

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Summer 2020

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>Engaged more least active children: 7 attended club out of 28 invites.</p> <p>Training for Staff in September for Active Learning ideas delivered. Heat maps set-up.</p> <p>Gold Mark awarded for the year.</p> <p>Dance afternoons for well-being for 3 classes implemented. Afterschool club for dance established.</p> <p>38% of funding to be carried over into next year.</p>	<p>All of the below are Covid permitting:</p> <p>Improving numbers of least active children attending clubs.</p> <p>Look at possibilities to increase external afterschool clubs.</p> <p>Heat maps to be used and updated to indicate improvement in Active Learning within classroom.</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>	87%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	Not recorded
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 – to explore possibilities for next year, Covid permitting.

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: £	Date Updated:	
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:
				30%
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 continue as members of the Vale Royal School Sports Partnership for next year.	Complete application form	£3200.00	Signed up to compete in 10 different sport competitions before lockdown. 100% of Year 6, 97% of Year 5, 41% of Years 3 & 4 and 68% of KS2 overall were given the opportunity to participate in those competitions. 7 wins and 3 Cheshire final places achieved.	To continue as members of the Vale Royal School Sports Partnership for next year. Identify if this is worthwhile in Covid situation. Explore options for competition where Covid restrictions apply.
PE teacher working with focused groups of pupils during lunchtime to encourage leadership and increased physical activity. Also, to identify least-active children through new questionnaire at beginning of year and offer pre-school club to these children.	Re-employ champion. Identify children to lead and support activities. Give children questionnaire and identify children to target for pre-school club.	£1410.33	20% of Y5 pupils involved in organising and leading activities. 7 out of 28 identified least active children participated in pre-school club. As a result of their involvement, enjoyment increased and participation continued through the weeks.	To identify least active children through questionnaire and offer those children opportunity to attend free pre-school club. To be done when able to run clubs.
	Paul Finney (Weaverham High	£from VRSSP		

To continue Phys Kids next year with next Y6 cohort.	School) to train and PE leads to support 31 Year 6 children in delivering high quality and safe PE sessions to KS1		100% of Year 6 pupils involved with organising and delivering sessions with KS1 children throughout the year until lockdown. As a result, leaderships skills, confidence, team-work, communication and enjoyment increased for Y6, enjoyment, confidence and turn taking increased for KS1. All children continued participation until school closure in March.	To continue next year as and when able to deliver to another bubble.
Audit of equipment at end of year required for next year.	Equipment audited and purchased.	£709.46	Equipment purchased: footballs, tennis balls, tag belts, equipment for lunchtime activities – balls and throwing and catching devices. As a result, the curriculum was able to be delivered effectively by staff.	Audit of equipment at end of year required for next year.
Staff meeting to deliver training and ideas for Active30 minutes planned for early Autumn term.	Meeting to be arranged and delivered by PE leads. Heat maps to be created.	£0	Staff meeting delivered. Unable to monitor impact due to school closure.	Active Learning (regular active lessons using a variety of ideas to improve activity within the classroom) to be continued to be implemented and monitored within Covid restrictions. 3 PE lessons per week in first term back to improve well-being and mental health.
Hall display to be set up in new term. This is to be used alongside teaching	Display set up and updated through year.	£0	Display set up. Monitoring of teaching focus unable to occur	Continued implementation and monitoring of Personal development through year,

focus through year to support Personal Development.			due to school closure. During the period in operation, more skills were celebrated and honoured during assemblies. Recognition of use of skills within lessons increased. Personal skills focus improved.	where possible due to Covid restrictions. Virtual assemblies could be used to celebrate further personal development skills.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				11%
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:
Celebration assembly to celebrate active and achievements rather than position to inspire and encourage all pupils to take part in sporting activities.	Sharing of achievements through certificates, reporting of competitions, awards. More photographs to be taken of winning teams. Focus on tree awards for Personal Development.	£0	Noticeboards kept up-to-date. Tree displays kept up-to-date and referred to within many situations. As a result, more children's skills were recognised and celebrated. Children's engagement increased.	Continue next year with increased focus and push for first term. Covid situation permitting.
Noticeboards to promote achievements and links to other clubs.	Subject leads to update regularly and signpost parents to them.	£0	Noticeboards have more up-to-date evidence of sporting competitions and leaflets where provided of clubs and events.	To continue next year Covid permitting. Use noticeboard to showcase PE as well-being.
Continue to look for new opportunities for sports and develop	Judo assembly to initiate interest and pre-school club to offer places to KS2 children.	£0	24 children attended Judo, where interest, engagement and enjoyment was high.	Continue to look for new opportunities for sports and develop existing ones.

existing ones.			Basketball continued from last year – allowing children to increase exposure to a range of sports, and give opportunities for success in a friendly, non-competitive environment. Unable to complete due to school closure. No impact this year.	
	Sign up for Big Pedal and look for ways to develop Outdoor Learning for next year.	£0		
	Street Dance club for Friday afternoons to be established through the year with opportunities for all.	£1890	20 children attended Autumn dance club. Unable to complete due to school closure. As a result, enjoyment and engagement was high. Involvement in a range of sports increased.	Continue and monitor into next year.
A staff meeting on Active Curriculum has been arranged in early September to identify new ways of improving activity within the classroom.	Staff meeting to be delivered.	£0	Unable to monitor due to school closure.	Continue and monitor into next year. Implement through extra assemblies or class circle times.
Hall display to be set up in new term. This is to be used alongside teaching focus through year to support Personal Development.	Display to be set up in hall. Lessons to involve PD as a focus.	£0	Unable to monitor due to school closure.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				13%
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:33
Tennis coach to teach all year groups (1-6). Teachers observing to gain skills and knowledge.	Previous organisee, John Whitehall, no longer with Sandiway Club. Rearranged through Alex King, through the local tennis club.	£250	Through staff questionnaires, improvement in staff confidence and competence in delivering that sport has improved.	To continue next year - rotate and allocate according to teachers/class requirements.
Cricket coach to teach across all year groups. Teachers observing to gain skills and knowledge.	Arrange timetable with Cheshire Cricket Board contact.	£420	Through staff questionnaires, improvement in staff confidence and competence in delivering that sport has improved.	To continue next year.- rotate and allocate according to teachers/class requirements.
High school teacher to co-deliver with 4 year groups. Teachers to work alongside to gain skills and knowledge.	Arrange timetable with Weaverham High School contact.	Paid for through VRSSP	Through staff questionnaires, improvement in staff confidence and competence in delivering that sport has improved.	To continue next year.- rotate and allocate according to teachers/class requirements.
In light of requirements to ensure progression across curriculum, purchase PE scheme of work (Complete PE) to support teachers and ensure progression is there.	Purchase Complete PE scheme of work and sign up all teachers to ensure access.	£1725	To be seen next year in progression of curriculum delivery.	Monitor impact and progression.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				11%
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: Judo assembly and club to engage interest and improve sporting activity of less active children.	Organise assembly and arrange dates for club.	£0	Increase in numbers – 24 this year attending. As a result, children have increased opportunities across a range of sports and demonstrate enjoyment and engagement throughout.	Continue to provide next year. Assembly arranged if allowed.
Well-being afternoons through the year across the whole school involving a range of sports, including dance lessons to improve mental health and well-being.	Dance teacher booked for every class on a Friday afternoon and after- school club.	£1890	Knowledge and enjoyment of different style of dance enjoyed by 3 classes. Evidence from children indicates enjoyment and improved self-esteem.	If funds permit, continue to provide dance as an opportunity.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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:
Select teams for a range of sports – identifying further opportunities for B and/or C teams and less competitive events. Ensuring as many KS2 children as possible get opportunities to compete in inter-school and intra-school events where possible.	Subject leaders to organise and track pupil participation. To arrange competitive sports through VRSSP and other opportunities as required. Travel to/from events to be funded to ensure attendance.	£through VRSSP cost + travel costs (£1451.75)	Signed up to compete in 10 different sport competitions before lockdown. 100% of Year 6, 97% of Year 5, 41% of Years 3 & 4 and 68% of KS2 overall were given the opportunity to participate in those competitions. 7 wins and 3 Cheshire final places achieved.	To continue monitoring and involvement in sports across KS2
Least active children (28) to be targeted through focused intervention in pre-school, lunchtime and assembly times	Letters to parents required. Activities to be arranged by AA to encourage least active attendance.	£cost of PE Champion	All children who wanted places at the pre-school club were offered them. Take-up was low: 7 out of 28 but this was mostly due to parents unable to drop off in mornings. All children who engaged enjoyed and participation continued through the weeks and wanted these sessions to continue.	Continue next year.