

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

Commissioned by

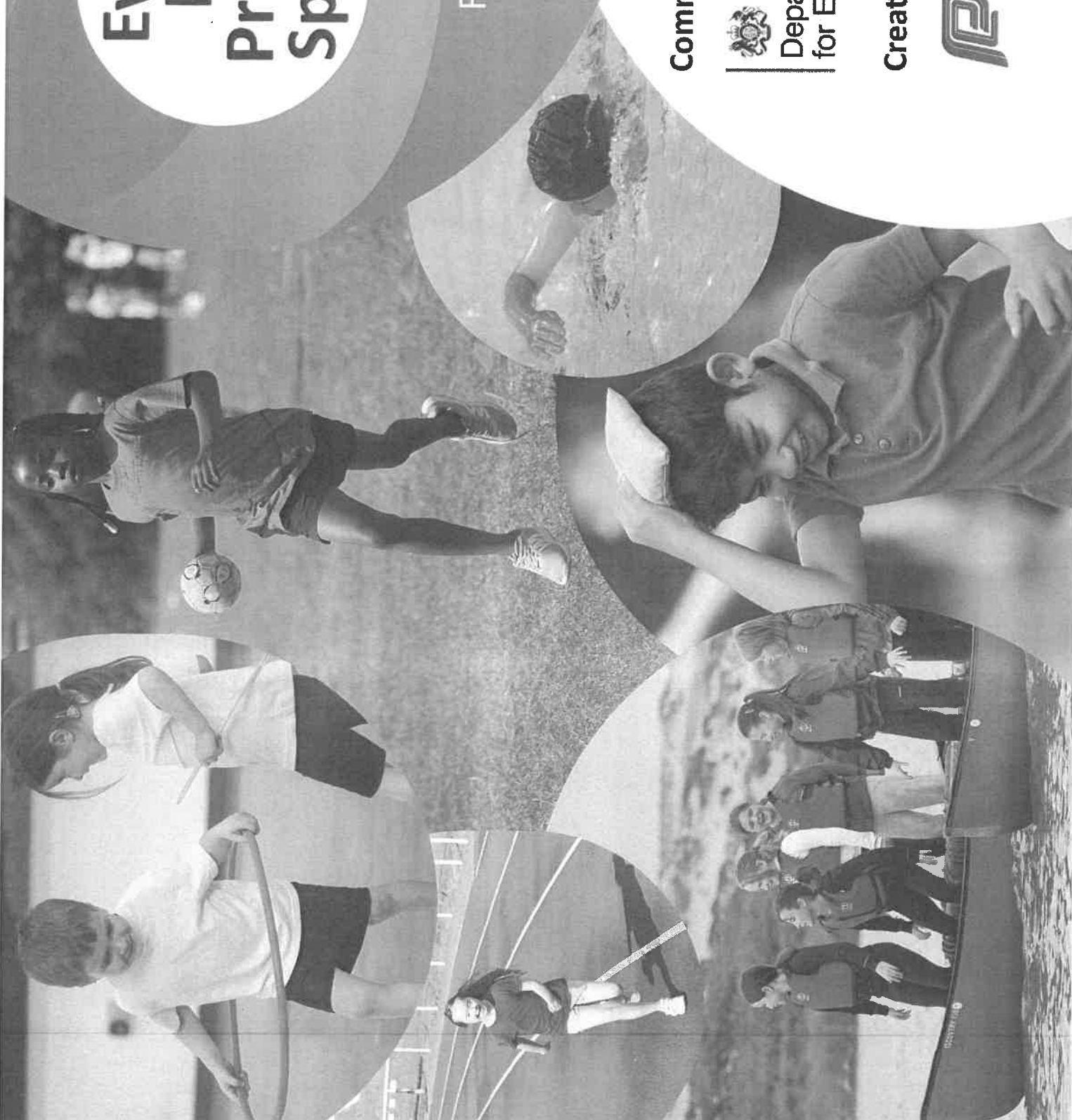


Department  
for Education

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:

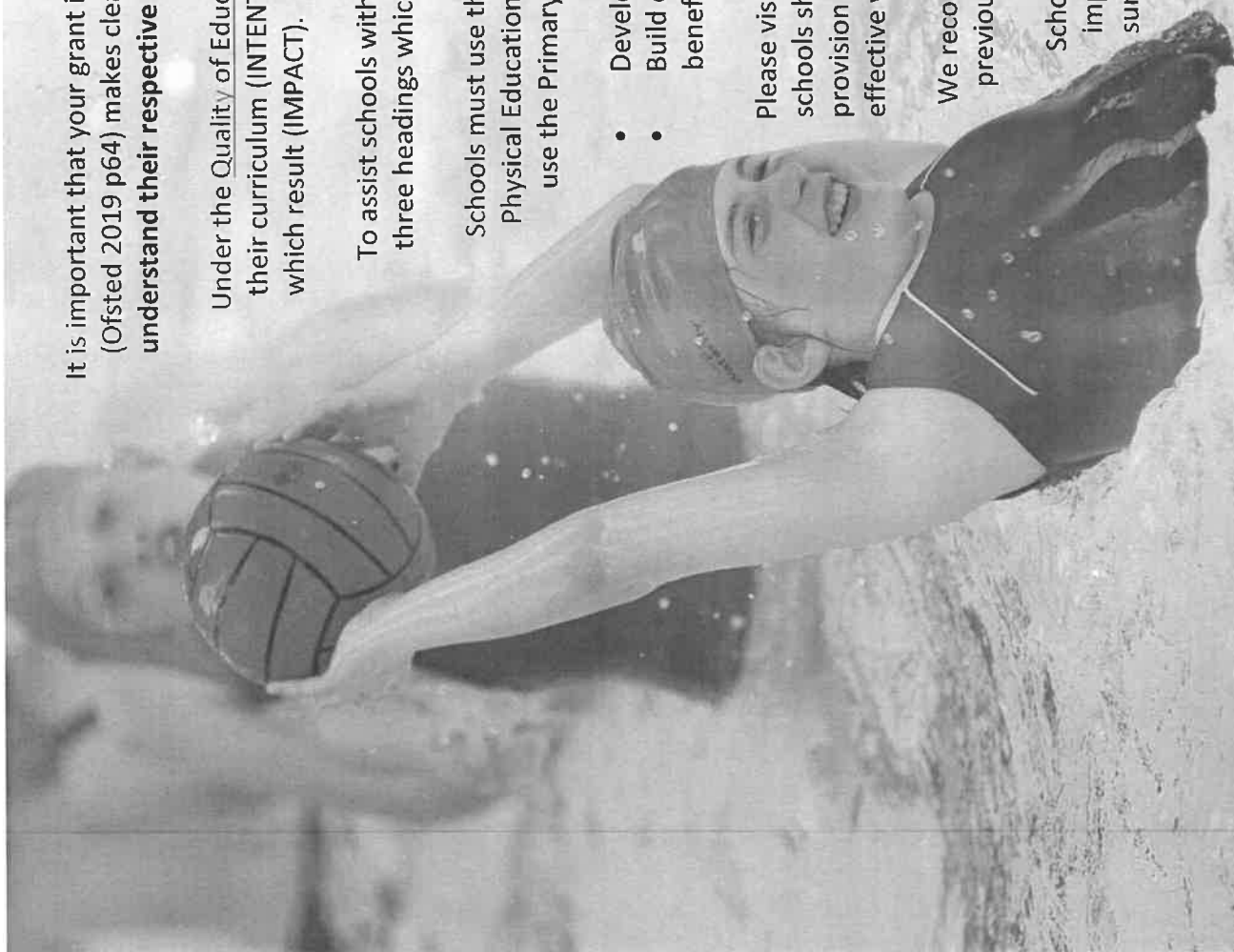
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](http://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 2020:  | Areas for further improvement and baseline evidence of need:  |
| We continue to participate and be successful in local sporting tournaments.  | Continue to offer further alternative sporting opportunities.   |
| Introduction of Marathon Kids across the school  | Extend competitive sport fixtures to all age groups rather than primarily year 6.   |
| Continue to provide swimming lessons for all year groups up to year 5 (any non-swimmers in year 6 continue swimming lessons in year 6) | Identify focus areas for further teacher CPD.   |
| We have extended competitive sport fixtures to more age groups rather than primarily upper key stage 2.                                | Encourage healthier packed lunches as part of a drive to improve overall lifestyle choices.   |
| Achieved Sports Mark Gold Award for the second year running.   | Look at the introduction of alternative sports e.g. dodge ball, to encourage children who may not enjoy traditional school team sports. |
| Introduction of new PSHE scheme - Jigsaw   | Develop expertise across the academy trust.   |
|  | Continue to develop use of new PSHE scheme – Jigsaw, in light of the recovery curriculum.   |

|   |     |
|---|-----|
| 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?   | 88% |
| <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.  |     |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?   | 88% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?   | 88% |
| 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: 2020/21  | Total fund allocated: £18650   | Date Updated:                        | Percentage of total allocation:          |
|---|--|--------------------------------------|--|
| <p><b>Key indicator 1:</b> The engagement of all 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> |  |                                      |  |
| 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:                   | Sustainability and suggested next steps: |
| The engagement of all pupils in regular physical activity kick-starting healthy active lifestyles   | All children have 2 hours of physical activity that includes:<br>weekly swimming lessons (except year 6), weekly PE sessions<br><br>Maths of the Day<br><br>Active literacy<br><br>Marathon Kids | £12500<br><br>£1000<br>£1000<br>£500 |  |
| Children are able to access high quality play and sport resources throughout lunch time break   | Purchase of new equipment for use at lunchtime.  | £1000                                | Ongoing replenishing of resources        |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement  |  |  | Percentage of total allocation:                 |
|---|--|--|---|
|   |  |  | 6%  |
| Intent  | Implementation   | Impact   |   |
| <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>Ensure all children are aware of the importance of a healthy lifestyle, including both diet and regular exercise.</p> | <p>Make sure your actions to achieve are linked to your intentions:</p> <p>New PSHE scheme introduced- Jigsaw. Monitor whether additional resources required.<br/>Recovery curriculum being followed through this programme – <i>Covid linked</i><br/><i>Change Makers after school club – spring term- depending on Covid guidance</i><br/>Information about healthy lunches promoted with families</p> | <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Children understand how to lead a healthy lifestyle- feedback from children</p> | <p>Sustainability and suggested next steps:</p> |
| <p>Pupils are aware of sporting activities and achievements across the school</p>   | <p>Sports noticeboard regularly updated with photographs and results. All participants in sporting fixtures receive a certificate of participation. School newsletter carries regular slot of our achievements. <i>Depending on Covid guidance</i></p>   | <p>Greater visibility and celebration of our sporting achievements.</p>  |   |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport  |  |  | Percentage of total allocation:   |
|--|--|--|---|
|  |  |  | 6%  |
| Intent   | Implementation   | Impact   |   |
| <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>Ensure all staff are confident in teaching and delivering high quality PE resulting in higher quality learning</p> | <p>Make sure your actions to achieve are linked to your intentions:</p> <p>Carry out an audit of teacher's confidence and knowledge in the key curriculum areas (gym, dance, athletics and games).</p> <p>PE subject leader to attend Learning Gateway PE subject leader training</p> <p>PE subject leader to review school's assessment procedures to ensure that children are making good progress in the development of a range of PE skills and children have the opportunity to build on and develop skills.</p> <p>Key stage 2 PE sessions to be run by Onside Sports coaches – teachers to have the opportunity to team teach/ observe coaches to support the development of their teaching of PE</p> <p>Develop PE subject leader support across MAT schools</p> | <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Feedback from staff that they feel confident in delivering the PE curriculum for their class.</p> | <p>Sustainability and suggested next steps:</p> <p>Review results to determine further CPD required</p> |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils  |  |  | Percentage of total allocation:                 |
|--|--|--|---|
| Intent   | Implementation   | Impact   | 3%  |
| <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>Introduce all pupils to a range of alternative sports.</p> | <p>Make sure your actions to achieve are linked to your intentions:</p> <p>PE subject leader to review long term plan for PE provision to ensure children have the opportunity to take part in all elements of the PE curriculum</p> <p><i>Links with Coventry Blaze</i></p> <p><i>WASPS Rugby</i></p> <p><i>KS1 sports celebration</i></p> <p><i>Onside Sports – Specific sport after school club</i></p> <p>Subject leader to review plan based on changes that have bene undertaken due to Covid guidance to ensure coverage and a range of experiences</p> <p>Introduce new after school clubs: Dodgeball Rounders</p> | <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Increased number of children talking part in sporting activities</p> <p>Feedback from children regarding which other sporting activities they would like to have the opportunity to take part in.</p> | <p>Sustainability and suggested next steps:</p> |

| Key indicator 5: Increased participation in competitive sport  |  |   | Percentage of total allocation:                 |
|--|--|---|---|
| Intent   | Implementation   | Impact  | 3%  |
| <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>Continue to develop the children's involvement in local sport tournaments by increasing the number and variety of sports and varying the pupils who compete.</p> | <p>Make sure your actions to achieve are linked to your intentions:</p> <p>Calendar of activities throughout the year- <i>depending on Covid guidance:</i><br/>           Inter house sporting tournaments<br/>           Cross country races<br/>           Indoor athletics competition against local schools<br/>           Netball matches<br/>           Football matches<br/>           Swimming gala against local schools<br/>           Competitions organised by Central Warwickshire School Sports Partnership</p> <p>Take part in interschool sporting tournaments throughout the academic year.</p> | <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Increased number of children taking part in competitions within school and against teams from other schools.</p> | <p>Sustainability and suggested next steps:</p> |

|                 |  |
|-----------------|--|
| Signed off by   |  |
| Head Teacher:   | Emma Longworth  |
| Date:           | 17 <sup>th</sup> July 2020   |
| Subject Leader: | Natasha Gill    |



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|-----------|----------------------------|
| Date:     | 17 <sup>th</sup> July 2020 |
| Governor: |                            |
| Date:     |                            |

