

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:
<p>Through the continued development of staff CPD</p> <ul style="list-style-type: none"> · High quality curriculum delivery · A wide range of extra-curricular activities · A workable system where play time is more structured with a variety of children accessing provision. · Enthusiasm and a love of sport across the school · An increase in competition attendance <p>Even though this year we are still without a sports coach staff have up skilled themselves and are developing effective, high quality, lessons. P.E lessons were delivered to all years and although due to staffing and timetabling in a small school we have been able to attend and increasing amount of competitions. This year we introduced new sports like cheerleading and acro dance ultimate Frisbee within the school to peak the interest of a wider range of children.</p>	<p>This year more focus to be put on to curriculum PE which will still include staff CPD but with more emphasis regarding the assessment of core tasks and the delivery of the PE curriculum.</p> <p>Over vision this year is to increase participation within intra school competitions, we have already held and table tennis, acro dance, dodgeball and hula hoop competition.</p> <p>Our sports premium allocation for PE hours delivery will be done only out of school hours not effecting our PE curriculum which focuses more on transferrable skills rather than a particular sport.</p> <p>Additional opportunities like martial arts and Fencing will also be used to enhance this.</p>

Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p>	72.22%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	66%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	28%

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
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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: £17,110 Current Spend £11,820		Date Updated: 31 st March 2020 Highlights in yellow indicate impact of Covid 19	
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: 1.8%
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 achieve a higher percentage of children accessing the MUGA for organised active games and sports than last year (30% yr1-4, 16% F/5-6) . at dinner times and at playtimes. To include all children achieving their 30 minutes or regular exercise.	To devise a timetable which enables more children to access the MUGA at play times in organised games/activities. HT to be out at every playtime and is there solely for the MUGA games /activities. To introduce more intra sports and use this to motivate children to practise at allocated times for example- Hula hoop competition- two weeks to practise, hoops out and monitored by HT/JR Personal best assemblies and challenges to be displayed on the sports board and		Resources – see below in KI 3	HT took snap shot lists of the children using the facilities. Once in the autumn term, however we were unable to do Spring and summer due to Covid19 . Numbers indicate that the introduction of an adult on the muga increased marginally as it seems that it is mostly the same children using the facilities if it is an organised game. The usage doubled when teams were practising for their intra hoop competitions. Intra competitions were a success in the Autumn term as the PE lead was full time and with HT supporting we could organise and deliver meaningful in house competitions. The children and adults all got on board with this and celebration	Use some of the SP money to buy some resources that could be used more for personally best scores, larger hoops, ankle skippers and individual bat and ball. These types of activities attract both genders and all age groups. HT to be paid extra for sports duties to organise PE /sports board and to deliver some of these opportunities. The intra sports was excellent

	<p>changed termly.</p> <p>Go noodle to be a timetabled part of the day am and pm.</p> <p>To increase Healthy Hapton Participation by 20% by offering more incentive (badges and silver award prizes as well as gold and platinum) .</p>	£300	<p>assemblies and certificates were given out for, dodgeball, hula hoop, gymnastics, table tennis, acro dance. Spr and summer terms there was no intra competitions partly due to Covid 19 partly due to part time staff.</p> <p>Unfortunately, the results of this years Healthy Hapton is un clear. Up until school closure - Bronze-17 children Silver- 8 Gold 4</p>	<p>but just wasn't sustainable without the correct member of staff in place to drive it.</p> <p>This will continue as normal in order to celebrate a healthy lifestyle outside of school.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation:
	15.3%

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?:
To use both curriculum PE and all school sports as an opportunity to teach character and values impacting behaviour and adding to the whole school ethos.	To achieve gold in the school sports mark by using more school leaders, PE/sports reported in newsletter bi weekly.		We have retained the award from the previous year due to Covid19 as the school's mark award was cancelled.
	Time table 2 hours of PE for KS2 children (swimming changes impacts this from last year)		The new swimming changes, enabled KS2 classes to have additional PE slots however,
			Sustainability and suggested next steps:
			We were on track to do this so I see no reason why we cannot achieve Gold when the school games mark opens this will be difficult however as there will be a reduction of coaches and facilities due to Covid restrictions.
			Due to school closure our school swimming provision is still unclear. Changes may have to be made to accommodate the current year 4 as

	<p>To continue to embed an active ethos in school by pushing the 30 minutes of organised exercise per day, teacher to support the children to be active at various points of the day- (Class healthy Hapton)</p> <p>Teachers to award children with the school sports values within PE lessons. Link with dojo behaviour system.</p> <p>To hold friendly intra school competitions at dinner times and play times that encourage participation from a variety of children by including a variety of different sports including individual events.</p> <p>HT/JR and the sport ambassadors to oversee the sports board to include the results of the intra, personal best and inter competitions.</p>		<p>these were not always used weekly.</p> <p>The impact of this was minimal this year and it clearly hasn't worked although I do know that at least 2 classes were regularly using Go noodle however filling in the forms was forgotten.</p> <p>This didn't seem to take off possibly because of a lot of changes in school at the time. The values were mentioned alongside the school values but not many awards were issued. This needs revising with the whole staff to ensure that is manageable but also productive.</p> <p>Intra competitions were a success in the Autumn term as the PE lead was full time and with HT supporting we could organise and deliver meaningful in house competitions. The children and adults all got on board with this and celebration assemblies and certificates were given out for, dodgeball, hula hoop, gymnastics, table tennis, Acrodance. Spring and summer</p>	<p>they will have missed a term and half of lessons. Additional top up swimming WILL be required when normal swimming provision can be resumed.</p> <p>This needs to take a higher priority from September especially since a lot of children's health may have suffered due to Covid 19. Possible introduction of the mile a day and other initiatives to get children moving and out side.</p> <p>PE values are now part of the Lancashire curriculum and alongside each lesson a value is taught. Teachers to teach character values as part of their PE lessons- these are all planned into the lesson and can be accessed via the PE passport App.</p> <p>HT to be paid extra for sports duties to organise PE /sports board and to deliver some of these opportunities. The intra sports was excellent</p>
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	<p>PE assessment of core tasks within lessons to be a priority, in order for next steps of learning to be valuable. Evidence of core tasks to provide a clear picture of attainment within lessons and teacher subject knowledge of these skills.</p> <p>C.Heap to deliver training to teachers and other appropriate members of staff to give CPD on core tasks and what they look like.</p>	<p>Ipads x6 £2040 Cases £120 Lancashire PE offer £450</p> <p>SSP Funded</p>	<p>terms there was no intra competitions partly due to Covid19, partly due to part time staff.</p> <p>The Ipads have proved invaluable for delivering and assessing lessons although teachers have only been able to use this properly for ½ a term. PE lead is able to track participation and look at teacher assessments by accessing the app where their photographic and video evidence is kept.</p> <p>All teachers attended the training plus any TA's who may be involved with PE assessment. We used children from school to demonstrate activities and levels so that it was easier to process that diagrams. All staff found it useful however, due to school closure they haven't really had much opportunity to practice of use the core tasks and only managed to assess 1 core task effectively.</p>	<p>but just wasn't sustainable without the correct member of staff in place to drive it.</p> <p>In depth training for all staff would be beneficial to make sure that the PE passport is being used to its full potential. Renewal of the PE passport and Lancashire memberships will be a priority for this.</p> <p>Training may need to be delivered next year. Core tasks will be used from September so that we will have a full years assessment on the PE passport.</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:
				12.2%
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To develop a progressive curriculum that teaching staff feel confident to deliver. Refresh PE skills/knowledge of teachers due to a different structure within school.	<p>HT to attend courses offered by the School Sports Partnership.</p> <p>TH to receive gymnastics CPD within school from the BEST centre.</p> <p>DG- to work with C.Heap to enhance her CPD regarding assessing FMS.</p> <p>JR to attend training regarding deep dives within PE- discuss with SLT how this impacts our school.</p> <p>All staff to attend core task and assessment training delivered by C.Heap</p> <p>All staff to attend the Primary Dance UK training delivered by JR – with important info on how to use this to give the children opportunities to be creative.</p>	<p>HT and TH to attend £40</p> <p>Primary dance renewal- £800</p>	<p>At the beginning of the year, due to SLT staffing structure changing whilst appointing a new head. A number of courses had to be cancelled due to the need to keep staff in school. CPD suffered initially because of this. HT only attended 1 course out of 3 booked. CPD in school however, was able to go ahead TH used the skills taught from the best centre to deliver gymnastics to Yr 6 pupils who then took part in a intra competition judged by the SSP.</p> <p>Course was attended and a better understanding and a clearer picture of what a PE deep dive will entail. The PE passport is key to this so we can show case curriculum work and show progression.</p> <p>Dance has been delivered regularly and enthusiastically using this resource however, teachers need to show where children are developing their own creativity and choreographing their own movements. We were unable to attend any competitions associated with this due to Covid 19</p>	<p>Curriculum map needs to show progression and reflect our intent, we need to make sure that we can show that the impact matches this. More training on this may be needed, possibly through the SSP and discussions with other PE leads. Management time may need to be given for this.</p> <p>School is in agreement to continue with this resource for another year however, planning must show how children’s own thoughts and ideas are being</p>

	<p>SS- to attend a mental health training course (three children will also attend.</p> <p>Team teaching to help with CPD TH ,KR,KS</p> <p>PE lead to monitor lessons and use of the app</p> <p>To maintain and replenish resources to ensure maximum impact on development and progression.</p>	<p>Wage implications for JR £250</p> <p>£1000</p>	<p>PE lead was able to team teach with DG and HT to develop teaching and learning.</p> <p>Lesson observations were not able to take place ,due to Covid19</p>	<p>developed.</p> <p>PE will mostly be taught by the PE lead next year so some monitoring lesson observation or drop in's will have to be managed by SLT.</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: 13.7%

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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
Additional achievements: Enrich the curriculum with a wider choice of sports that are not generally offered at school.	To buy in some outside agencies to provide opportunities to experience a variety of sports like martial arts, archery, ultimate Frisbee and dance.	£750 Zulu nation Ultimate Frisbee £200	<p>This was an amazing experience and allowed the children not only to emerge themselves in another culture but enabled them to experience dance and movement in a way they have never seen before. This had an whole school impact on physical and mental health as children were excited to learn and discussed it for weeks afterwards.</p> <p>This was only attended by 9 children and although they enjoyed it won't be something we will book in again as the impact of this club</p>
			Sustainability and suggested next steps: We will definitely rebook when it is safe to do so.

	<p>To offer more afterschool club opportunities. Use SSP hours for afterschool sports rather than curriculum time as this had no impact on CPD or skill development.</p>	<p>Martial arts – enzo -£600</p> <p>Jujitsu- £840</p> <p>Archery –£500</p> <p>Football coach £300</p>	<p>was minimal.</p> <p>28 children took part in the afterschool clubs and all children throughout school was able to experience a taster session for this sport. Unfortunately, due to school closure the full course could not run however full payment was still made in line with guidance received.</p> <p>This was due to start just after school closure so the club didn't run.</p> <p>44% of children who attended archery don't usually attend a sporting club and would be considered to be inactive. This was expensive due to more staff needed for safety but impacted the non-active children in ks2 a great deal.</p> <p>66% of children attended the football sessions were mainly year 4 and 5 although this wasn't intentional it does have a large impact of the football team for next year, developing a team ethos and getting to know how each other plays.</p>	<p>The children enjoyed having the opportunity to experience a wider variety of sports and the martial arts also promotes resilience, perseverance and discipline so when it is safe to do so we will book some sessions for next year.</p> <p>We will look into re-booking when it is safe to do so.</p> <p>Targeting the inactive children is a priority so tailoring some of our outside agencies to engage these children will also be a focus next year however, due to the size of the hall and the safety guidelines we may have to find an alternative club to achieve this.</p> <p>We will look into rebooking when it is safe to do so.</p> <p>Possibly to run a football team specific club and then a fun football club for those who are less competitive.</p>
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			Only 17% of the children attending were girls. Unfortunately, the sessions were cut short due to school restrictions and then closures because of Covid19.	A 50% increase of girls attending the football sessions is needed next year.
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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:
Continue to provide a wide range of competitive opportunities for our children at a range of levels. Embed Intra school competitions within the school week including in the curriculum and at break times.	<p>-HT to organise daily Intra school matches in a range of activities.</p> <p>JR to organise who school team intra competitions</p> <p>-Continue to participate in as many inter school events as possible including all SSP competitions.</p> <p>-Target specific groups of children to attend appropriate events including Pupil Premium and Girls</p>		<p>Intra competitions</p> <p>Dodge ball 26% of the whole school took part.</p> <p>Hula hoops 26% of the whole school took part.</p> <p>Table tennis 9%</p> <p>Gymnastics 28% of ks2</p> <p>Acro dance 6%</p> <p>Football – these were planned but not delivered</p> <p>Skipping- these were planned but not delivered</p> <p>57% of the whole school took part a intra event 18% of which are pupil premium. 56% of which are girls.</p> <p>Competition up to March</p> <p>SSP Events/ Competitions: 11 events/comps accessed</p> <p>SEN /C4L Events: 4</p> <p>KS1 Specific – 4</p> <p>50% of KS2 children have attended an event in 19/20</p> <p>54% Pupil Premium children have represented the school.</p>	<p>100% of the intra competitions took park in the autumn term. Whole school competitions take a lot of organisation but includes a great deal of children. This will continue next year however, the PE lead being part time will impact this. HT to possibly plan a intra timetable with JR for over the year. This will have wage implications.</p> <p>A virtual timetable will be run in the autumn term and as new guidance comes out we will buy in to different elements of the SSP offer to increase competition involvement.</p>

<p>Key Indicator 6: Improved collaboration and growth of local networks including local partners and external agencies Percentage of total allocation</p> <p>Buy into local SSP to ensure continuity and growth of local infrastructure. Universal offer for pupils and coordinated support package. Establish links with other local providers.</p>	<p>Access all the SSP has to offer including: Over 120 inter competitions and festivals (includes 22 Free SG events) ,CPD Courses, School Sport Coaching Programme (35 hours),Tots on Tyres Cycling programme for Early Years, Network support for PE leads and Head Teachers, YST Membership enabling us to link with a national network.</p> <p>Continue links with Burnley FC to provide match day experiences.</p>		<p>See Key Indicators 1-5 Plus full use of bikeability from tots on tyres to 6 children progressing to level 3.</p>	<p><u>Percentage of Total Allocation – 26%</u></p> <p>Next years SSP offer will be in shorter sections offering as much support as they are allowed to under the circumstances.</p>
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