

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 **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:
1)Engagement of all pupils <ul style="list-style-type: none"> Investment in a range of outdoor equipment and playground markings has extended physical activity and play opportunities NHSSP package provided a greater range of sporting fixtures and events across all EYFS, KS1 & KS2 	In order to ensure the engagement of all pupils we will implement the following: <ul style="list-style-type: none"> Golden Mile – ensure weekly delivery across all year groups and link to school house point system to encourage competition throughout the school. Increase range of available sports and play equipment to encourage all children to participate in physical activity during playtime and lunchtime. Gather further ideas of pupils’ choice of physical activity via questionnaires Consider further outdoor equipment/resources which allows self-initiated activity at lunch and break times. Consider maths/literacy resources which encourage active participation – Maths of the Day purchased but timetabling was an issue
2)Raising the profile of PESSPA <ul style="list-style-type: none"> All children received a visit from a Team GB athlete and participated in a day of sporting activities. 	To raise the profile of PE across the school we will implement the following: <ul style="list-style-type: none"> Carry out planning & assessment scrutiny with a focus on cross-curricular planning, PP and Most Able provision Create PE board (in hall) to raise awareness of sports provision across the school. Capture pupil and teacher voice as a measure of effective PE provision. Carry out audit of resources/equipment in school and distribute to teachers. Communicate with parents via parentmail regarding new PE initiatives. Ensure NHSSP package utilised appropriately Consider purchasing PE kit for staff. Approach local sports clubs and known team members to visit school.

<p>3) Increasing staff knowledge</p> <ul style="list-style-type: none"> • Subject Leader undertook afPE Level 5 course in order to up-skill her own knowledge and understanding in order to confidently disseminate to all staff, thus increasing their knowledge and confidence. • Youth Mindfulness training completed by Deputy Head and being implemented in weekly PE lessons across the school. • CompletePE online planning resource purchased and being used effectively across the school. 	<p>To increase the confidence, knowledge and skills of teachers we will implement the following:</p> <ul style="list-style-type: none"> • Support new Subject Leader to gain essential skills and knowledge needed to fulfil the role effectively. • Carry out planning & assessment scrutiny with a focus on cross-curricular planning, PP and Most Able provision • Utilise PE board (in hall) to sign-post relevant resources and initiatives for teachers. • Carry out observations in EYFS & KS1 with a focus on cross-curricular links, PP and Most Able • Capture pupil, teacher and parent voice as a measure of effective PE provision. • Purchase 'Safe Practise' book to ensure all teachers are familiar with current PE guidance and safe working practices (AfPE). • Notify teachers of twilight training sessions (SSFT)
<p>4) Increase range of sports and activities experienced</p> <ul style="list-style-type: none"> • Clubs in dance and multi sports funded by school resulted in an increase in participation by the end of the year. 	<p>To increase the range of sports and activities available to pupils we will implement the following:</p> <ul style="list-style-type: none"> • Purchase NHSSP Gold package to extend the range of sporting opportunities available. • Continue to provide dance and multi-sports clubs and investigate further clubs as chosen by pupils. • To purchase a varied range of sporting equipment/resources for break and lunch time use. • Investigate accreditation as a Forest School.
<p>5) Increase participation in competitive sports</p> <ul style="list-style-type: none"> • The school has participated in locally organised tournaments for rounders, football and tag rugby. 	<p>To increase opportunities for pupils to participate in competitive sport we will implement the following:</p> <ul style="list-style-type: none"> • Utilise school house system to promote inter-school competition. • Organise and deliver annual Sports Day linked to school house point system to encourage competition throughout the school. • Liaise with Pirton school PE Lead to arrange intra-school competition. • Utilise NHSSP package to promote more competitions for pupils.

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.	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	66%
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?	Yes/No Top up swimming

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: £16,489 Actual Spend: £14,725 Underspend: £1,764		Date Updated: July 2020	
Underspend due to lack of clubs as school remained closed to pupils due to lockdown and Covid 19 pandemic. Forest School spend was also put on hold and will be part of future spend and 2020-21 allocated funds.					
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: 58%
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: (Actual spend)	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:	
Intended impact on pupils – all pupils will be active on average 60 minutes a day, 7 days a week. • Provide a range of activities - implementation of new extra-curricular timetable. Increase the number of clubs for children. • Develop provision for physical activity at playtime and lunchtime by increasing the amount of playground resources and activities on offer, either self-initiated or provided by midday supervisors.	Increase the range of clubs provided; multi-sports, dance, and aim to increase % attending: <ul style="list-style-type: none">dancemulti-sports clubs	£1200 (£763) £1200 (£763)	Up to March 2020, 53% of FS/KS1 and 39% of KS2 attended extra-curricular clubs at school. <ul style="list-style-type: none">Overview of extra-curricular activitiesExtra-curricular registers of attendancePupil survey results & analysis	Sustainability: Links made with sports/dance clubs. Golden Mile embedded into weekly timetable and delivered in-house. New trail provides self-initiated play opportunities	
	Introduce weekly Golden Mile				
	Survey all pupils & reflect pupils' needs/interests in new resources/activities				
	Audit existing equipment to guard against duplicity.				
	Purchase play equipment & devise rota so that equipment is rotated.	£200 (£0)			
Purchase and install new trail equipment for outdoor activities.	£7000 (£9500)		100% of pupils participating in weekly Golden Mile session. Pupils able to run/walk non-stop for 10 minutes. Due to Covid-19 restrictions, although lunchtime resources were audited new equipment has yet to be finalised/purchased, and a new activity schedule has yet to be introduced to pupils. The new trail has been purchased and will be installed and ready to use in new	Next steps: <ul style="list-style-type: none">Purchase new lunchtime/ play equipmentContinue to develop extra-curricular clubs that reflect pupils' interests and that are parent paid/teacher-ledIncrease KS2 participationCreate lunchtime activity schedules for MDSsIncrease Golden Mile to 2 weekly sessions	

	Create activity schedule so MDSs are able to maximise physical activity at lunchtime.		academic year.	<ul style="list-style-type: none"> Consider Skip2bfit package to work alongside the Golden Mile
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				7%
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: (Actual spend)	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Intended impact on pupils - all pupils' personal development will be celebrated. Support the target for all pupils to be active on average 60 minutes a day, 7 days a week.</p> <ul style="list-style-type: none"> Introduce PE and school sport to celebration assembly to raise awareness of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies. Promote a whole school culture that celebrates physical activity and sporting achievements from outside of school in assemblies. Utilise newsletters and school website to increase parents'/ pupils'/ teachers' awareness of PESSPA provision in school Encourage teachers to use physically active learning in other subject areas and provide support and guidance links to resources, where necessary, to help make this possible. 	<p>Utilise NHSSP package to provide a range of PESSPA opportunities to be celebrated.</p> <p>Use Going for Gold assembly to celebrate Golden Mile star runners and House winner every half-term – distribute certificates and present trophy with house colours</p> <p>Achievements in PE and School sport to be celebrated in assembly (i.e. match results + notable achievements in lessons/outside of school)</p> <p>Create PE board (in hall) to raise awareness of PESSPA and include:</p> <ul style="list-style-type: none"> 'Shout Outs' celebrating sporting success outside of school Individual and team winners Celebrate work going on in extra-curricular clubs and competitions <p>Invite guest athletes into school. Liaise with NHSSP and contact local/national sports clubs. Where visits are arranged ensure photos and information is published via</p>	<p>£833 (£833) (1/3 of cost)</p> <p>£50 (0)</p> <p>£50 (£20)</p> <p>£200 (£0)</p>	<p>Athlete visit was a very popular event and children gained a greater understanding of the dedication and self-discipline needed to succeed in sports.</p> <p>Sports Relief assembly highlighted the important role of using PESSPA to raise money to help people in need. Record year for money raised.</p> <p>The school's website and facebook page used to promote some elements of PESSPA in school, such as sports relief and athlete visit which provided parents with a greater awareness of PESSPA in school.</p> <p>Due to Covid-19 restrictions, the PE board has not been fully utilised, and there has been limited sports news to share with parents via school website/facebook page</p> <p>All usual school sports and activities have been severely limited during this time, and therefore opportunities to</p>	<p>Sustainability: PE board available to promote PESSPA now and in the future</p> <p>Next steps:</p> <ul style="list-style-type: none"> Purchase PE kit with school logo for staff to raise awareness of PE in school Purchase Golden Mile trophy for house winners Send out parents' survey to gather information about activity levels and sports attending by pupils Continue to encourage pupils to share their success stories outside of school Invite further athletes into school Continue to plan celebration assemblies every half-term Carry over current unmet targets into new academic year. Investigate 'Active Maths' packages to encourage physical activity in other

	<p>parentmail/facebook after the event to raise further awareness.</p> <p>Utilise newsletters and the school website to share with parents what children are doing in PE, and what competitions and extra-curricular clubs are on offer.</p>		<p>celebrate pupils' success have also been limited</p>	<p>curriculum areas.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				9%
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: (Actual spend)	Evidence of impact: what do pupils now know and what can they now do? What has changed:	Sustainability and suggested next steps:
<p>Intended impact on pupils - all pupils' will receive 2 hours high quality physical education every week. 100% of pupils will be developed in their physical, cognitive, social and emotional learning. Support the target for all pupils to be active on average 60 minutes a day, 7 days a week.</p> <ul style="list-style-type: none"> To ensure all children are participating in two hours a week of high quality PE the quality of teaching and learning in Physical Education will be developed through staff CPD for all class teachers. Ensure PE lessons can be delivered using suitable and sufficient equipment Additional courses/CPD programs for other areas of the curriculum. 	<p>Support new PE subject leader to gain essential skills and knowledge needed to fulfil the role effectively, to include relevant training/supply cover</p> <p>Carry out planning & assessment scrutiny and observations with a focus on timetabling, cross-curricular planning, PP and Most Able provision</p> <p>Utilise PE board (in hall) to sign-post relevant resources and initiatives for teachers.</p> <p>Capture pupil, teacher and parent voice as a measure of effective PE provision.</p> <p>Purchase 'Safe Practise' book to ensure all teachers are familiar with current PE guidance and safe working practices (AfPE).</p> <p>Audit equipment for PE lessons to identify gaps and purchase new equipment, where needed.</p>	<p>£1000 (£1000 supply cover)</p> <p>£40 (£0)</p> <p>(£500) (£0)</p>	<p>PE Lead participation in CPD throughout the year has led to changes in the provision and delivery of PE across the school, to include long term planning linked to skills and knowledge, changes to mixed-age groupings (now KS2 and KS1/FS), new assessment sheets linked to curriculum objectives, and up-to-date equipment list for teachers to use. As a result, from Sept 2020 pupils' will benefit from high quality PE lessons delivered twice a week, linked to key stage objectives.</p> <p>Pupil voice captured and analysed – targets from this used to make changes to current PE provision and will be used as a baseline measurement against next year's pupil survey.</p> <p>Equipment audit has highlighted gaps. Using the new long term planning, new equipment will be purchased in 2020-21 to ensure teachers/pupils have access to suitable resources.</p>	<p>Sustainability: PE Subject Leader training has led to sustainable and positive changes to PE provision, including planning, equipment, and frequency.</p> <p>Increase in staff confidence when teaching PE.</p> <p>Next steps:</p> <ul style="list-style-type: none"> PE Lead to continue to access relevant CPD Continue to carry out planning and assessment scrutiny, and observations to ensure high quality teaching and learning Survey pupils/parents/teachers to measure effectiveness of changes made to provision Purchase 'Safe Practice' book once updated. Purchase equipment where necessary to support new PE long term planning. Consider online PE SOL to improve provision further with videos, assessment opp, etc enabling ongoing CPD.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				17%
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: (Actual spend)	Evidence of impact: what do pupils now know and what can they now do? What has changed:	Sustainability and suggested next steps:
<p>Intended impact on pupils – all pupils will be exposed to new areas of activity, supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week</p> <ul style="list-style-type: none"> Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. Focus particularly on those pupils who do not take up additional PE and Sport opportunities. 	<p>Purchase NHSSP Gold package to extend the range of sporting and physical opportunities available.</p> <p>Continue to provide extra curricula clubs and aim to increase % attending:</p> <ul style="list-style-type: none"> dance multi-sports clubs <p>Investigate further clubs as chosen by pupils via questionnaires. Aim to be teacher-led</p> <p>To purchase a varied range of sporting equipment/resources for break and lunch time use.</p> <p>Gain accreditation as a Forest School, to include attending a Forest Schools taster course.</p>	<p>£833 (£833) (1/3 of cost)</p> <p>See Indicator 1</p> <p>See Indicator 1</p> <p>£2000 (£180 training cost for HT and lead teacher.)</p>	<p>NHSSP Gold Package provided opportunities for pupils to experience a greater range of sports and activities (although some of these were unable to go ahead due to school closures.</p> <p>Up to March 2020, 53% of FS/KS1 and 39% of KS2 attended extra-curricular clubs at school.</p> <ul style="list-style-type: none"> Overview of extra-curricular activities Extra-curricular registers of attendance Pupil survey results & analysis <p>Due to Covid-19 restrictions, opportunities for pupils to experience a range of sports and activities in school were limited for part of the year. However, home learning and links to relevant sporting events online were shared with parents.</p>	<p>Sustainability:</p> <p>Previous years coaching opportunities means the school is no longer dependent on 'experts' coming in to teach PE and Sport as staffs are more confident and keen to teach PE lessons.</p> <p>Next steps:</p> <ul style="list-style-type: none"> Purchase NHSSP Gold for 2020-21 Investigate further clubs as chosen by pupils via questionnaires. PP funded and free place to support families who need extra support/help accessing these clubs Purchase sports/physical activity resources for play and lunchtimes. Gain accreditation as a Forest School. PE Lead to run a lunchtime club linked to physical activity (Eco/Gardening club?) Continue to develop extra-curricular clubs that reflect pupils' interests (pupil/parent surveys and that are parent paid/teacher-led

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9%
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: (Actual spend)	Evidence of impact: what do pupils now know and what can they now do? What has changed:	Sustainability and suggested next steps:
<p>Intended impact on pupils – Increase the number of pupils participating in an increased range of competitive opportunities. Support the target for all pupils to be active on average 60 minutes a day, 7 days a week</p> <ul style="list-style-type: none"> Ensure provision of competitions covers level 1 and level 2 Ensure competition is accessible to all pupils in all Key Stages. Increase opportunities for intra and inter school competitions 	<p>Utilise NHSSP Gold package to promote more inter-school competitions for pupils</p> <p>Utilise school house system to promote intra-school competition (Level 1), such as whole school participation in weekly Golden Mile. Record total laps for each child and link to school house system. Hand out certificates for milestones attained, and trophy for winning house each term.</p> <p>Apply for School Games Mark and aim to achieve Bronze Award to include Level 2 competition for both KS1 and KS2, team fixtures/friendly competitions and School Games competitions.</p> <p>Liaise with Pirton PE Lead to arrange inter-school competition (Level 2). This will provide excellent competition opportunities for children in all year groups.</p> <p>Organise and deliver annual Sports Day linked to school house point system to encourage Level 1 competition throughout the school.</p>	<p>£833 (£833) (1/3 of cost)</p> <p>See Indicator 2</p> <p>£500 (£0)</p> <p>£50 (£0)</p>	<p>Golden Mile set up as intra-school competition. Pupils have been more engaged as a result of house winner each half-term. Also, Star Runner awards each half-term have inspired pupils to beat their personal best.</p> <p>Due to Covid-19 restrictions, many planned actions have unfortunately not been achieved. Therefore, they will be carried over to the next academic year.</p>	<p>Sustainability: Competition imbedded as a normal element of learning at level 1 stage through continued access to house competitions in class/lesson time.</p> <p>Next steps:</p> <ul style="list-style-type: none"> Extend Level 1 competition in lesson time by setting up Key stage competition at the end of each unit (SOW supports this set up and guides teachers) Continue to utilize house point system to promote Level 1 competition. Apply for School Games make, aiming for Bronze award. Liaise with Pirton PE Lead to arrange inter-school competitions. Organise and deliver annual Sports Day. Develop 'My Personal Best' initiative for all pupils during lesson time.

Signed off by	
Head Teacher:	Sonia Fenner
Date:	21.07.20
Subject Leader:	Selina Jones
Date:	21.07.20
Governor:	Mark Hall/Steven Moore
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