

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 2020:	Areas for further improvement and baseline evidence of need:
<p>Despite the challenges represented by Covid-19, all children in KS2 have represented the school in at least one sport.</p> <p>All KS2 children have performed in front of an audience at The Sands Centre this year.</p> <p>Two free after-school clubs are offered to all children twice a week.</p> <p>All children have access to healthy snacks during break times.</p> <p>Phunky Foods resources have been used as part of the school's online learning platform alongside the Lancashire Scheme of work.</p> <p>PSHE Dimensions curriculum purchased to support children returning to school in September.</p> <p>The school has signed up to The Daily Mile and Go Noodle which will run every afternoon from September.</p>	<p>Continue to prioritise access to staff training through team teaching.</p> <p>Due to the impact of Covid-19, we still need to investigate ways to utilise the school grounds to provide more sporting opportunities.</p> <p>Review sports equipment so that P.E. lessons and sport can be taught safely, using social distancing.</p> <p>Investigate training opportunities for Forest Schools.</p> <p>Assess (which needs to be ongoing) the impact that Covid-19 has had on the children's mental health. Purchase/adapt planning in order to support and guide staff and children's return to school.</p> <p>Identify which children will need "Top-up" lessons in Year Five.</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>	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?	100%
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: £22333.73	Date Updated: July 2020	
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	2.6% (This figure would have been higher if children had been at school)
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 ensure that pupils participate in regular physical activity. (September' 19 – March'20)	All children to participate in at least two P.E. lessons per week. Employ coaches to run after-school clubs twice a week. Encourage use of active play during morning and afternoon breaks. Use of walking bus twice a day	£600 (actual figure) This would have been higher for the whole year.	Only five children attended the after-school club out of a possible 32 (only 15%). Senior leadership withdrew afternoon breaks for KS2 from the timetable. On average 22 children utilised the walking bus (68.75).	Continue to timetable two sessions of P.E. per week. Coach providers will be changed from September to ensure that a high quality of P.E. is offered to all pupils. The after-school clubs will target KS2 and will be linked to tournaments in the Autumn Term. This should encourage more children to attend. Timetable the Daily Mile and GO Noodle during afternoon sessions.

				<p>Although the school would like to keep the walking bus running, social distancing rules will restrict the use of it for the time being.</p> <p>Find opportunities to time table active breaks on non P.E. days to ensure that all children have 30 minutes of physical activity.</p>
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0%
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>Raise the profile of participation in P.E.</p> <p>Attend sports tournaments to develop the skills of resilience, team work and confidence.</p> <p>Improve children's confidence to perform in front of a wider audience as part of developing their self-esteem and confidence.</p>	Share experiences through the use of the school website and social media.	Time (See Key Indicator 4 and 5)	<p>The children were asked to perform at a village event following on from their success at the festival which they were all keen to do (on a Saturday).</p> <p>The children would like to attend and perform at the festival next year. This wouldn't have happened before.</p>	<p>Develop a sports/health page on the school website.</p> <p>Attend the next festival (if public performances allow).</p> <p>Look for opportunities to participate in more festivals/tournaments.</p> <p>Apply for Bronze Active Mark Award</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Develop staff subject knowledge in order to teach P.E. at a good or outstanding level.</p> <p>P.E. Co-ordinator to attend termly ACPEN meetings.</p> <p>Disseminate training opportunities to all staff.</p> <p>Develop long-term P.E. Planning and school vision for sustainability in P.E.</p> <p>Develop use of rigorous assessment.</p> <p>Purchase PSHE Dimensions scheme in order to support pupils' health and mental well-being.</p> <p>Purchase up-to-date version of assessment tracker.</p>	<p>Staff to be given opportunities to work alongside coaches.</p> <p>P.E. Co-ordinator has attended three ACPEN sessions this year (Including one on Zoom).</p> <p>P.E. co-ordinator has attended Zoom training on how to deliver P.E. sessions using social distancing. All staff have been given links to videos and resources for the same training.</p> <p>P.E. Co-ordinator has met with Chris Brammel in order to develop a vision statement and long-term plan for P.E. in order to ensure that all children make progress within a full key stage class.</p> <p>Joint INSET Training took place (with another small primary school) was attended by all staff. The training will fed into the long-term planning.</p>	<p>Swimming Coaches And transport £900</p> <p>Sports Coaches £1497</p> <p>£1,295</p> <p>£40.00</p> <p>Total: £3,732</p>	<p>Planned courses have been cancelled due to Covid-19 so opportunities need to be researched for the next academic year.</p> <p>Given Covid-19, the impact will be more explicit as staff and pupils move into the new academic year.</p> <p>The Dimensions programme will commence in September 2020.</p> <p>Make assessment criteria explicit to pupils so that they are aware of their next steps.</p>	<p>All Teaching staff to work alongside P.E. coaches throughout the year on a weekly basis.</p> <p>Ensure that staff are trained in the use of the ACPAT Tracker.</p> <p>Share long-term plans with P.E. Coaches and staff. Focus on the development of skills.</p> <p>Research P.E. teachers Level 5 Training.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				28.18%
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: Provide children with a platform outside school tournaments/plays to perform to a wider audience. Develop water confidence in all children in EYFS/KS1/disadvantaged children who have never been swimming. Fund disadvantaged children to ensure that they can participate in outdoor education.	Employ a specialist dance coach to work with KS2, one session per week with a view to performing at a dance festival at The Sands Centre. KS1 Swimming lessons provided. Wheelchair basketball session. Purchase equipment to ensure all children have access to skill development Life Bus visit. Outdoor education Healthy Breakfast Club and Fruit provision throughout the year.	£716.92 £630 £115 £299 £395 £1,200 £2937.66 £6293.58	All KS2 pupils performed at The Sands Centre in Carlisle which is the main venue for concerts/shows in the city. Pupils' confidence has soared. They want to do more public performances. Increased knowledge of how dance routines are created. 100% of the children in KS1 could swim widths without water aids where 75% needed aids at the beginning of the sessions. All children in KS2 were able to attend outdoor education sessions whereas only 50% would have been able to without financial support.	Forest Schools – research training and opportunities for next academic year. Fund one block of KS1 swimming at Orton Grange. Purchase sports equipment to ensure that all children can participate in all lessons/clubs. Fund disadvantaged children to ensure that have access to all activities offered. Research sports that aren't currently on offer and book sessions within school.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3.5%
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:
Ensure that all pupils represent the school at least once this academic year. Run a sports day and organise children onto teams.	Transport costs to and from tournaments. CCSA Subscription	£725 £65 Total: £790	All children were given the opportunity to participate in a virtual sports day due to Covid-19. All children in KS2 were able to participate in at least one tournament/festival before Covid-19.	Research festivals for KS1/EYFS. Would there be an opportunity to join another smaller than average primary school to run sports activities with? Continue to attend sports festivals (if possible) next academic year.

Signed off by	
Head Teacher:	C. Ballas
Date:	31.7.2020
Subject Leader:	C. Thomson
Date:	16 th July 2020
Governor:	A.Dodd
Date:	31.7.2020

Total spend: £11,415.58

Carry Forward: £10,917.42 (Much larger than normal due to Covid-19)

Created by:   YOUTH SPORT TRUST

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(Sports Coaches for 2020-2021: £6,216) Leaves £4701.42 (from this year's funding)
Current Balance: £8,632.15