



# 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 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Mini bus course completed so DJ can now drive children to sporting events</li> <li>• The profile of PE and sport being raised across the school as a tool for whole school improvement.</li> <li>• Broader experience of a range of sports and activities offered to all pupils.</li> <li>• Increased participation in competitive sport resulting in more success being experienced by all.</li> <li>• All pupils have 2 hours of PE a week.</li> <li>• PE lessons encompass the different areas of the National Curriculum.</li> <li>• Playground Leaders help lead activities during lunchtimes.</li> <li>• Year 6 Sport Leaders run multi-skill lunchtime clubs.</li> <li>• At the peak 4 sports clubs were run after school (Football, Girls Multi Sport, Gymnastics and Dance). Maintained the School Games Gold award – next year we will be going for platinum.</li> <li>• Increased range and amount of equipment and sports kits.</li> <li>• More competitive sport being experienced via intra and inter school competitions.</li> <li>• Better communication links between SLT and parents about sporting events.</li> <li>• Safer transport to inter school events.</li> <li>• The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the range and number of sports clubs.</li> <li>• Increase the number and range of competitive opportunities.</li> <li>• Increase the amount of physical activity children receive per day.</li> <li>• Include more targeted support for key groups of children.</li> <li>• More CPD for class teachers</li> <li>• To make better use of the school field.</li> <li>• To show off the talents of the children to the parents/general public in assemblies and special event days.</li> <li>• To further develop Leadership roles amongst pupils to include PE lessons &amp; extra-curriculum clubs.</li> <li>• To ensure consistently good or better PE lessons across the school.</li> <li>• Introduce a usable assessment scheme for all staff to use in PE lessons.</li> <li>• Outdoor storage of PE equipment.</li> <li>• Continued development of staff subject knowledge and delivery of high quality PE lessons.</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.	87%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	87%
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 <b>over and above</b> 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: £17,720		Date Updated: May 2020	
<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:
					<b>44%</b>
Intent	Implementation		Impact		
<b>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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>		<b>Funding allocated:</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?</b>	
<b>To provide a safe and useful environment for the children to participate in physical activities.</b>	Sports Court and Upper Playground need to be regularly cleaned and kept maintained. Sports field needs to be remarked and hedges need to be cut back.		<b>£1000</b>	<b>Evidence:</b> Children will be able to experience success in a much safer and practical environment.  <b>Impact:</b> More children will enjoy the chance to experience the safe activities.	
<b>Daily Fitness Intervention via Active Playtimes.</b> Aims: <ul style="list-style-type: none"> <li>- Improve stamina</li> <li>- Improve concentration</li> <li>- Provide a break from academic based lessons</li> <li>- Relieve stress</li> </ul>	All classes will have the chance to take part in Active Playtimes.  Continue to provide CPD for staff on different fitness/ intervention activities.  DJ to monitor a range of children across the Key Stages to monitor improvements in their stamina and endurance levels.		Staff Training - Fitness and other Intervention Programmes.  <b>£500</b>	<b>Evidence:</b> Diary of fitness interventions, Photographs, Facebook, School website, CPD log.  <b>Impact:</b> DJ provided CPD for staff on how to vary and deliver fitness-based activities.  Staff delivering a range of fitness interventions.	
					Develop Active Pedagogy - teachers to gain practical ideas on how to make classroom-based lessons more active. Include more targeted mental health programmes to support children. A clear timetable will be put into use to show when the daily fitness interventions will take place. DJ will also provide all staff with ways they can introduce fitness into all lessons.

<p><b>Extra clubs will be introduced to give all children the chance to experience more sports.</b></p>	<p>Outside Coaches have been used to give the children the new experiences. We have got very good relations with coaches for all the clubs we provide and have managed to make strong links with Progressive Sports – a company that specialise in providing quality coaches for schools.</p> <p>To make sure these clubs run as well as they can extra resources have been purchased. These resources can then be used in normal PE lessons</p>	<p><b>£500</b></p>	<p><b>Evidence:</b> Registers of who attends the sporting clubs together with photographs.</p> <p><b>Impact:</b> The children have gained valuable life skills from learning new sporting skills from different coaches. They get familiar to hearing instructions from different coaches.</p>	<p>To make the clubs accessible to all children prices for the clubs will be kept to a minimum. Pupil Premium children will be offered the clubs free of charge. Sports Premium money will also be used to keep the prices down.</p> <p>A questionnaire will be completed by the children/parents to highlight any problems. The survey will also identify what the children/parents want from the clubs.</p>
<p><b>All pupils have 2 hours of PE a week.</b></p> <p>PE lessons encompass the different areas of the National Curriculum.</p>	<p>Teacher to timetable PE into their week.</p> <p>Years 3, 4 and 5 to have swimming lessons.</p> <p>PE Coordinator to have an annual PE plan of all year groups. Teachers to offer a range of PE lessons.</p> <p>PE Coordinator to have meeting with Staff/SLT to discuss how the year has gone and what needs to be done in the future.</p> <p>PE equipment needs to be replenished and kept safe and up to date for the successful delivery of PE lessons.</p> <p>Sporting events have been planned for all children in KS1/2.</p>	<p><b>£5220</b></p>	<p>Timetables.</p> <p>Activity is part of school life – pupils look forward to PE lessons (conversations with adults &amp; questionnaires) Introducing activity as a fun and part of a healthy lifestyle.</p> <p>Annual PE plan – held by subject coordinator</p> <p>Hopefully children will have experienced and learnt the main benefits of physical education</p>	<p>School Council members to discuss &amp; formulate a questionnaire regarding PE &amp; Sport.</p> <p>At the end of the school year a meeting will be held with KC to review the year.</p> <p>Due to the circumstances of the Coronavirus and long periods of rain a lot of the sporting events have been cancelled this year. To avoid losing sporting events through bad weather more indoor events will be planned.</p>

Playground Leaders help lead activities during lunchtimes.	Leaders identified by application. Ensure they are supported by lunchtime supervisor. Training led by DJ.	£500 for sports equipment to help sports leaders deliver the various activities.	Ongoing attendance at lunchtime and feedback from dinner ladies.	Ensure all leaders have support from Staff members. Regular meetings with sports Leaders and PE coordinator. 'Job description' for next year's sports Leaders & application process introduced. Increase numbers for next year & training via Highfields.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: <b>3%</b>
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:
Incorporate celebration of sporting achievements into assemblies and award certificates/medals/trophies to raise the profile of PE.	Present children participating in specific sports events with a certificate in assembly. - Talk about upcoming events and opportunities. – Star of the week to be chosen from the whole school each week and then that child will be awarded a certificate in celebration assembly on a Friday.	£200 for Trophies and Certificates.	Children know that they will be rewarded for excellent work and for following the Golden Rules. They will also learn that this effort/attitude is expected behaviour and cannot always be rewarded.	This will be done on a weekly basis. To give more children the chance of being Star of the Week we could issue one award per class. Photos of the various stars could be displayed on a notice board and in newsletters/school social media.
Ensure staff, children and parents are aware of sporting opportunities and achievements – newsletters/diary dates/website	- Assemblies - Sporting diary dates on the weekly newsletter/staff diary. - Include a write up with pictures of events and competitions on the website and parent newsletter. - Whole school PE display board in central area with information, news, photographs.	£100	This will provide all concerned with warning for when various sporting events will take place. Everyone can then plan accordingly.	The effect of this could be assessed at the end of the year from parent, staff and pupil feedback. A question could be added to the questionnaire.

<p>Improved stamina and concentration due to increased fitness levels.</p> <p>Improved resilience, team work and problem-solving skills through delivery of OAA.</p> <p>Improved behaviour through role models, representing the school team and reinforcement of key character values during lessons.</p>	<p>Monitor stamina levels of key children in different year groups.</p> <p>Monitor and assist with the Daily Intervention Programme.</p> <p>Celebrate achievements in assemblies, on notice boards and through social media.</p> <p>Promote positive role models for involvement in sport either as a performer, official or coach.</p>		<p><b>Evidence:</b> Notice board, website/ social media Whole School Improvement document</p> <p><b>Impact:</b> Sports Council in place to discuss key issues relating to PE, Sports Day and School Games Day. Celebrate achievements, success and participation – increased self-confidence, increased status (individual and sport) Children aware of clubs, competitions &amp; achievements. Children excited and eager to join in with PE and extra-curricular. Increase in the number of pupils attending after school activities and engaging in competitive opportunities. Improved behaviour and attitudes to learning demonstrated in PE lessons.</p>	<p>Monitor behaviour patterns in more detail of key children and key groups who attend competitions and clubs.</p> <p>Develop lunchtime programme and target key children (inactive) within this programme.</p> <p>Greater emphasis on key character values during PE lessons.</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:
				10%
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>Consistently deliver high quality PE lessons across both Key Stages and in different activity areas so that children are making the required or better progress.</p> <p>PE co-ordinator to continue CPD in order to deepen own knowledge and support others in order to provide high quality PE to all pupils.</p> <p>Purchase an appropriate scheme/s to support teaching staff – PE HUB.</p>	<p>CPD for all staff involved in teaching PE, with a particular emphasis on the delivery of Dance and Gymnastics.</p> <p>Constantly update resources/facilities to help in the successful delivery of PE lessons.</p> <p>Staff will be able to watch DJ teach any lesson and any aspect of a lesson to aid them with their CPD.</p> <p>From signing up to the Highfields Cluster CPD is available on a regular basis.</p> <p>Teachers to use these to guide them/give ideas on sequencing of lessons. - -Specialist guidance on specific subjects e.g. gymnastics.</p>	<p><b>£1700</b></p>	<p><b>Evidence:</b> Lesson observations.</p> <p><b>Impact:</b> Staff confidence, knowledge and delivery improved in a range of activities. Lessons progressed from team teaching to solo teaching due to improved delivery.</p> <p>More pupil progress evident in lessons. All children are achieving or exceeding their targets.</p> <p>Higher levels of engagement and enjoyment from children.</p>	<p>Staff continue to deliver PE curriculum next academic year.</p> <p>Focus on other sporting areas with teachers such as Athletics and OAA.</p> <p>Funding will allow for on-going CPD throughout the year.</p> <p>DJ to continue to deliver CPD where needed for the staff of the school. DJ has successfully taken a Coaching Coaches course.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				6%
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:
<ul style="list-style-type: none"> <li>• Allow all primary pupils to experience dance and gymnastics that support their sensory needs.</li> <li>• Through Active Playtimes Y5/6 now experience activities that are involved in being a Sports Leader.</li> <li>• Change 4 Life Team will offer clubs to the less active children.</li> <li>• Netball and Outdoor Adventurous Activities are being introduced to KS2.</li> <li>• PE Skills is being introduced to the whole school as a way of giving the pupils a new and exciting way to experience PE.</li> <li>• More clubs after school are now on offer to broaden the experience of the pupils. Children will be given the opportunity to experience new and existing sports in a different environment by promoting after school clubs and local sporting clubs.</li> <li>• Purchase new equipment so that pupils can access a range of sports during PE lessons</li> <li>• Provide transport for pupils to access a range of out of school sporting activities.</li> </ul>	<p>Local schools need to be contacted to arrange extra sporting fixtures/tournaments.</p> <p>Contact details need to be created for local clubs. These details need to be checked and the various clubs will be offered to come in to offer taster sessions.</p> <p>PE Skills training to be completed and introduced to staff. Netball training to be completed and the rules of High 5 Netball to be shared with KS2. A Unit of Work for Orienteering and Outdoor Adventurous Activities needs to be put in place and resources ordered. Change 4 Life Team and the Sports Coordinator will be trained to offer clubs to the less active children. To keep all the new resources safe new storage needs to be put in place in the form of a shed Audit of equipment currently available in the PE sheds and order equipment to enable the teaching of different sports.</p>	<p><b>£1000</b></p>	<p>Evidence: Registers, photographs, Facebook, teacher feedback on key children.</p> <p>Attendance data.</p> <ul style="list-style-type: none"> <li>• Course feedback.</li> <li>• Lesson observations.</li> <li>• Feedback from children.</li> <li>• More children getting involved in sport due to their being a wider variety.</li> <li>• Specific clubs that cater for lower ability children that are less active. These children have shown an improvement in confidence.</li> <li>• Children showing better behaviour during break and lunch times as their knowledge has improved in many sports they are able to govern their own games.</li> <li>• From the introduction of these new sports/activities PE will become more enjoyable for the children and provide them with more opportunities to perform in competitions both in and out of the school.</li> </ul>	<p>Taster sessions to encourage new members.</p> <p>All these new activities after considering feedback will be made permanent in the PE Curriculum.</p> <ul style="list-style-type: none"> <li>• The new competitions that are entered due to these new activities will enhance the importance of them being taught.</li> </ul>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				37%
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>House sporting events will be held for all members of KS1 and KS2.</p> <p>From these House sporting events children will then be given the opportunity to represent the school in various sporting competitions.</p> <p>In a normal PE lesson the children will also experience competitive sport by following the School Games rules for the different sports. (Intra Sport)</p> <p>More competitions will be entered through the Highfields Cluster and Rural Derbyshire School Sport Partnership.</p> <p>A mini bus is now used to transport the children to various sporting events.</p> <p>Extra competitions will be made against local schools to give more children the chance of experiencing competition.</p>	<ul style="list-style-type: none"> <li>• To try and provide an increased range of competitive sporting opportunities throughout the academic year for pupils to participate in Level 2 competitions (includes entry fees, transport costs and release time for the PE teacher).</li> <li>• A School PE noticeboard needs to be put in place together with a trophy cabinet.</li> <li>• Team kits need to be purchased in netball and for training games.</li> <li>• A mini bus is now used from Highfields School to help safely transport the children to sporting events.</li> </ul>	<b>£6500</b>	<ul style="list-style-type: none"> <li>• PE in the newsletters.</li> <li>• Photo galleries on school website.</li> <li>• School Games display board.</li> <li>• Sports participation registers.</li> <li>• School social media.</li> <li>• Celebration Assemblies.</li> <li>• Increased knowledge and skill levels in all sports, especially invasion games.</li> <li>• Growth Mindsets - all children have shown an improved attitude even when losing. They have shown resilience and good sportsmanship.</li> <li>• Improved behaviour in class room and at break times with children knowing they need to behave at all times to be chosen to represent the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue developing partnership with the Highfields Cluster.</li> <li>• During PE lessons time needs to be used to play competitive sport.</li> <li>• Sustain team training.</li> <li>• Increase pupil's resilience to losing and learning the importance of being part of a team by linking with PSHE teaching.</li> <li>• The mini bus has to be booked from Highfields School. This needs to be done in advance to make sure the bus is not double booked.</li> </ul>

Signed off by	
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Date:	30 <sup>th</sup> July 2020
Subject Leader:	D.J
Date:	30 <sup>th</sup> July 2020
Governor:	S.H
Date:	30 <sup>th</sup> July