



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



Created by:  Association for Physical Education  YOUTH SPORT TRUST

Supported by:  SPORT ENGLAND  Active Partnerships  UK COACHING 

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.

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>All KS2 children take part in an intra/inter competition or festival.</p> <p>Sport has a high profile through newsletter, assemblies and notice board recognised by achieving the Gold Sports Mark 3 years in a row.</p> <p>PE and sport curriculum offers children a wide variety of opportunities.</p> <p>Improved playtime resources for KS1 and KS2 playgrounds.</p> <p>Good links with local sports clubs, schools, SSP encouraging children to join in Physical activity out of school.</p>	<p>Continued investment in P.E. teaching resources.</p> <p>Continued maintenance and investment in P.E. equipment to ensure a broad and varied curriculum can be delivered.</p> <p>Continued staff support and mentoring in delivering the curriculum.</p> <p>Continued tracking of sport activities undertaken by the children (afterschool clubs, local clubs and competitions)</p> <p>Develop the roles of the Sports Crew.</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>	98%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	98%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	98%

<p>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?</p>	<p>Yes (unfortunately COVID 19 meant that this couldn't proceed)</p>
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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: £ 19,600	Date Updated: 22.07.2020	
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			
Intent	Implementation	Impact	Sustainability
School focus with clarity on intended impact on pupils:	Actions achieved:	Evidence of impact: School Closure for most children from the end of March has impacted progress made in this area.	Next Steps:
To ensure that all pupils take part in regular physical activity to encourage them into a healthy lifestyle.	A wide range of activities are offered to children on a weekly basis during PE lessons.	Timetabled curriculum activities throughout the year. Range of extra curricular opportunities offered to children which included cross country, climbing etc. Purchase of new and inspiring curriculum scheme of work and resources. Wide range of after school clubs offered.	To continue to monitor physical activities and encourage each class to partake in a 30 mins of structured activity a day .
	Lunchtime staff trained to engage children to take part in different physical activities at lunchtime.	Children have a more focused activity. This was enabled through Key Stage 2 playground modifications and colouring and purchasing loose play equipment for Key Stage 1.	To continue to monitor and improve sporting opportunities for children at break times.

	Sports Crew was developed for year 6 students to encourage younger children to become more involved with games at lunchtime and during other sporting opportunities through the year.	Sports Crew ran a X Country event and encouraged all house groups to take part. During lunchtime they encourage younger pupils to play, when they are unsure of what to do.	To continue and encourage Sports Crew to introduce different activities that they want to lead.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Intent	Implementation	Impact	Sustainability
School focus with clarity on intended impact on pupils:	Actions achieved:	Evidence of impact:	Next steps:
To ensure that Physical Education, School Sport and Physical Activity profile	All sports tournaments are reported on in the school newsletter and assemblies, achievements of individuals are also included and celebrated.	Noticeboard is full of pictures of children taking part in activities. Newsletters are published online and children are proud of their participation.	To continue and to encourage students to write their own sports reports.
	To maintain the Sports Gold Mark award.	All elements of the award are verified by local SSP.	To continue to get feedback from the children.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Intent	Implementation	Impact	Sustainability
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions achieved:</p>	<p>Evidence of impact:</p>	<p>Next steps:</p>
<p>Raise the quality of learning and teaching of PE, Sport and physical activity.</p>	<p>P.E. resources available on google drive for teachers to use. Sport lead provides support and lesson coaching to less confident teachers.</p> <p>Opportunities to work alongside coaches throughout the year e.g. tennis, dance, sport activity, multi sports days to upskill and model coaches expertise.</p> <p>P.E. lead to attend local SSP networking meetings with other local primary schools and report to SLT.</p>	<p>Children are provided with quality teaching within a wide variety of sports. Teachers have more knowledge and understanding. Continued progression of all pupils during P.E. lessons.</p> <p>Children are more engaged and excited when unusual/different sports are offered during P.E. or at sporting events as evidenced in sport crew discussions.</p> <p>The sharing of best practice with other local schools in North Bristol.</p> <p>Networking meetings allow for professional development conversations and sharing of resources which are then cascaded to staff back at school.</p>	<p>To continue to monitor resources. Explore external resources to enhance current curriculum offering. Develop an assessment programme consistent from Y1-Y6.</p> <p>To continue to monitor the overview of the yearly P.E. and Sporting events calendar and continue to explore different sports for the children to experience.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			
Intent	Implementation	Impact	Sustainability
School focus with clarity on intended impact on pupils:	Actions achieved:	Evidence of impact:	Next steps:
To provide a variety of sports and PE activities to ensure that all children have the opportunity to find a physical activity that they enjoy and can continue out of school and into later life.	Subject lead sources activities/games and sports for the year groups to do through the year and identifies appropriate offsite facilities for the activities to take place. The limited space on school grounds makes this very difficult.	Creating and sustaining relationships with community partners such as Redland Green School, Bristol University and Redland Tennis Club has enabled us to offer such a varied range of sports to the pupils	To keep reviewing the content and range of sports and activities offered to all pupils. Next step to review schemes of work to assist the teachers in delivering the curriculum in a consistent and progressive manner.
	Offered professional coaching experiences to children and the chance to also upskill teachers Tennis coaching and dance for year 3/4/5/6 Multi skills coaching for years 1/2 Bikeability for the whole of year 5	Each child participates P.E. lessons to their appropriate level. Each child is awarded a level of attainment	

<p>Ensure facilities and equipment are appropriate for delivering a broad curriculum.</p>	<p>Court markings added to the KS2 playground maximising use of space.</p> <p>Equipment maintained and supplemented when needed.</p>		
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Key indicator 5: Increased participation in competitive sport

Intent	Implementation	Impact	Sustainability
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions achieved:</p>	<p>Evidence of impact:</p>	<p>Next steps:</p>
<p>To encourage children to get involved with competitive sport as part of school activities and also independently.</p>	<p>Subject lead identified a variety of sport competitions and tournaments across yr 3/4/5/6 to participate in, entered teams and individuals and then supported them during their participation. Subject lead has the knowledge to sign post students to local clubs if the child is subsequently enthusiastic.</p>	<p>Children are actively encouraged and achievements are celebrated. Achievements range from overcoming nerves to taking part to winning. The positive framework encourages other children to want to participate in school competitions. Many children now participate competitively with local clubs. A participation spreadsheet is kept.</p>	<p>Keep reviewing and updating the types of competitions that are entered ensuring that a variety of sporting opportunities are sustained.</p>
	<p>Entered a new year 5 football league, a girls netball league and a girls football tournament</p>	<p>More children were able to have the opportunity to participate in competitive sport as the leagues continued throughout the winter.</p>	

<p>To ensure that all KS2 have the opportunity to experience competition during school activities</p>	<p>Subject lead liaised with local secondary school to host festivals of sports for each year group to participate with another local primary school. (Year 5 & 6 completed - Year 3 & 4 unfortunately disrupted by COVID 19)</p> <p>House competitions are run through the year at the end of a term to consolidate all that they have learned within the term e.g. running, football, rugby, hockey</p>	<p>The importance of participation is emphasized. 80% of Year 6 continue onto the local secondary school so the experience is the beginning of a relationship with the school.</p> <p>Pupils are proud to contribute to earning house points.</p>	<p>Keep community relationship ongoing with the local secondary school. Both the secondary students enjoy the primary children and the primary children look up to the secondary students.</p> <p>Continue to organise house tournaments and in future involve the sports crew more in the running of the events.</p>
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Key actions	Proposed spend 19-20	2019/2020 Actual Spend	
Specialist sports Coaches and play leaders	£3,650.00	£480.00	Rise street dance £480. Sports Activity Day cancelled
Play leader	£3,500.00	£0.00	Play leader recruitment suspended due to COVID
Sports lead	£13,500.00	£14,230.18	
Sports Day Buses	£900.00	£0.00	Cancelled due to CV
Sports Facility Hire	£2,110.00	£3,120.65	
off Site Transport	£6,000.00	£5,197.50	
School Pitch Improvements	£5000.00	£5000.00	
Total Budgeted Cost	£34,660.00	£28,028.33	
Total anticipated Parental Contribution for KS2 Offsite PE	£6,000.00	£7,152.00	

Total PE & Sports Grant anticipated	£20,000.00	£19,600.00
Sports Activity Funded by School General Fund	£8,660.00	£1,276.33

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	