£180	Gifted and talented pupils have participated in various sports	

<p>Funfit provision for identified groups of our SEN pupils to improve their gross motor control</p>	<p>nurture their specific talents (Spring 1)</p> <p>Sessions for identified pupils with SEN – Funfit (run by TAs) and an extra PE lesson with the sports coach on a Friday afternoon (Spring 1).</p>	<p>£800 + £180</p>	<p>that have helped them to develop the different components of fitness.</p> <p>SEN children have had further opportunity to participate in sports. By the end of the sessions, all the children had increased from their starting point.</p>	<p>Identify pupils in early Autumn 1 to start this intervention.</p>
<p>Sport opportunities during break and lunchtime run by the sports coach and Sports Ambassadors</p>	<p>A sports timetable for break time and lunchtime that is displayed on the sports display. Pupils have the opportunity to access these clubs.</p> <p>Sports Ambassadors take on a leadership role by running clubs for different year groups.</p>	<p>Covered by costs stated above.</p>	<p>More children have had the opportunity to access clubs at lunchtime.</p>	<p>Train the new Year 6 pupils. This would usually have been started in Summer 2; however, due to Covid 19, this has not been carried out.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				£1,000 5%
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:
Continue to embed the Year 6 pupils Sports Ambassadors Programme. Year 6 pupils will attend the Sports Ambassador training led by the SGO. This will develop their leadership skills and help to raise the profile of lunchtime sports at school.	<p>Pupils to attend courses ran throughout the year. They will also attend level 2 competitions where they will take on a leadership role in the event.</p> <p>Sports Ambassadors to arrange and run lunch time clubs for the younger pupils. They will also run more intra-school competitions during lunch times. Sports Ambassadors to input level 1 event data on the School Games website and keep this updated throughout the year. (PE coach to support Sports Ambassadors in their role).</p>	<p>Money has been allocated through the Sports Partnership</p> <p>£1,000</p>	<p>Pupils can talk positively about their leadership role in school. They are able to share successes about the events they have arranged and led. Pupils are able to transfer their leadership skills into PE lessons.</p>	<p>Sports Ambassadors will continue next year. Year 5 pupils will be identified and they will be able to shadow the current Sports Ambassadors.</p>
Work on achieving the Gold School Games Award.	Ensure all criteria is being worked on throughout the year. All PE subject staff are aware of the criteria and will help to implement this in school.	Costs stated already in this document.	Pupils have had access to high quality PE lesson, physical activity opportunities and school sports.	Next year we will aim to achieve the Platinum School Games Award

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:	
				£1750 9%	
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?:	
A new 2 year cycle has been introduced in PE. This ensures different types of sports are being taught throughout the year.	PE subject leader to speak to Key Stage leaders and agree on a 2 year cycle for each year group.		£400	Pupils have had the opportunity to access a wide range of sports. The skills taught in each year group are progressive.	
Staff have increased knowledge, skills, understanding and confidence to deliver outstanding PE and Sport lessons. This will result in greater opportunities and enhanced quality of teaching and learning for pupils.	<p>Staff audit focusing on teacher's confidence and knowledge when teaching PE lessons.</p> <p>Following the audit, implement targeted CPD support involving team teaching with the PE coach.</p> <p>PE coach will share lesson plans and progression skills for each sport with the teachers.</p>		£600	<p>Follow up questionnaire was given to the staff to measure the impact of the team teaching sessions. Teachers are more confident about teaching PE.</p> <p>Staff are able to implement what they have learnt from the sessions into future PE lessons. Lesson plans and progression of skills documents can be used to aid teachers' knowledge and understanding of taught concepts.</p>	
PE subject lead to have an up-to-date knowledge and understanding of PE.	<p>PE lead to ensure the school has full membership with the Ashfield Sports Partnership</p> <ul style="list-style-type: none"> <li>- Increased knowledge and support with using the School Games website.</li> <li>- Termly meetings with the Sports Partnership, which are attended by PE subject lead and the cover supervisor.</li> </ul>		£750	<p>Staff have increased their subject knowledge in respect of the PE curriculum.</p> <ul style="list-style-type: none"> <li>- Share good practices</li> <li>- Up-to-date knowledge of the curriculum</li> <li>- Assessment frameworks</li> </ul>	
				Sustainability and suggested next steps:	
				The new 2 year cycle will continue to be implemented next year.	
				Carry out the same process with the KS1 staff. Due to time and resources, this process could only be carried out with KS2 staff.	
				Maintain this positive relationship with the Sports Partnership.	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £1562 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?:	Sustainability and suggested next steps:
Pupils to have access to sporting equipment that we do not currently have in school.	Make enquiries with the local secondary school to look at 'borrowing' equipment e.g. rowing machines.	£25	Pupils were able to participate in rowing and wheelchair basketball in school time.	Consider what other factors are preventing the pupils from participating in a range of sports. E.g. limited spaces, limited equipment, and what can be done to facilitate participation.
Pupils to be involved in deciding the extra-curricular sports we have on offer.	The Sports Ambassadors to survey pupils to find out what sports they would like to be on offer for extra-curricular activities.	£180	Pupil voice has helped to direct the after-school sports that we offer. There has been an increase in the amount of pupils attending after-school clubs. Pupils are more engaged with the extra-curricular activities.	Carry this practice forward into next year.
Sports register to be regularly updated	PE lead to train a member of the office staff to support with keeping the register up-to-date. PE lead and KJ to use this to inform which pupils are selected for level 2 competitions. The register will help to inform which extra-curricular activities have been the most successful in terms of participation, with a view of running these again.	£100	Pupil's participation can be monitored. Thus, more pupils can be targeted to access extra-curriculum sporting activities.	
Work with local clubs to allow pupils to experience a range of sporting	Notts County FITC to work with Year 5 pupils – Primary Goals project.	Funded by Notts County	Notts County provided specialised knowledge that allowed pupils to	PE lead has arranged for Notts County to come back to our

<p>opportunities.</p> <p>Increase the provision for swimming</p>	<p>Working with the leisure centre, the pupils' swimming lessons will increase from 30 minutes to 45 minutes.</p> <p>Swimming register will help to target non-swimmers in Year 5 and Year 6 and provide further opportunities for these pupils to learn to swim</p>	<p>FITC</p> <p>£1,257</p>	<p>learn how to control their emotions and behaviour during PE lessons. This resulted in fewer pupils being removed from PE lessons. Staff also observed these lessons as a CPD opportunity.</p> <p>Pupils have had longer swimming sessions. More pupils have moved up groups, than in previous years.</p> <p>Due to Covid 19, we were unable to take the Year 5 and Year 6 pupils swimming. These children will be targeted in 2020-2021.</p>	<p>school for 2020-2021 (fully funded project).</p> <p>Continue to provide 45 minute swimming lessons to allow pupils plenty of opportunity to learn how to swim.</p> <p>Speak to School Swimming to see if we are able to get an extra session for 2020-2021.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£1050 5%
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:
Increase the participation of KS1 pupils in School Games events.	Speak to SGO to see what opportunities there are for KS1 pupils.	£960 (total cost for a TA to take the pupils to School Games events)	More KS1 pupils have had the opportunity to participate in level 2 sporting competitions.	Continue to enter KS1 events next year.
To participate in different competitions to those already established	Speak to SGO and fellow PE subject leaders at SG meetings to look for further opportunities to participate in different competitions e.g. Change for Life festivals.		Pupils have had further opportunities to participate in level 2 sporting competitions. For example, pupils were entered into a personal challenges competition and more pupils were entered into a table tennis competition (A, B and C teams)	Continue to enter into new sporting competitions next year.
Affiliation into local sporting associations. E.g. Football and netball	Affiliation with the Kirkby and Ashfield Football Association  NM/TV to attend regular Kirkby in Ashfield FA football meetings  Affiliation with the Kirkby and Ashfield Netball Association. ES/LP to attend the district netball meetings to arrange fixtures and discuss changes to the competitions.		£50          £40	Pupils have had the opportunity to compete against others of similar ability.

Signed off by	
Head Teacher:	S BARRATT
Date:	28/7/2020
Subject Leader:	N MURRAY
Date:	20/7/2020
Governor:	J BREEDON
Date:	28/7/2020