

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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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 **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:
<ul style="list-style-type: none"> • Children are accessing at least 30 mins of physical activity each day through: The Daily Mile, use of outdoor equipment at break and lunchtimes, lunchtime and after-school clubs and PE lessons. • Children have access to a wide range of after-school clubs throughout the year: Cricket, Mini-Kicks, Street Dance, Circus Skills, Forest School and others at different points in the year. • Through observing coaches in school, staff have an increased knowledge of how to teach PE and how children learn best and are also showing more confidence in their teaching 	<ul style="list-style-type: none"> • Raising profile of PE in school with all staff, children and parents – parents are often very aware of what their child does in other school subjects but not always in PE • Engage children in more competitive sports both intra and inter-school – children currently struggle with the concept of competitive sport and local competitions are mostly open to KS2 children. • Engage parents in more physical activity sessions with their children – it has been noted that children do not take on a lot of physical activity outside of school

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? 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.	N/A – Infant School
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	N/A – Infant School
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A – Infant School

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: £		Date Updated: 30.6.20	
<p>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</p>					Percentage of total allocation:
					41%
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 ensure that all children are engaging in at least 30 minutes of physical activity each day to allow them to lead healthy, active lifestyles and be more focused and ready to learn in school.	Establish lunchtime clubs every day for children to join	£35pw x2 x39 = £2730 (in Kixx UK package)		Children enjoy lunchtime clubs and have learnt new skills and knowledge whilst attending them. Children have been observed implementing these skills with other children when clubs are not running. Lunchtime staff are beginning to join in with sessions and comment on how good the sessions are.	
	Implement The Daily Mile across school	N/A		The Daily Mile is implemented across school and staff use it as a ‘brain break’ which allows children to come back to their learning refreshed and refocused. Staff have commented on the positive effect The Daily Mile has on their children’s learning. PE resources have been audited	
				Look into other providers for lunchtime clubs (RASA students to come back? – missed this year due to CV19) Training for lunchtime staff? Next steps may be to implement a competition between classes for which can walk the furthest in a time period	

	<p>Audit resources available to children on the playground</p> <p>Encourage children to bike/scooter to school by purchasing a bike shed – this is something some parents have also enquired about</p> <p>Continue to expand our range of after-school clubs</p> <p>To continue working with Kixx UK to provide PE sessions for children</p>	<p>£489</p> <p>? – next year</p> <p>£6,275 (Diamond package)</p>	<p>and some resources have been replaced as needed or ordered when there has been a need for a certain product. The playground equipment has been updated which saw children much more engaged in physical activity during break and lunchtimes.</p> <p>Yet to complete</p> <p>All clubs are currently full and on observation of the sessions they are being thoroughly enjoyed by children. A performance is done in some clubs at the end of each half term for parents to attend.</p> <p>Kixx UK provide PE lessons, staff training, assessment information, lunchtime clubs and after-school clubs. They also provide a scheme of work for teachers to follow in school. The children look forward to these sessions and coaches and staff have noted a change children’s abilities and learning behaviours. This is evident in the progress reports which Kixx UK provide at the end of each half term.</p>	<p>We are looking into new storage to ensure this equipment lasts longer than the last. Once this is in place we will put the children on a rota to look after the equipment.</p> <p>Yet to complete</p> <p>Clubs will continue to run as long as they are full as children contribute £1 each session. Next steps include to review the current selection and ensure that children and parents are still happy with the offer.</p> <p>Kixx UK provide staff with training as well as staff observing and being involved in the lessons which allows staff to have an increased confidence and knowledge when teaching PE lessons. Next steps may be to provide some team teaching sessions with Kixx UK and teachers.</p>
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Key indicator 2: The profile of PE/SPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				54%
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 raise the profile of PE in school to allow children to show more enthusiasm and willingness to participate in physical activity.	<p>Have visitors into school with a sporting background to help to raise the profile but also to show that this job requires hard work at school</p> <p>Rewards for children showing certain skills in PE lessons, such as resilience, cooperation, team work, etc.</p> <p>Continue to provide Motor On sessions for children who require support with fine motor skills, social skills, behaviour and/or self-confidence to allow them to continue to make progress in other areas of learning</p>	<p>?</p> <p>N/A - certificates</p> <p>£9000</p>	<p>Not yet completed yet</p> <p>Not yet completed yet</p> <p>Children are developing their gross and fine motor skills through motor on sessions which is allowing them to access physical activity more freely and with more success.</p>	<p>Not yet completed yet</p> <p>Not yet completed yet</p> <p>Continue these sessions next year and allow staff time to observe the sessions to bring ideas back to class.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				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:
Improved quality of children's physical education to ensure they are competent and confident in their skills and abilities	Staff to spend time observing Kixx UK sessions	N/A	Staff have observed Kixx UK lessons and now feel much more confident in leading their own PE lessons	Through using Kixx UK, staff are more confident to deliver their own sessions therefore providing sustainability.
	Staff to take part in Kixx UK sessions	N/A	All staff have joined in with Kixx UK lessons. This has impacted on children's behaviour in these sessions as well as their engagement. This has also impacted staff's knowledge and understanding of PE.	Next steps for staff to team teach alongside Kixx staff (see next action)
	Staff to lead Kixx UK sessions with support from coaches	N/A	Yet to complete	N/A – to be completed in new school year
	Find out staff confidence levels in teaching PE	N/A	Yet to complete	N/A – will be completed after staff have taught with Kixx staff
	Staff to take part in training to up skill themselves in the area of PE	N/A – training free with package	All staff attended a training session with Kixx UK. This worked on team-building as well as providing staff with new ideas and techniques for PE lessons.	Staff upskilling provides sustainability within PE.
			Yet to complete	

	Up skill lunchtime staff to enable them to support children in their learning Observations of PE lessons in school to ensure they are of high quality	N/A – in house training N/A	Kixx UK sessions have been observed as outstanding. Observations in Y1 lessons show children engaged and making progress throughout as well as staff having high expectations.	N/A – to complete in new school year Next steps to continue to observe sessions in other year groups to ensure teaching is at least good in PE lessons.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Children developing a love for PE and sport through a range of different activities which they may not have access to at home	Audit the range of sports and activities currently available to children	N/A	Children have had access to at least 10 after-school clubs which provide physical activity. These clubs have shown higher confidence and activity levels in the children who attend.	Clubs are sustainable as children contribute towards the cost of each club and it is subsidized using sports premium. Next steps are to target the least active children for these clubs.
	Involve children and parents in the decisions for new clubs	N/A	Parents and children have been asked to vote for different after-school clubs a few times during the year. The clubs chosen are then run for the term. Yet to complete	Next steps are to continue to send out these letters each term or when clubs are not full.
	Work with staff strengths to develop and provide a range of sports and activities	N/A		N/A

Key indicator 5: Increased participation in competitive sport – unable to comment on this for this year due to CV19 stopping the children from accessing school during the summer term when these events take place so this remains the same				Percentage of total allocation: 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:
Children will be confident in taking part in activities with an element of competition and will be proud to represent their class or school	Plan intra-school competitions between classes or year groups	N/A	Rounders competition to be planned in again this year as last year's was very highly commended. Staff enjoyed the competitive element and enjoyed allowing the children to show their competitive side.	Continue to plan in more intra-school competitions at various points throughout the year and invite parents to join us.
	Increase level of competition on sports day	£100 – track painting and refreshments	Last year's sports day was planned in this way and was very well received by staff, children and the parents who came to watch.	Continue to plan sports days in this way as staff have commented on how well it ran.
	Plan inter-school competitions in our locality with KS1 children	Cost of transport if needed - £100?	DELTA games coming up this summer.	N/A

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	

Date:	
Governor:	
Date:	