

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](#).

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
- Staff confidence improved through planning resources available (iPEP) - Specialist coach improved staff knowledge and children's achievement. - Increased participation in lunchtime clubs. - Raised awareness of a variety of sports in Sports week and after-school clubs and participation in these sports. - Sports for Champions athlete visitor fundraising and Sports Relief fundraising raised the profile of sports. - Participation during PE lessons increased due to all classes having spare kits. - Subject Leader attended PE Briefings, Preston School Partnership meetings and clusters to develop knowledge and understanding and feedback given to all staff. - Broad range of sports experienced during Waterpark residential, Sports Week and after-school clubs.	-Evidence to support assessment of children's progress through the use of an online planning and resource tool. -Further improve staff CPD/Subject knowledge on differentiation through team teach with specialist coach. -To continue to offer a range of extra-curricular activities throughout the academic year. - To work with new PE specialist coach to offer a wider range of after-school clubs. -To continue to target specific groups of children (PP/less active) to continue to raise participation levels. -To introduce the role of a KS2 'Sport Champion' to support KS1 learning in after-school clubs. -To enter more teams into competitions to raise participation levels in competitive events. -To continue to develop active lessons for children in all subjects.

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? 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.	62%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	50%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	74%
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

Academic Year: 2018/19	Total fund allocated: £17670		Date Updated: January 2020	
Key indicator 1: 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				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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
All children offered the opportunity to achieve 30 active minutes daily through physical activity at playtimes, lunchtimes and in curriculum sessions – PE and active Maths/English and the Daily Mile.	Employ specialist coach to deliver lunchtime activities twice a week.	Absolut Futbol (See below)	Children from Year 3 accessed 1 lunchtime club a week. Able to work as a team.	0.23% Teachers to continue to make lessons active where possible.
	Target groups to attend lunchtime activities/clubs – least active and behavioural.		15 Year 6 boys accessed football lunchtime club - focus on working as a team, communicating effectively and coping in competitive situations. Children demonstrated sportsmanship during training sessions & competitive matches.	
	Spare kits given to all classes.	£40	Increased participation during lessons.	
	New playground equipment to be bought.	Free	Playground equipment used daily by all children and equipment monitors check the resources daily.	
	To introduce active Maths/English teaching tools – super movers etc.		PE Co-ordinator delivered SDM on where and how to use resources.	
Daily mile/brain breaks			Brain breaks taken place outside during lessons at least 3 times a week.	
Employment of a specialist coach to teach PE in order to ensure a high quality of PE provision across school.		Absolute Futbol (see below)	Children provided with access to high quality PE lessons. Disadvantaged children given opportunities to attend sports and improve fitness and physical activity.	

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	
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 celebrate children's sporting achievements that have taken place in school and out of school. Free places for after-school clubs offered to disadvantaged families. Sports Week. Increase motivation of pupils in PE & School Sport through fundraising and visitors.	Class teacher and children to present their sporting achievements in whole school assemblies and to their classes. Display achievements on notice boards. Invitations to parents to support attendance at competitions/matches. Places to be offered to disadvantaged families. A week-long event focused on raising awareness of a variety of sports with a lower profile. Fundraising sponsored obstacle course/sport relief. Sports for Champions fundraising event with a visit from an international athlete.	N/A 3 free places offered by Absolut Futbol Free	Children engaged in listening to other sports and awareness of sporting activities they can take part in. Children's sporting achievements celebrated and given the opportunity to feel proud of their achievements. Support given to children from their school community. 18 additional children able to take part in after-school clubs. Children accessed golf, fencing, Thai boxing, judo and yoga. Year 6 created an obstacle course which families attended and took part in to raise money for Sport Relief. Event and visit inspired pupils to participate in more physical activity – seen at lunchtimes. Pupils taking part in the activity and gaining support from home with fundraising. Evidence seen in participation, discussion around school by children and amounts raised.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Improve quality of teaching & learning in PE and develop staff confidence.	Employment of a subject specialist coach to teach all year groups PE in order to raise confidence, knowledge and skills for teaching staff. Subject Lead to attend Lancashire PESSPA meetings. Subject Leader to attend PE briefings. Resources purchased to aid the development of PE and sports.	Absolute Futbol £10,900 Free Free £68.32	Teachers more confident to plan stage appropriate activities for pupils and know how to differentiate these to meet learning needs for all pupils. Training attended and feedback given to staff; staff understanding and aware of a variety of resources to be used for teaching and learning. All pupils engaged and making good progress within PE lessons. Resources available for staff to use.	62% 0.39%

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Alternative sports and activities to raise profile of sports/sporting events. A range of sports offered during lunchtimes, lessons and after school for all pupils.	Arrange for alternative sports activities to take place during after school clubs, county competitions and also during Sports Week that children aren't regularly exposed to: - Yoga - Dodgeball - Tri-golf - Judo - Handball - Boxing - Multi-sports - Pickleball Year 5 and 6 residential to Waterpark Year 4 to attend swimming lessons	£230	Pupils engaged in a variety of alternative sports – giving children opportunities to try new sports within school– emphasis on engaging less active and PP children. Attendance at School Games to take part in Pickleball sport. Raising awareness of new sport which children then came back and explained to other children in assembly and expressed an interest in taking part in next year again. Children able to access and experience a broad range of sports: -Ghyll scrambling -High and Low ropes -Orienteering -Canoeing -Sailing -Kayaking -Hiking -Abseiling All children made progress.	1.3%

Key indicator 5: Increased participation in competitive sport				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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Participation in local school competitions and leagues.	Funding participation in: -DB Sports -Sport School Partnership To take part in football and netball competitions and leagues.	£30	Increased participation through entering competitions and leagues in football and netball. Also friendly matches in both football and netball.	0.17%
Whole school participation in Sports Day with competition focus.	Whole School sports day with competitive racing elements and extra points awarded to teams for sportsmanship during competing.	£62.90	All children able to experience a competitive sporting event.	0.36%

Signed off by	
Head Teacher:	Mrs M Peck
Date:	17/1/2020
Subject Leader:	Miss J Robinson
Date:	17/1/2020
Governor:	Mr K Manogue
Date:	22/1/2020