



# 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:
<ul style="list-style-type: none"> <li>• 'Real PE' scheme that is fit for purpose and raises pupil participation in lessons is embedding</li> <li>• 'Real Gym' purchased and staff trained to use approach to teach gymnastics</li> <li>• Opportunities for pupils to engage in inter school competitions improved over the year</li> <li>• After school sports provider offered range of sports clubs over 5 nights a week and adapted provision in response to pupil voice</li> <li>• New playground markings have promoted active lunchtime</li> </ul>	<ul style="list-style-type: none"> <li>• Embed 'Real Gym' approach across the school</li> <li>• Review ways to promote 'active play' at lunch times in light of COVID-19</li> <li>• Continue to provide CPD opportunities to support teachers to develop skills</li> <li>• Replace existing large apparatus in playground</li> <li>• Monitor use of schemes and whole school PE coverage</li> <li>• Continue to develop and use whole school plans and assessment</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.	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	92%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	92%
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

## 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: £16761		Date Updated: 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>					Percentage of total allocation:
					65%
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: £10918	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Continue to promote a whole school approach to developing a healthy active lifestyle</p> <p>Ensure high quality PE develops competent and confident movers with the aim of inspiring lifelong participation in physical activity.</p> <p>Provide opportunities for daily physical activity within lessons</p> <p>MDS staff to lead active lunchtime activities and teach range of games.</p> <p>Improve playground provision to create engaging space for pupils to use.</p>	<p>-Through PE, PSHE and science lessons ensure pupils understand the role of movement in the development of their own physical literacy, health and fitness, and well-being.</p> <p>-Use 'Real PE' approach to ensure lessons are engaging, active and allow all pupils to progress, challenge themselves and succeed.</p> <p>- Renew Maths of the Day license and introduce 'Go Noodle'</p> <p>- Meet with lead MDS to plan how active lunch times can be promoted</p> <p>- Purchase resources.</p> <p>- Replace existing large apparatus with new equipment</p>		<p>Equipment inspection</p> <p>Create Development</p> <p>Playground apparatus</p> <p>Resources</p> <p>Grounds maintenance</p>	<p>-Pupils can talk confidently about how to lead a healthy lifestyle</p> <p>-Pupils participate fully in PE lessons and are keen to challenge themselves and recognise their progress and success</p> <p>-Pupils regularly engage in physical activity during lessons and feedback is positive.</p> <p>-Pupils from across the school join in with games organised by MDS staff and other children</p> <p>-A high percentage of pupils use playground resources over lunch time to engage in physical activity</p> <p>-New large apparatus has been ordered and is due for installation in October</p>	<p>Review how to promote 'active play' at lunch times and ensure all pupils can take part in physical activity in light of COVID-19 e.g. supervised active play, inter house competitions, half termly challenges (walk a mile)</p>

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: £0	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Recognise, celebrate and promote PE and sport to support pupil's development of life skills, which are transferrable to other curriculum areas, wider school and beyond.</p> <p>Continued use of assemblies, newsletters and learning outcomes to celebrate and promote pupil achievement in a range of sports, including after school clubs and out of school activities.</p> <p>PE leader to attend training about successful initiatives and practices</p> <p>Real PE scheme purchased and in action, with continued use of multi ability approach</p>	<p>- Assemblies and newsletters celebrate pupil's sporting achievements, positive attitude, resilience and teamwork</p> <p>-Introduce PE noticeboard to highlight pupil's achievements, both in school and externally; including after school clubs</p> <p>-Keep a log of the sports achievements</p> <p>- PE lead to attend Create Development PE conference to improve knowledge of successful initiatives and practices</p> <p>-Pupils work with sports coaches, and visiting professional coaches (dance)</p> <p>-Staff praise pupil's multi- abilities through the delivery of real PE lessons; including development of pupil's physical skills as well as their personal, social, cognitive, creative, health and fitness skills.</p>		<p>-Individual and team sporting achievements celebrated and pupils have an improved awareness of life skills underlying success; including teamwork, resilience, sportsmanship, and fair play.</p> <p>-Pupils have improved awareness of sporting opportunities available in the local community.</p> <p>-Pupils inspired by achievements of their peers, visiting sports coaches and dance workshops</p> <p>-PE physical activity and school sport have a high profile and are celebrated across the school</p> <p>-PE leader has improved knowledge of Real PE and use of resources to support teaching, learning and pupil skills progression.</p> <p>-Pupils have opportunities to reflect on and improve their own performance in lessons</p> <p>-Pupils have opportunities for personal development (physical skills, thinking skills, social skills and personal skills).</p>	<p>-Monitor use of schemes and whole school PE coverage</p> <p>-Continue to develop and use whole school plans and assessment</p> <p>- Use PE conference to review, evaluate and plan for the next academic year.</p> <p>- Consider introducing Sports leaders programme</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				16%
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: £2590	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Introduce 'Real Gym' to support staff in teaching gymnastics and to promote pupil learning.</p> <p>Continue to work with a local sports provider to train teachers in skills for teaching PE</p>	<p>-CPD to train staff in delivering 'Real Gym' Scheme</p> <p>- CPD to support staff in developing PE coaching skills</p>		<p>The structure of 'Real Gym' means that the PE leader is more confident when observing lessons and monitoring the curriculum. This has ensured pupils have received high quality teaching and learning experiences, which has kept them focused, that there has been progression across lessons, breadth of coverage and individuals have progressed at their own ability levels.</p> <p>Teachers use both online Real PE and Real Gym resources to provide pupils with high quality demonstrations of teaching points resulting in children more rapidly acquiring accurate skills. Children are able to self asses and use peer coaching and peer assessment to make improvements to their performance.</p> <p>Teachers have a clear and progressive structure to follow when teaching gymnastics and as a result are more confident in their teaching. They are able to deliver and adapt lessons to meet pupil needs, thereby ensuring differentiated activities focus on</p>	<p>-Embed Real Gymnastics to continue to improve teacher confidence and pupil learning in this aspect of PE</p> <p>- Continue to use Sports coaches to support teachers and PE leader in delivering specific aspects of PE curriculum.</p>

			<p>pupils' needs and abilities and keep them motivated.</p> <p>Teachers have continued to work alongside Sports Coaches to develop new ideas and teaching techniques for PE lessons. Pupils have been taught specific skills and ways in which to apply these skills, they have learnt rules of the game and experienced winning and losing. Lessons are challenging and fun and pupils are engaged at their own ability level.</p>	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 2%
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: £269	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Continue to offer additional extra-curricular opportunities for all pupils to take part in physical activity and sport.</p> <p>Use pupil feedback to improve the range of extra-curricular clubs on offer.</p> <p>Pupils across KS2 to participate in small school's tournaments</p> <p>Pupils in upper KS2 to participate in sailing activity (linked to topic work)</p> <p>Staff deliver 'She Rallies' tennis sessions to pupils in KS1 and KS2, to promote girls engagement in sports</p> <p>Staff continue to have access to lesson plans and skills videos to support the teaching of PE lessons.</p>	<p>-Continue to work with after school club provider and external coaches</p> <p>-Review extra-curricular activities through pupil voice (questionnaire &amp; school council).</p> <p>-Re-introduce PE noticeboard in to show range of extra-curricular clubs currently on offer</p> <p>-Share information on extra-curricular clubs on website, changed termly.</p> <p>-Pupil encouraged to attend the extra-curricular clubs / training.</p> <p>- School entered children into sporting tournaments / matches, including cross country event</p> <p>- Equipment continues to provide opportunities during lunchtimes.</p> <p>-'She rallies' tennis sessions not delivered as majority of pupils not in school during summer term</p>	<p>Sailing</p> <p>Cross country</p> <p>Equipment</p>	<p>- Enhanced, extended, inclusive extra-curricular provision</p> <p>- Pupils have improved physical, technical, tactical and mental understanding of a range of sports (with a focus on netball and football)</p> <p>- Pupils have represented the school in football and netball matches / tournaments.</p> <p>- Pupil feedback has resulted in changing the range of sports clubs on offer, thereby encouraging 'pupil voice' and 'pupil choice'.</p> <p>-Upper KS2 pupils have developed a basic knowledge of sailing</p>	<p>-Staff deliver 'She Rallies' tennis sessions to pupils in KS1 and KS2 to promote girls engagement in sports</p> <p>- Continue to monitor and review opportunities within the local area to embed and improve extra-curricular opportunities for all pupils to take part in physical activity and sport.</p> <p>- Further increase opportunities for pupils to engage in physical activity over lunchtime.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6%
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: £913	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>All KS2 pupils have the opportunity to participate in competitive sport whether it is through inter house events, local, or regional competitions.</p> <p>Continued commitment to competing in the School Games Calendar of events</p> <p>Continued commitment to participating in out of school sports events (football and netball)</p> <p>Real PE continues to promote healthy competition within mixed year groups in the form of personal bests, and against partners and teams, either in turn or at the same time, with a barrier (eg a net) or within the same playing space.</p>	<p>-Continue to attend local school partnerships meetings</p> <p>- School to attend cross country event for first time</p> <p>-School continues to engage in existing sporting fixtures with local school</p> <p>-Use the personal best score sheets</p> <p>-Continued participation in the School Games programme.</p>	<p>Coaches</p> <p>Resources</p> <p>Sports hall</p>	<p>All upper KS2 pupils participated in a competitive athletics event with other small schools.</p> <p>All KS2 pupils attended athletics training and worked in small groups to improve their personal best scores.</p> <p>Football team were runners up in the Warwickshire small schools football finals</p> <p>Pupil feedback from cross country event was very positive</p> <p>Pupil feedback from training sessions and matches (football and netball) was very positive.</p> <p>Through use of personal bests and competitions, pupils experience both success and failure (winning and losing) in a positive format. They build up their resilience and determination to succeed and develop their sense of sportsmanship and fair play.</p>	<p>Continue to enter range of face to face or virtual sporting event including 'School Games', as guidance allows</p> <p>Continue to participate in after school sports matches where possible</p>

Signed off by	
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Date:	31 July 2020
Subject Leader:	M Dean
Date:	31 July 2020
Governor:	Mrs S Patchett
Date:	31 July 2020