

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"> • Provide opportunities to develop teachers expertise in the teaching of physical education (OFSTED Feb 16) • To offer quality extra-curricular PE opportunities for all pupils after school • Provide sporting games during lunch times and ensure they are adequately resourced • Transport pupils to and from sporting events • To provide additional coaching for swimming sessions • To raise the profile of physical activity and school sport across the school • To provide a wide range of enriched opportunities for gifted and talented pupils to attend sporting events

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.	58%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	58%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	58%
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

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: £18,000		Date Updated: 24/01/2020 Date reviewed; 22.11.20	
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:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Providing targeted activities or support to involve and encourage the least active. Achieved, took part in GALs and other projects like SPARX, Big Moves unit! COVID guidance and lockdown rules	To deliver the Girls Active Lifestyles project, 6 weeks of activity for less active girls in year 5/6. To take part in LSLSSP's projects designed for inactive KS1 children including SPARX and the Big Moves Fundamental Movement project.		£2700 (Learning South Leicestershire SSP Membership)	Better engagement in PE and concentration in the classroom. More pupils undertaking 30 minutes of physical activity per day. Improve behaviour at break and lunch time. To reduce congestion at the school gates, increase levels physical activity and reduce pollution. To encourage families to incorporate physical activity into their daily lives.	A member of staff will shadow session/access CPD to ensure these activities can be sustained and embedded. Impact reports from LSLSSP to be sent to the school. Continue to monitor behaviour and activity at lunch time. Continue to encourage families to actively travel to school.
Increase the levels of activity at lunch time Lunch time staff have had training and support to make it more active.	Student playground leaders and lunch time supervisor to be trained to make lunch times more active (part of LSLSSP membership). To buy more sports equipment for lunch time use only. An additional grant will be used for outdoor gym equipment.		LSLSSP Membership £1000 for lunch time Equipment Additional £10,000 Grant	Increase the number of children that can swim 25m+ by the end of year 6 Increase physical activity levels for all and improve concentration.	

<p>Encourage active travel to school. Met</p> <p>To provide additional coaching for swimming sessions Started but then COVID happened.</p> <p>Encourage teachers to make their literacy lessons more active. Shared with staff but then unable to monitor and track usage and impact due to COVID</p>	<p>To deliver an Active Travel Month. During March 2020, students and families are encourage to walk to school. Rewards will be given to the class that actively travels the most.</p> <p>Swimming TA to attend swimming sessions for KS2, to enable groups to receive more targeted swimming coaching.</p> <p>PE lead to attend active numeracy and literacy CPD. PE lead to share ideas with staff.</p>	<p>£0</p> <p>£4000</p> <p>LSLSSP Membership</p>		
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation:</p> <p>%</p>
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Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>To engage student voice and use students leaders to raise the profile of PE and School Sport. Had training and then COVID happened...</p>	<p>4 Sports Ambassadors will be trained to promote physical activity. The ambassador will form a school sports organizing crew and devise action plans.</p>	<p>LSLSSP Membership</p>	<p>The ambassador will become 'role models' and promote physical activity. They will be consulted on the extra circular sports club to ensure the offer is relevant.</p>	<p>To pick a new set of sports ambassadors for next academic year to work with the current ambassadors.</p>
<p>To create School Sports Notice Board. Not happened due to covid.</p>	<p>The ambassadors will take control of a notice board specifically for PE and school sport. The notice board to include the physical activity guidelines infographics. Students are encourage to submit pictures of themselves taking part in physical activity, these will be included on the noticeboard</p>	<p>£0</p>	<p>Increased student's awareness of physical activity. Increased school identity and pride in representing the school. Increased parent's awareness of the physical activity guidelines and benefits of exercise.</p>	<p>Continue to celebrate sporting achievement and raise the profile of physical activity in the school.</p>
<p>To celebrate PE and sporting achievements Met- shared through assemblies up until COVID and then through social media platforms.</p>	<p>Sporting achievements to be celebrated in assemblies. The school newsletter to contain information about physical activity, sports clubs and fixtures.</p>	<p>£0</p>	<p>Increased resilience and level of participation in competition. Ensure every student takes part in a competition</p>	
<p>To implement inter house competitions every term Partially met- challenges set via Dojo. Some uptake.</p>	<p>A inter house competition will take place every term. Every student will be encouraged to attend. Rewards will be given for participation, fair play, team work and determination.</p>	<p>£150</p>		
	<p>To introduce physical/sporting personal challenges set up by LSLSSP.</p>	<p>LSLSSP Membership</p>		

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:
Provide opportunities to develop teachers expertise in the teaching of physical education (OFSTED Feb 19) Teacher's had CPD before lockdown	REAL PE will provide two twilight INSETs on delivering the PE curriculum, with 4 days in total support from them. This includes an online portal for supporting delivery of lessons.	£4000	Up skill teachers to offer high quality PE sessions PE provision to match the high quality provision offered in other areas of the curriculum Sports Lead confidently leads and manages the Sports provision	Online resources available to all staff to ensure sustainability Subject leader to continue to work with all school staff to support PE across the school
To provide additional training for the Sport leader. Sports leader attended training and since COVID virtual training has been accessed.	New Sports Lead to be trained in subject co-ordination.	£300		
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:
<p>Provide sporting games during lunch times and ensure they are adequately resourced. This started then COVID...</p> <p>To offer quality extra-curricular PE opportunities for all pupils after school. Lots of lunch time and after school clubs on offer until COVID.</p> <p>To provide a wide range of enriched opportunities for gifted and talented pupils to attend sporting events. Not met due to COVID.</p>	<p>Sports Teaching Assistant (MN) to set up and monitor games at lunch to complement the PE curriculum and support pupil team work and healthy competition.</p> <p>Frequent replacement of equipment due to high participation Daily after school active clubs to be offered to KS1, Reception and KS2. Sports coaches & groups bought in to give children change opportunities after school.</p> <p>Provide resources for pupils to attend sporting events through the year. Sport Teaching Assistant to source these.</p> <p>Registered with LSLSSP to support school sport/physical activity through developing the Whole School approach (WSA)</p>	<p>£0</p> <p>£4500</p> <p>£800</p> <p>LSLSSP Membership</p>	<p>Fun, energetic lunch times. High pupil participation. Pupils displaying sportsmanship.</p> <p>Well-resourced lunch times</p> <p>To complement the PE curriculum and encourage enjoyment of sports and fitness</p> <p>Gifted and talented pupils to be inspired by professional sport people and experience the awe and wonder of attending large sporting events.</p> <p>Sports lead will be aware and register for projects and funding to support new initiatives and schemes in school and for after school clubs.</p>	<p>Continue to work the Sports Teaching Assistant to ensure a wide ranges of games are offered at lunch times. Sports TA to attendee sports club and shadow external coaches.</p>

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:
To take part in a wide range of sports competition. Not met, partly due to COVID	<p>Transport pupils to and from sporting events</p> <p>Organise more School Teams</p> <p>Participate in more competitions put on by LSLSSP and the Oadby and Wigston School Sports Association</p> <p>Take part in intra school competition and virtual competition (personal challenges)</p>	<p>£1000</p> <p>LSLSSP Membership</p> <p>LSLSSP Membership</p>	<p>To encourage healthy competition and sportsmanship between pupils. Raise the profile of sports in school</p> <p>Increased participation in sporting events hosted at other venues</p> <p>Increase resilience and team work.</p>	Continue to organise sports teams.

P.E. Budget 19/20	Cost	Actual Spend
Training for teachers	£4000	£3725
Extra-curricular PE Gifted and talented opportunities/ Sports enrichment	£4500 £800	Very limited due to COVID, £998.86
Lunch time sports	£1000	Playground sports equipment and specialist safety flooring £6852
Transport to sporting events	£1000	£50
PE resources	£1050	£1059.14
Additional swimming coaching	£4000	Due to COVID have only attended swimming prior to lockdown. £2615
Termly inter house competitions/ medals/ trophies	£150	£0
CPD for Sports Leader	£300	£0 Online so no charge, part of sports memberships costs.
Learning South Leicestershire School Sports Partnership Membership (LSLSSP)	£2700	£2700
Total	£18,000	£18,000

Due to COVID a lot of our planned activities did not go ahead. Our outdoor climbing/adventure playground has been out of action due to health and safety issues so we used the unspent money to repair this resource allowing children access to this equipment at playtime and lunchtime to support the children in active play times.

Signed off by	
Head Teacher:	Julie Wright
Date:	22 November 2020
Subject Leader:	Joanne Crane
Date:	
Governor:	Tom Shaw
Date:	