

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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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"> - Profile of PE has been raised significantly. - Sports Ambassadors take an active role in making decisions for sports in school such as requesting equipment and organising events. - Sports certificates are given out during the Head Teacher’s Celebration assembly half termly. - Heath week has been arranged for the third year running. This week was extremely successful and promoting a healthy body and mind including visitors. - Staff confidence has been raised and measured through a questionnaire before and after CPD sessions. - CPD sessions take place with the sports coach which has enhanced the teaching of PE throughout the school. - Intra-school events take place at the end of each unit of work to increase competition in school. 	<ul style="list-style-type: none"> - Interschool events and increase participation of competitions. - Develop school teams to improve success rates in competitions. - Provide staff with CPD to further develop skills in PE – monitor through questionnaire.

Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p>	91%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	91%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	91%
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?	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: £20,000		Date Updated: 15 th 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: 0%
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:	
1) Quality PE provision for all children based on National Curriculum so that all children are challenged and stretched.	1a) Sports coach to deliver CPD to staff to ensure consistency and progression across school. 1a) Develop PE curriculum to ensure challenge.	Payment through sports coach	1a) Pupil voice conducted in Autumn 2, this was then to be reviewed in Summer 2; however, due to school closure this was unable to take place. 1b) PE curriculum has been reviewed and is progressive.	1) Rotate aspects for which PE coach takes responsibility so that teachers do not become deskilled in delivering PE.	
2) Lunch time provision encourages pupils to be active with a range of activities available.	2a) Midday staff plan different daily activities and use a range of equipment to motivate pupils. 2b) Play leaders plan and organise games at lunch times to encourage more children to be active.	£0	2) Number of pupils accessing a range of equipment. Pupil voice shows that pupils enjoy playing with the equipment and being active. Play leaders enjoy their role in motivating others to be active.	2) Sustainable through midday assistants and pupils planning activities.	
3) Bikeability training for year 5 during the summer term so that they are ready to cycle to school	3) Bikeability training to be completed for year 5 pupils during the school day.	Warrington Borough Council funded.	3) Unable to take place due to school closure reschedule for Y6 next year.	3) Warrington Borough Council funded.	

in September (year 6).				
4) Identify inactive pupils to target during lunchtimes (play leaders) and after school clubs.	4) Each class to complete activity excel sheet to submit to PE lead. PE lead to analyse looking at PP, SEND, gender.	£0	4) Pupils identified were targeted and encouraged to participate in activities and after school activities.	4) Sustainable.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

0%

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:
1) Intra-house competition organised for each year group at the end of unit of work to raise the profile of competitive sport.	1) Sports coach to assist the organisation of competitions amongst year groups.	£0	1) Pupil voice in autumn 2 showed that children perceive sport to be fun and competition raises the profile of sports.	1) Teachers upskilled and will arrange competitions amongst year groups without sports coach support.
2) Inter-house competitions so children can gain a wider understanding of competitive sport.	2) Schedule competitions at the end of each unit to allow pupils to play against other children and promote sports.	£0	2) Children represent our school with pride and have enjoyed the opportunities to play competitively against other schools. Pupils often ask for more competitions so they can represent our school. Results have been announced in assemblies and on the website; thus, raising the profile of PE.	2) Sustainable. Teachers to continue networking with others schools and School games to participate in more events.
3) Sports day held, parents invited to watch and participate.	3) Plan sports day events annually with reserve dates in case of	£0	3) School closure due to Covid-19.	3) Sustainable.

<p>4) Develop school teams through regular training practice (netball and football)</p>	<p>bad weather. 4) Regular football and netball practice with PE lead to develop the skills of the team and give them the opportunity to play more frequently together.</p>	<p>£0</p>	<p>4) Pupils speak highly of being a part of the 'school team' and enjoy participating in sports. Pupils have developed their sportsmanship and teams have been recognised in the borough during events.</p>	<p>4) PE lead to plan out coaching that involves the PE coach to decrease workload.</p>
<p>5) Sports Ambassadors to work on events throughout the year to motivate children to be more active. Sports Ambassadors to plan annual health week inviting visitors into school to inspire pupils.</p>	<p>5) Sports Ambassadors to meet with PE lead half termly to plan events such as after school clubs and Health Week. Children also promote clubs to classes. Health week to include a range of inspirational role models and visitors.</p>	<p>£0</p>	<p>5) Children spoke highly about Health Week and the range of sports, visitors and role models they were introduced to. Through the taster sessions delivered this has inspired pupils to take up the activity and said how it improved their mental well-being. E.g. yoga.</p>	<p>5) Sustainable through teachers planning success week.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				91%
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:
1) PE coach to provide all staff with CPD through team teaching sessions in school. CPD timetable throughout the year will be adapted to suit individual teachers' needs.	1) Identify area teacher needs support in through discussion and CPD questionnaire. Use this information to plan accordingly.	£20,000	1) Teachers have developed their skills further in the planning, delivering and assessing of PE; staff questionnaires are filled out at the beginning and end of a CPD block which have shown an impact on the teaching and understanding of areas in PE. Teachers who are new to school have been a priority. Pupil progress shows that pupils are making good progress and number of GD is improving.	1) Teachers are being upskilled on each area of the PE curriculum in their year group.
2) PE lead to attend annual PE conference.	2) Network with other PE leaders to widen knowledge.	£0	2) PE conference cancelled due to Covid-19.	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0%
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:
1) Further develop PE curriculum to teach a range of sports to all pupils.	1) Curriculum to include variations of well-known sports.	£0	1) Pupils are able to talk about a range of sports and the rules of each game.	1) Curriculum is embedded and delivered by staff successfully. PE vocabulary needs to be further developed and embedded.
2) Health week provides opportunities that children wouldn't usually have with visits from sports stars and inspirational speakers – cultural capital. Year groups will be allocated an athlete and a sport to research that challenges gender stereotypes.	2) Each year group to be given a different visitor and experience during health week.	£0 Visitors paid through school budget	2) Pupils spoke highly of visitors and experiences during health week and enjoyed the opportunity to experience workshops with different sports stars such as Olympic gymnast coaches.	2) Health week to continue next year with a new focus.
3) After school clubs will provide a range of activities for pupils.	3) Clubs will be tailored to pupils' interests and different sports will be offered such as cheerleading.	£0	3) Pupil voice showed that children enjoyed tailoring clubs to their interests and the different clubs (such as cheerleading) were successful.	3) Research other clubs children might be interested in that differ from sports that they already know and learn in school.

Key indicator 5: Increased participation in competitive sport				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?:	Sustainability and suggested next steps:
1) Warrington School Games Network – Pupils will be able to attend competitions against other school in this network.	1) Through the School Games Network, competitions will be participated in more frequently and support will be provided for the School Games Mark.	£200	1) We signed up to this in January, so we have not fully benefited from this due to Covid-19. This will continue into next year, and we will be able to take full advantage of the competitions that this network offer.	1) This is to continue to the next academic year.
2) Inter-house competitions so children can gain a wider understanding of competitive sport.	2) Schedule competitions at the end of each unit to allow pupils to play against other children and promote sports.	£0	2) Children represent our school with pride and have enjoyed the opportunities to play competitively against other schools. Pupils often ask for more competitions so they can represent our school. Results have been announced in assemblies and on the website; thus, raising the profile of PE and increasing the numbers of pupils wanting to participate in competition.	2) Sustainable. Teachers to continue networking with others schools and School games to participate in more events.
3) Intra-house competition organised for each year group at the end of unit of work to raise	3) Sports coach to assist the organisation of competitions amongst year groups.	£0	3) Pupil voice in autumn 2 showed that children perceive sport to be fun and	3) Teachers upskilled and will arrange competitions amongst year groups

the profile of competitive sport.			competition raises the profile of sports.	without sports coach support.
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Signed off by	
Head Teacher:	Mrs J Wightman
Date:	17 th July 2020
Subject Leader:	Olivia Cragg
Date:	17 th July 2020
Governor:	Mr Ian Critchley
Date:	17 th July 2020