

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

Commissioned by



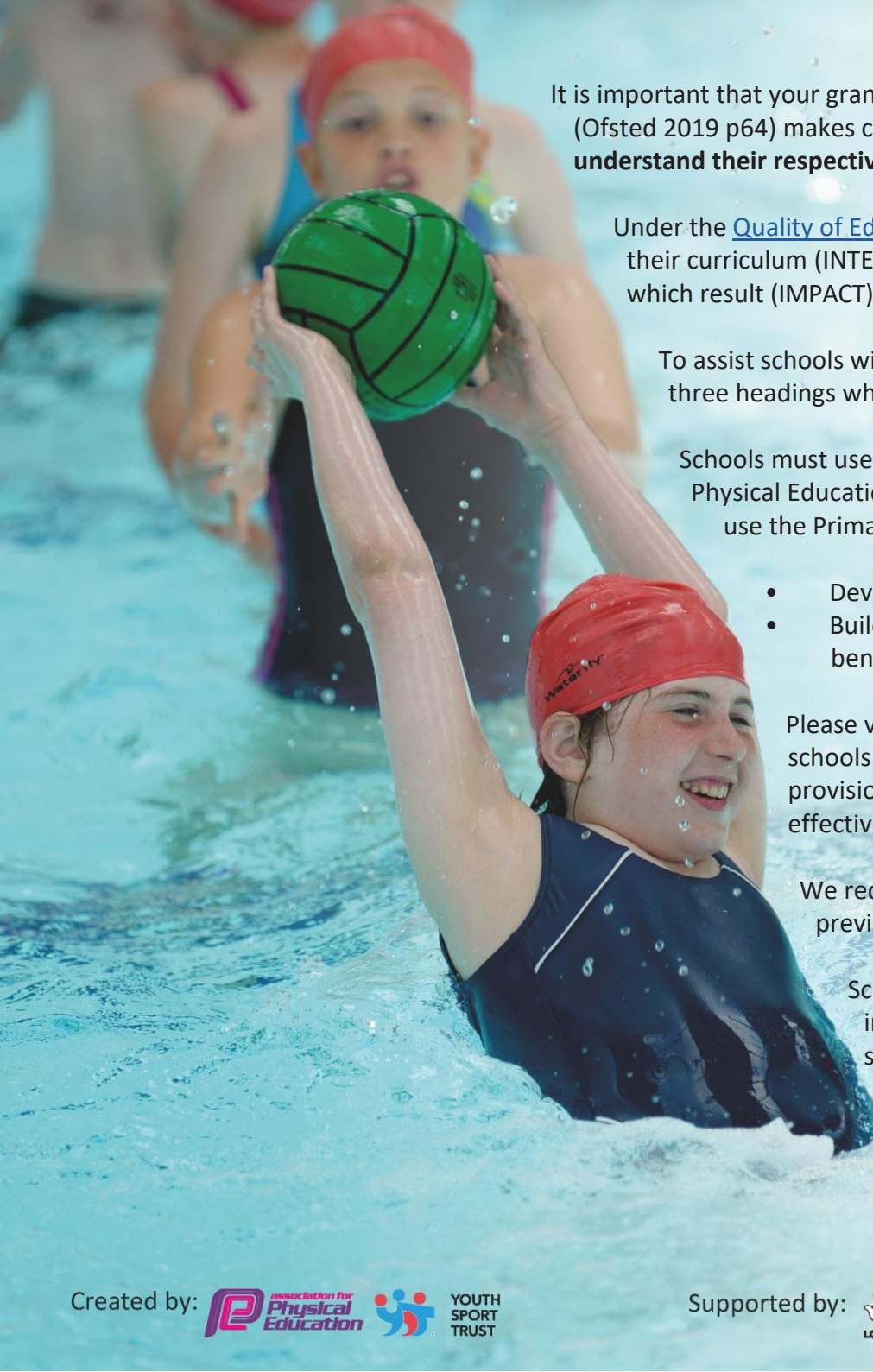
Department  
for Education

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 **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:
<ul style="list-style-type: none"> <li>- Again, bought into local SSP to ensure continuity and growth of local infrastructure. Attended increased number of sporting events and competitions (pre-lockdown)</li> <li>- Worked with new SSCO and built close working relationship through consultations and support meetings.</li> <li>- Use of specialist providers to deliver extracurricular clubs, with morning clubs offered daily.</li> <li>- A wider range of activities are now delivered across both key stages.</li> </ul>	<ul style="list-style-type: none"> <li>- Ensure all children in KS2 have opportunity to represent the school in a competitive event.</li> <li>- Increase the amount of level 2 events through links with local schools.</li> <li>- Continue to work towards every child being active for 30 minutes per day, including daily mile and wake up, shake up</li> <li>- Particular focus on engaging all staff to encourage daily physical activity around school.</li> <li>- Focus on increasing the opportunities for KS1 children to access high quality PE/Sport.</li> <li>- Ignite the passion for PE/Sport at an early age with the aim of encouraging healthy lifestyles and participation in physical activity.</li> </ul>

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.	% NA due to Covid-19
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	% NA due to Covid-19
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	% NA due to Covid-19

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?	No
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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 pupils today and for the future.

Academic Year: 2019/20		Total fund allocated: £17,720		Date Updated: 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:
					%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?	
To engage children in 30 minutes of physical activity per day.		Children to complete a daily mile walk around the school grounds or take part in daily short exercise		Children showing increased enthusiasm towards exercise.	
To provide sporting opportunities for a range of children		Specialist multi-skills coaching at breakfast club 4 days per week and one day PE provision - utilised between year groups. This became a daily session for key worker and valuable children during lockdown and additional sessions in the afternoons for returning Y6 pupils.		Over the year some children showed increased physical fitness, being able to perform for longer periods or at increased levels than when they first began.  Children accessing a healthy start to the school day.	
		No cost		To continue to use the Daily Mile and Wake and Shake as a means of regular, school-wide exercise for pupils.	
		£7800 (including one day of PE delivery between year groups)		Use resource as a whole school level 1 competition. Introduce prizes for the most active class.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation		Impact	6%
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?
Develop children's interest and desire to play and succeed in sports and physical activity. Encourage and educate children in leading a healthy lifestyle.	External providers to continue to offer breakfast sports club.  External providers and school staff to continue to offer weekly after school clubs (cricket/dance/football/athletics)  Welfare staff to provide structured, competitive sporting activities for each Key Stage during lunch times.	As noted above  £1000 – would have been more but for lockdown.  Self-funded	Morning and after school extra-curricular clubs delivered to EYFS/KS/KS2 children.  Children take part in high quality PE lessons which is developing increased confidence and physical literacy. Children are becoming better skilled and are mastering FMS through regular participation in PE and school event	Sustainability and suggested next steps:  Continue to source external providers to deliver a range of activities.  Encourage parents to continue to fund sessions to aid sustainability.  Intra school competitions arranged and delivered.  Children prepared for and taken to SSP events and competitions.  Audit resources and equipment and purchase new/improved where required.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	4
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 the overall quality of PE teaching in school, maintain and share good practise.  Maintain the confidence of staff in curriculum delivery.	Staff have become more familiar with the Lancashire scheme of work and utilised this to inform and aid planning and delivery. The PE co-ordinator has been available to advise and support staff where necessary.	£700 for PE co-ordinator to provide support in planning and delivering sessions	PE co-ordinator was available for planning support and modelling of good practise to other staff one afternoon per week.  Staff utilised Lancashire Scheme of work and reported greater confidence in delivering the PE curriculum. Particularly when planning for progression.	Audit staff confidence and knowledge when delivering the PE curriculum.  Take greater advantage of SSP CPD opportunities.  Continue to work alongside class teacher to help improve their knowledge and confidence in teaching PE and delivering lessons confidently  Staff to observe external coaches to develop and increase knowledge and confidence.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	5
Your school focus should be clear what you want the pupils to know and be able to do and about	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	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?	
<p>Additional achievements: Morning clubs offered 4x PW</p> <p>A wider range of activities are now delivered across both key stages.</p> <p>New/improved resources bought</p>	<p>After school dance classes offered to both Key Stages over the course of Autumn term</p> <p>Multi-skills coaching offered to breakfast club attendees 4x pw.</p> <p>Specialist core skills coaching for EYFS and Year 1 weekly.</p> <p>New and improved resources and equipment.</p>	<p>Covered in the costs above.</p> <p>No cost.</p> <p>As noted in the costs above.</p> <p>As noted in the costs above.</p> <p>£800</p>	<p>Children becoming more accomplished in basic skills required for physical literacy.</p> <p>Greater engagement in different forms of exercise and sports.</p> <p>Increased awareness of the importance of exercise and a healthy lifestyle.</p> <p>Children have been introduced to specialist coaching in sports they may not have accessed otherwise.</p> <p>Children able to access different activities and make use of better quality resources and equipment.</p>	<p>Source and resource new activities for clubs and aim to have other staff deliver a club once allowed.</p> <p>Take advantage of continued SSP membership to take part in virtual events and (use equipment available from Accrington Academy to introduce new sports and activities, if possible)</p> <p>Look to build greater links with SSP schools and other local sports clubs (e.g. Accrington Stanley) to allow for possible wider engagement in sports.</p> <p>Audit and monitor required resources throughout the year.</p>



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	10
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:
Provide opportunity for children to engage in competition level sporting events.	<p>Joined the local SSP led by a local secondary school.</p> <p>Renew pitch and court markings on astroturf.</p>	<p>£1250</p> <p>£500</p>	<p>Children able to represent school in sporting events over the course of the year.</p> <p>Children developing a sense of pride and responsibility when representing their school.</p> <p>Competing at a more competitive level.</p> <p>Learning the values of sportsmanship and fair play outside of the school setting.</p>	<p>Ensure all children in KS2 have opportunity to represent the school in a competitive event.</p> <p>Increase the amount of level 2 events through links with local schools.</p> <p>Join the Accrington Academy led SSP again SSP will provide: Inter-school competitions and festivals (virtual until further notice. SSCO support-a specialist PE teacher who will work with the Sports Co-ordinator to support PE and schools sport delivery, and school games mark applications.</p> <p>Increase the profile of intra-house competition in school, to develop sense of achievement in success - hold regular 'competition weeks' within school time so all children can access Level1</p>

				events, once allowed.
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Damian Wilson
Date:	27.07.2020
Governor:	
Date:	