



# 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>All children have access to at least 30 minutes of physical activity each day, in line with Chief Medical Officer guide lines incl. opportunity to develop skills and fitness during lunchtime playtime to apply/embed skills from the PE curriculum. Therefore we have invested in playground markings and development of zoned areas incl. weekly timetable of activities/areas for specific year groups to enable all children to access the full range of activities on offer</li> <li>All children access 2 hours of PE in their allocated afternoon that delivers all curriculum objectives throughout the course of the year incl. access to sports coaches</li> <li>Playground now resurfaced to ensure outdoor space is safe and fit for purpose (not used Sports Premium funding for this). Pupil voice – children have been involved in the re-modelling of the playground and organising areas to develop a range of skills/fitness etc. New playground markings enable children to take part in daily mile</li> <li>Adult Play Leader appointed to lead and model activities on the playground and support the children play leaders – this has resulted in more children joining in with guided, modelled play and increased enjoyment/less incidents on the Sports Yard</li> <li>Introduction of Child Play Leaders - children model and run different sporting activities and encourage others to participate with them</li> <li>90% children to reach AREs in PE, and understand the importance of leading a healthy and active life (Spring Scores – PE - F1 81%, F2 94%, Y1 81%, Y2 97%)</li> <li>Wide range of sporting after school clubs for the children to take part in – these encourage children to find enjoyment in sport outside of school as well as in school.</li> <li>72% of school population have accessed after school following clubs – this is also targeted by year group, by activity and the engagement for vulnerable students</li> <li>New sporting equipment has enabled children access to higher quality equipment</li> <li>Termly focus day on Health and Wellbeing has raised profile of physical and also mental health - 100% classes participated in ‘The best me I can be!’ day and Mindfulness Day to promote the importance of keeping our mental health as a focus, and which included curriculum coverage relevant for each year group, promoting healthy lifestyles through PE, science and PSHE</li> <li>Impact of previous coaching and CPD evident on practice to ensure funding is having a sustainable impact - 100% of teachers now deliver at least good lessons</li> <li>Membership to the Points Network and Westfield Hub has allowed us to compete against other schools in our family, access a variety of sporting equipment and facilities, access Sports Day led by Sports Leaders etc.</li> </ul>	<ul style="list-style-type: none"> <li>Aim to achieve First Games Mark accreditation achieved</li> <li>Increased presence at Family of Schools sporting events – at least one per term, with all KS1 children having the opportunity to take part by the end of KS1 incl. all Y2 children to access the Network Games Event in April</li> <li>PE Lead to seek feedback through teachers’ view questionnaire and outcomes of monitoring to identify specific areas of need in confidence, knowledge and skills. Address through coaching, CPD etc. – review needs and impact termly</li> <li>Teachers new to year groups - staff to work in partnership with specialist sports and dance coaches to introduce and embed new year group expectations. Use team teach approach to teaching and learning/joint teaching and using the sports coaches’ knowledge and experience as a resource, incl. sharing planning, and also weekly session to apply pedagogy</li> <li>Health Days to continue to address concerns around physical and mental/emotional wellbeing</li> <li>Further develop skills and leadership of young Sports Leaders to encourage active play/lunchtimes and skill development opportunities</li> <li>Audit of equipment to ensure this reflects the needs of the curriculum and after school clubs etc. Order through Davies Sports as Points Network discount of 10%</li> <li>External lesson observations for constructive feedback?</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.	N/A due to the age of our Nursery and Infant School children
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	N/A due to the age of our Nursery and Infant School children
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A due to the age of our Nursery and Infant School children
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.

<b>Academic Year:</b> 2019/20		<b>Total fund allocated:</b> £ 17150		<b>Date Updated:</b> 4.9.19	
<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					Percentage of total allocation: 0.9%
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	
<b>To formalise active 30/30 (active minutes per day at home/school) through a designated physical learning session once a day e.g. physical starter for numeracy/phonics, daily mile, active station in continuous provision</b>	<p>Opportunities to evidence this e.g. timetables/visual timetables, planning, advice/info for parents on newsletter, snap shots of learning etc.</p> <p>Children are active in morning break 15min, plus 15 min active session daily e.g. physical starter to sessions etc.</p> <p>Encourage children to have active breaks and lunchtimes every day where possible incl. training for 12 Pupil Sports Leaders with Points Network (10% to achieve Gold Sports Mark)</p> <p>Continue to monitor to ensure that all children have 2 hours of PE within the curriculum per week</p>		£160 Leadership Day to develop pupil Sports Leaders for active playtimes and lunchtimes	<ul style="list-style-type: none"> <li>HM/PE Lead's Active assemblies have improved the awareness and importance of exercise – min of one per term.</li> <li>Well-being day 24<sup>th</sup> September 2019 – helped to raise the importance of healthy eating and lifestyles. 100% of KS1 children took part.</li> <li>14<sup>th</sup> January HM/PE LEAD attended active storytelling workshop. This offered the school more opportunities to deliver literacy in interesting and active ways. Most activities were adaptable for all year groups (nursery-Y2) therefore it has been easier to implement into our school.</li> </ul>	
				<p>New adult play leader already in post – activities to be re-launched in Autumn Term after a period of partial closure.</p> <p>Relaunch active lessons and ensure teachers are regularly planning and teaching them in Autumn Term.</p> <p>Leader to be enabled to observe PE and physical activity across school.</p> <p>Adult and child play leaders assigned again in the Autumn Term and re-trained for their roles incl. new timetable and equipment. TF to support.</p>	

Adult Play leader to oversee activities during play and lunchtimes to encourage physical activity and equipment is both interesting and varied to interest and engage children

- Active lessons staff meeting 29<sup>th</sup> January 2020. HM/PE LEAD gave out ideas and lesson plans on how to deliver active lessons in phonics, literacy and maths. Teachers could therefore use the ideas in their planning. Increase in active lessons has increased the level of participation, interest and motivation of most children. It has especially engaged and supported specific children.
- Playtime and lunch time equipment boxes with new PE resources now available.
- Player leaders launched February 2020. This has made lunchtime and playtimes more active as children are better engaged in activities. They have been engaged in activities which raise their heart rate and/or enable them to beat a personal best in a particular skill or sport (long jump, how many skips in 30 seconds...)
- Pupil voice – interviews with school councillors about playtimes/lunchtimes and new equipment - Children made class posters to encourage everyone to join in with games and play sensibly in the playground.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				45%
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:
<b>PE to be a focus in our School Improvement Planning, with ongoing involvement and collaboration from the Head and PE Lead, and support from Point Learning Network, to ensure all aspects of PE and School Sport pervade the school</b>	PE Leader to have presence at Points Network Meetings and PE Conference	£800 Option 2 Points Network Annual Membership	<ul style="list-style-type: none"> <li>PE Lead Attended conference 25<sup>th</sup> September 2019 – enabled the new PE leader to meet other leaders, get to know how other schools work and plan PE, ideas for active lessons/minutes, ideas for inspiring children, focused days and trips. The PE Lead is able to stay up-to-date with new policies, procedures and practices to ensure that good practice is maintained at the school.</li> <li>Signed up for Get Set website.</li> <li>Weekly PE/sports updates on the newsletter which informs parents and children of the changes to PE and the things we are focusing on. Notifies them of any upcoming events or special days. This raises and maintains the profile of PE, Sport and Physical activity across the whole school.</li> <li>Ordered new resources – 14<sup>th</sup> October 2019. (£152.37) for out PE lessons. This enabled us to move some of the old</li> </ul>	<p>Newsletter – This has been more of a half termly update to advertise any events happening this year, and will increase to a more regular health and wellbeing slot to further raise profile next year.</p> <p>Playground equipment set up and organised into certain days for play leaders to manage – need to re-train leaders due to school closure/time missed.</p> <p>Audit equipment to ensure it is up to date and counted ready for September 20-21.</p>
	Sign up to Get Set Website for updates for sports events to discuss with children as part of the whole curriculum			
	Provide parents/carers with regular information regarding PE and sport throughout the year on our weekly newsletter	Release time for Subject Leader £450		
	Raise profile of PE across school by including annual sporting events within the school curriculum and discuss sport in a wider context incl. Talent Assembly half termly, sporting events e.g. 28 <sup>th</sup> Sept World Championship in Athletics, Olympics (Summer) etc.	Health Day (Points Network - owed from last year) – further health days £100 per day allocated = £200 for year		
	PE integral to SIP D in school improvement work	£6,380 Incl. £113.70 allocated to		
Audit resources and purchase				

	<p>storage/new resources where needed to ensure access to high quality equipment to develop skills</p>	<p>replace steel pole/hall apparatus</p>	<p>equipment into the play pod to use at play times.</p> <ul style="list-style-type: none"> <li>• The availability of new equipment removes any barriers to learning, facilitates the lesson and acts as a motivational tool for all pupils. The school recognises that a good standard of equipment will help develop the children's skills and increase them to be motivated to learn.</li> <li>• 15<sup>th</sup> January 2020 - New playground equipment ordered, ready to set up new playtime leaders and creative sheds for spring 2.</li> <li>• The availability of new equipment in the yard support activity and enhances the playtime experience. Pupils are eager to get involved as the new equipment inspires and motivates them, this increases activity levels and participation at lunch and play time. This also helped to maintain behaviour to be kept at the highest standard.</li> </ul>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				3 %
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:
<b>To ensure all teachers in both Foundation Stage and KS1 access high quality CPD across the year to increase confidence, knowledge and skills in teaching of PE and sport</b>	Staff to access CPD offered by Points Learning Network to strengthen skills and address any areas of need	As needed	<ul style="list-style-type: none"> <li>● Tagtiv8 twilight with AD 26/11/19 – showed us how we can introduce active lessons in 2020 and how we can incorporate literacy, maths and other lessons to make them more active.</li> <li>● CPD from Sports Coach and Dance Teacher. Both RM Sports Coach and Dance Teacher worked alongside every teacher in KS1 last academic year, therefore 100% of KS1 teachers received ongoing CPD from specialist coach in dance, athletics, gymnastics and games. Staff have been able to learn new techniques and skills in athletics to improve practice.</li> <li>● 100% of teachers received CPD from RM Sports Coach and Dance Teacher. TAs also accessed CPD from these specialists.</li> </ul>	<p>Re-launching active lessons – monitor and evaluate through observing.</p> <p>CPD was scheduled for both EYFS and also KS1 staff – due to impact of Covid-19 in the Summer Term, coaches did not attend school and therefore F2 staff/children did not receive the input from coaches as planned. This will be addressed through KS1 provision in the new academic year.</p>
	PE Lead to attend three days Leadership CPD with Points Network to develop leadership skills and impact	£450 3 days cover for PE Lead		
	PE Lead to seek feedback through teachers' view questionnaire and outcomes of monitoring to identify specific areas of need in confidence, knowledge and skills incl. before and after working alongside coaches to inform CPD support, assess new teachers entering the school etc. in order to address.	£450 3 days cover for planning/monitoring and evaluation time for PE Lead		
	Review needs and impact termly and also evidence impact.			

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 31%
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:
Additional achievements  <b>To strengthen links with at least 2 specific local sports clubs and have a clear performance pathway in place to encourage more children to participate in sports out of school</b>	<p>We already have links with our sports coaches Dance Teacher and RM Sports Coach who are also linked with local sports organisations – investigate the number of children who already attend these clubs and ways to encourage additional children to attend these clubs in the future e.g. 10% increase in attendance in these external clubs through free taster session for our children to try his badminton club etc.</p> <p>Children to have wider access to a range of sports coaches throughout the year, scheduled on a termly basis, to ensure they develop a range of skills in different sports/activities.</p>	<p>£4400 Sports Development Coach (RM Sports Coach Mills) – one afternoon per week</p> <p>£1000 Dance Coach</p>	<ul style="list-style-type: none"> <li>Children accessed different PE providers for dance, gymnastics, athletics and team games/building leadership skills. They are encouraged to use these skills during playtimes and break times.</li> <li>100% Lessons observed were at least good. Team work with the coaches is excellent and teachers/coach support each other well during the lessons. Teachers using lesson ideas from the coaches. The strong subject knowledge of the specialist coaches supports teacher’s knowledge and enables them to understand how future delivery can take place.</li> <li>72% of the whole school attended at least one afterschool club this year.</li> <li>During our BIG PE afternoon, teachers practice the skills RM Sports Coach and Dance Teacher have taught the children to ensure fluency</li> </ul>	<p>PE providers have regular contact with PE lead and teachers to keep on top of skills and progression. Also are able to plan together relating PE sessions to topic every half term.</p> <p>PE providers booked for 20-21</p> <p>Links are already strong with Points Network and local dance provider, and this to continue in the new academic year incl. exploring links with local badminton club etc.</p>

			<p>and confidence.</p> <ul style="list-style-type: none"><li>• We have offered a range of different sports this year which include: football, karate, dance, gymnastics, athletics, ball skills, yoga, balancing, dancing and performing. We hope to deliver the same, if not seek more, opportunities next year.</li></ul>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				21%
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:
<b>At least 50% of children of KS1 have an opportunity to represent school in sporting activity through festivals/competitions</b>	<p>School team t-shirt to raise the profile of PE and Sport within school and to give the children a sense of pride in wearing the T-shirt to represent school. This also engages pupils to be part of the events taking place.</p> <p>Sporting events -</p> <p>Family of Schools Council Event Westfield x 12 students</p> <p>Family of Schools Council Event Rother Valley x 12 students</p> <p>Christmas Festival x 30 students</p> <p>Mini athletics x 30 children</p> <p>Mini steps Gymnastics Festival</p> <p>Points Network Games x 60 children</p> <p>Balls skills Festival x 30 children</p> <p>Family of Schools Athletics x 30</p> <p>Aim to have delivered at least 2 personal challenge competitions for pupils for KS1 across the year</p> <p>Aim is for 25% of KS1 children to also engage in extra-curricular</p>	<p>Network games events in April 2020 - £160 for both classes (due to 1 incl. in subscription</p> <p>Transport costs to/from events £2500</p> <p>£1100 Westfield Cluster Offer incl. Sports Days, programme of festivals for children to access across the year</p>	<ul style="list-style-type: none"> <li>Sports Kit issued in Spring term 2020 but, due to lockdown, sporting events were cancelled after this point and therefore we were unable to use this in the Summer Term due to Covid-19. The sports kit will hopefully raise the profile of our PE in our school and also the profile of our school teams in the local area.</li> <li>Increased enjoyment of a range of sports, gives the children the chance to try other sports.</li> <li>Attending sports competitions/ festivals -</li> <li>Family of Schools Council Event Rother Valley x 12 students - fully attended and all children participated</li> <li>Christmas Festival x 24 students attended – 13.12.19</li> <li>Athletics competition x 30 fully attended and all children participated</li> <li>68% of children in KS1 attended and participated in</li> </ul>	<p>When possible, start to wear sports kit to raise profile of sports in school as the kit has already been made.</p> <p>Continue to attend local sporting events and competitions so children unable to attend in the Summer Term have other opportunities in 20/21.</p>

clubs every week incl. lunchtime activities – monitor attendance to identify and target children who do not currently engage.

- a competition
- 72% of children attended at least 1 afterschool club in the first 2 terms (although we have highlighted this yellow in outcomes as are unable to provide summer term data)
- Pupils taking part in competitions benefit in a number of ways. They develop the following attributes / skills :
  - ✓ Confidence
  - ✓ Cooperation
  - ✓ Working as part of team
  - ✓ Managing their emotions when they win or lose
  - ✓ Pushing themselves when things get tough
  - ✓ Testing out their skills in higher pressure situations
  - ✓ Being gracious winners
  - ✓ Developing awareness of those around them
  - ✓ Learning to succeed in new/unfamiliar situations
  - ✓ Socialising

These opportunities have provided children with new experiences out of school and has encouraged them to meet new goals as well as working collaboratively with their peers and children from other schools and communities. It challenged them to compete and how to cope with the different emotions of winning and losing, which are life experiences.

- Well-being day 24/9/19 – 100% of the school attended.

TOTAL : £17,150

Signed off by	
Head Teacher:	P.Bestall
Date:	22/7/2020
Subject Leader:	H.Maloney
Date:	13/07/20
Governor:	L.Booth
Date:	22/7/2020