

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2018

Commissioned by
Department for Education

Created by



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SPORT
TRUST



Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESPA 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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • The children are engaged with PE throughout the day and have positive attitudes, enjoy participating and are confident to attempt a range of sports, activities and new challenges. Active Play is extremely popular with younger members of the school and is well organised by our trained Y5 and 6 play leaders. Flexible playtimes continue to work well by enabling the children participate in activities whilst learning new skills for example throwing and catching in KS1. • Sports, team games and healthy active lifestyles have always had a high priority and across the year groups. PE lessons regularly have a fitness focus – mindfulness and wellbeing sessions are also incorporated. • Staff have been supported by quality CPD provided by Edsential. • The children have been a chance to experience a wider range of sports including Judo. Our PP children have also had the opportunity to take part in Personal Best program to improve Self Esteem and own beliefs. • The children have had the opportunities to participate in competitive sports through football tournaments for Years 3-6 both as boys/girls teams and mixed teams. Opportunities were fewer due to COVID restrictions and lockdown. 	<ul style="list-style-type: none"> • To develop the PE curriculum and introduce Core PE activities – this needs to continue into next year as lockdown restricted class teaching. • To develop the use of PE Passport (Edsential) to enhance the development of PE across school through assessment, extra-curricular clubs, competitions and analyse key trends and gaps within the provision – this also needs to continue into 2020-21. • To create more opportunities for competitive sports both in school and outside school as teams. Virtual competitions to take place due to social distancing and COVID restrictions. • To share pupils sporting achievements outside school as a school community.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
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<p>Unfortunately our Year 6 cohort were unable to access their swimming sessions as they were due to go in the summer term. No assessments were carried out due to school closure.</p> <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? – see above.</p>	%
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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 students today and for the future.

Academic Year: 2019/20		Total fund allocated: £17310		Date Updated: November 2019	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation:
					%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Engage KS1 pupils in new activities at local venues, leading to future participation and engagement.	All classes to attend a festival highlighted 3 different activities they can become involved in.	Edsential PE SLA (£6500)	The children are engaged with PE throughout the day and have positive attitudes, enjoy participating and are confident to attempt a range of sports, activities and new challenges. Active	Increase Intra House competitions and Virtual competitions to be part of the school's provision and timetabled throughout the year.	
More opportunities to be active on the playground.	Play Leader training for 5/6 pupils identifying leadership skills and ways in which they can engage younger pupils in physical activities on the playground	Edsential PE SLA (£6500)	Play is extremely popular with younger members of the school and is well organised by our trained Y5 and 6 play leaders. This was up until Spring term.	Continue to have a focused themed Healthy Lifestyles and Wellbeing week - Use FAN week	
Develop pupil and staff understanding of the importance of leading a healthy and active lifestyle.	FAN (fitness and nutrition) programme. A whole day of activities for staff pupils and parents focusing on developing and leading a healthy and active lifestyle	Edsential PE SLA (£6500)	<u>Active Play</u> - All staff feel that Y5 and 6 Play leaders provide exciting activities for FS2 and KS1. LKS2 to participate in.	Children that attended during lockdown engaged in daily fitness sessions.	
Provide additional opportunities for all pupils to be more active, more often	Organise a whole school Healthy Lifestyles week in the Summer Term	£1000	The children are excited and enthusiastic. The play leaders are organised, enthusiastic and very fair. Behaviour had improved at lunchtime.	During flexible playtimes make time to have a specific focus to engage all pupils – this will vary between fitness, skills, teamwork and wellbeing.	
	Cyber Coach used to provide all pupils with additional opportunities to be active.	£342.50			
	Purchase new equipment to support the delivery of curriculum PE, lunchtime activities, after school clubs and participation in competitions	£500	Sports, team games and healthy active lifestyles have always had a high priority and across the year groups staff have been incorporating a range of activities across the curriculum for example Cyber Coach, Supermovers, Jumpstart, Jumpstart Jonny, Active Maths daily.		
	PE Passport APP embedded across the school to support the delivery and assessment of PE and track wider participation in extra curricular activities.	Edsential PE SLA (£6500)			

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Use Physical Activity to improve resilience, confidence and attitudes towards being active in targeted groups of pupils.</p> <p>Engage families in regular physical activity, highlighting and promoting the benefits of being active as a whole family.</p>	<p>Personal Best Programme used to work with identified groups of pupils with focus on achieving individual targets in relation to self esteem, resilience and attitudes towards being active.</p> <p>Play Maker Award Training for pupils in Year 5 and 6</p> <p>Family Zumba sessions for 6 weeks in Autumn Term – aim for 10 families (targeted).</p> <p>Continue to engage families through social media/school website.</p> <p>Celebrate participation in local events and competitions.</p>	<p>Included in Edsential PE SLA (£6500)</p> <p>Included in Edsential PE SLA (£6500)</p> <p>Included in Edsential PE SLA (£6500)</p>	<p>Personal Best Programme ran during the Autumn term for 6 weeks. The children were identified for teaching staff who were lacking in confidence, below ARE or were less active than others. Feedback from Edsential Staff and analysis showed an improvement in confidence, resilience to keep trying, enjoyment and self- esteem. Following the programme 85 % of pupils said that they would keep trying when things become difficult which is an increase of 40%. 95% of the pupils felt more confident after the programme which is an increase of 55%. 100% of the pupil like to take part in physical activity.</p> <p>Many family sessions were organised for the parents to be involved with. Family Boxing - 20% take up.</p>	<p>Continue to encourage to engage in activities/ skills they have been taught. Pupil Voice to catch up now that they are in a new year group. Encourage more families to participate in physical activity – this to be encouraged once lockdown restrictions are eased.</p> <p>Personal Best Programme/ develop resilience for vulnerable pupils across school.</p> <p>Continue with Personal Best programme for pupils in Y3 and 4</p> <p>To train current Y5 pupils in Active Playground and Play leader training. This helps to develop communication, determination, responsibility and self esteem.</p> <p>Focus on developing games for Y5 and 6 to play.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Support PE Subject Leader to ensure all opportunities available are being maximised/share good practice from other schools and develop new partnerships</p> <p>Improve the quality of teaching and learning in curriculum PE</p>	<p>PE Subject Leader Support Programme includes a termly visit from PE Advisor to support and develop the current and future provision</p> <p>Regular Subject Leader Network Events to share ideas and make links with colleagues</p> <p>Programme of learning walk and observations to monitor the current teaching and learning in curriculum PE</p> <p>PE Curriculum Support Training for identified members of teaching staff</p> <p>Specific support for teachers with wheelchair users in their class on how to engage and include them in PE lessons</p>	<p>Edsential PE SLA (£6500)</p> <p>£70</p> <p>£400</p> <p>Edsential PE SLA (£6500)</p> <p>£250</p>	<p>Unable to gather evidence for this due to lockdown and children not attending school.</p> <p>Staff CPD organised by Edsential. Staff have found CPD sessions and team teach approach to teaching PE helpful. Pupil Voice would normally be carried out at the end of the year – no evidence for this.</p> <p>Staff give the children the opportunity to development mindfulness and wellbeing through Peer Massage, Class Dojo Mindfulness, Yoga, meditation.</p>	<p>Carl Sutton from Edsential to continue his valuable support for subject leader for PE to embed PE Passport and to enhance own CPD for leading the subject and other staffs CPD to deliver a variety of provision. Subject leader to attend courses and training.</p> <p>Development of monitoring and observations with GF and Carl Sutton with a focus to enhance and develop provision and staff skills.</p> <p>Teachers to continue delivering sessions which they have received support with.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Provide a wide range of new opportunities for all pupils to be active in after school activities.</p> <p>At least 65% of the pupils in the school to engage in some after school activity.</p>	<p>After School Sports Clubs promoted and participation linked to competitive opportunities.</p> <p>Use PE Passport to identify trends and gaps in provision and target groups of pupils who are inactive.</p> <p>Judo Education for pupils in Years 5 and 6</p>	<p>Included in Edsential PE SLA (£6500)</p> <p>£1000 (additional after school activities)</p> <p>£940</p>	<p><u>Personal Best Programme Y1-6</u> 17 PP Children in Total 4 PP children also have SEND 2 PP+ this includes CLA and Post CLA</p> <p><u>Karate Y2-4</u> 15 PP Children in Total 4 PP children also have SEND 2 PP+ this includes CLA and Post CLA</p> <p><u>Football Y3-6</u> 15 PP Children in Total 3 PP children also have SEND 1 PP+ this includes CLA and Post CLA</p>	<p>School to continue developing opportunities for extra-curricular clubs/sports/ activities. Promote clubs through newsletter, worship, Twitter, website – will be restricted if we go back into lockdown.</p> <p>Target year groups who have shown a willingness to attend after school clubs previously – this will start later in the academic year</p> <p>To use Edsential PE Passport to quickly identify trends and gaps in provision and provide statistics and evidence.</p>
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p>Develop self esteem and confidence through regular participation in school competitions.</p> <p>Engage all pupils in regular intra school competitions</p> <p>Engage at least 50% of pupils in inter school competitions</p>	<p>Termly virtual competition for all classes</p> <p>Use of 'house teams' to encourage participation in intra competitions (developed by the school council and delivered by Play Leaders)</p> <p>Promote and celebrate competitions and events across the school to develop a positive whole school approach towards representing the school.</p> <p>Take part in Edsential Monday competitions</p> <p>Transport for Competitions and Events</p>	<p>Edsential PE SLA (£6500)</p> <p>£500</p>	<p>Scores/results and certificates are shared with the whole school in celebration worship. Achievements and participation in any events are shared with parents and children via worships, website, Twitter or on the newsletter.</p> <p>PE subject leader has completed pupil voice questionnaires about PE and competitions – completed in Autumn term but no follow up for Summer.</p> <p>House races within competitive sports days – no sports day due to lockdown</p>	<p>To have a positive whole school approach towards competitions.</p> <p>Competitions that the children are involved with are promoted/celebrated and recognised in worships.</p> <p>Increase opportunities for the children to participate as 'houseteams' through intra school competitions.</p> <p>School Council and Play leaders to develop intra house competitions.</p> <p>Edsential and SWHS are going to be organising virtual competitions.</p>
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Key indicator 6: Additional Swimming- Y3,4,5 and 6				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>At least 60% of Y6 to meet national curriculum requirement or better.</p> <p>At least 40% of Y5 to meet national curriculum requirement or better.</p> <p>At least 20% of Y4 to meet national curriculum requirement or better.</p> <p>At least 10% of Y3 to meet national curriculum requirement or better</p>	Attend either 1 week - 1hour block of swimming sessions or 2 week 1/2 hr block.		<p>35% of Year 5 children met the expected national curriculum requirement for swimming at the end of the academic year.</p> <p>Other year groups did not swim</p> <p>Achievement certificates are awarded to the children as part of Celebration Worship with photographs taken for website/Twitter</p> <p>Feedback/Discussion and assessments are completed with staff and swimming instructors .</p> <p>All current KS2 trained L1 swimming Instructors</p>	<p>Identification of Y6 (Sept 20) children who could require additional swimming sessions to achieve NC requirements.</p> <p>Identification of any new staff who would need to complete Swimming L1 course.</p>