

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

Commissioned by



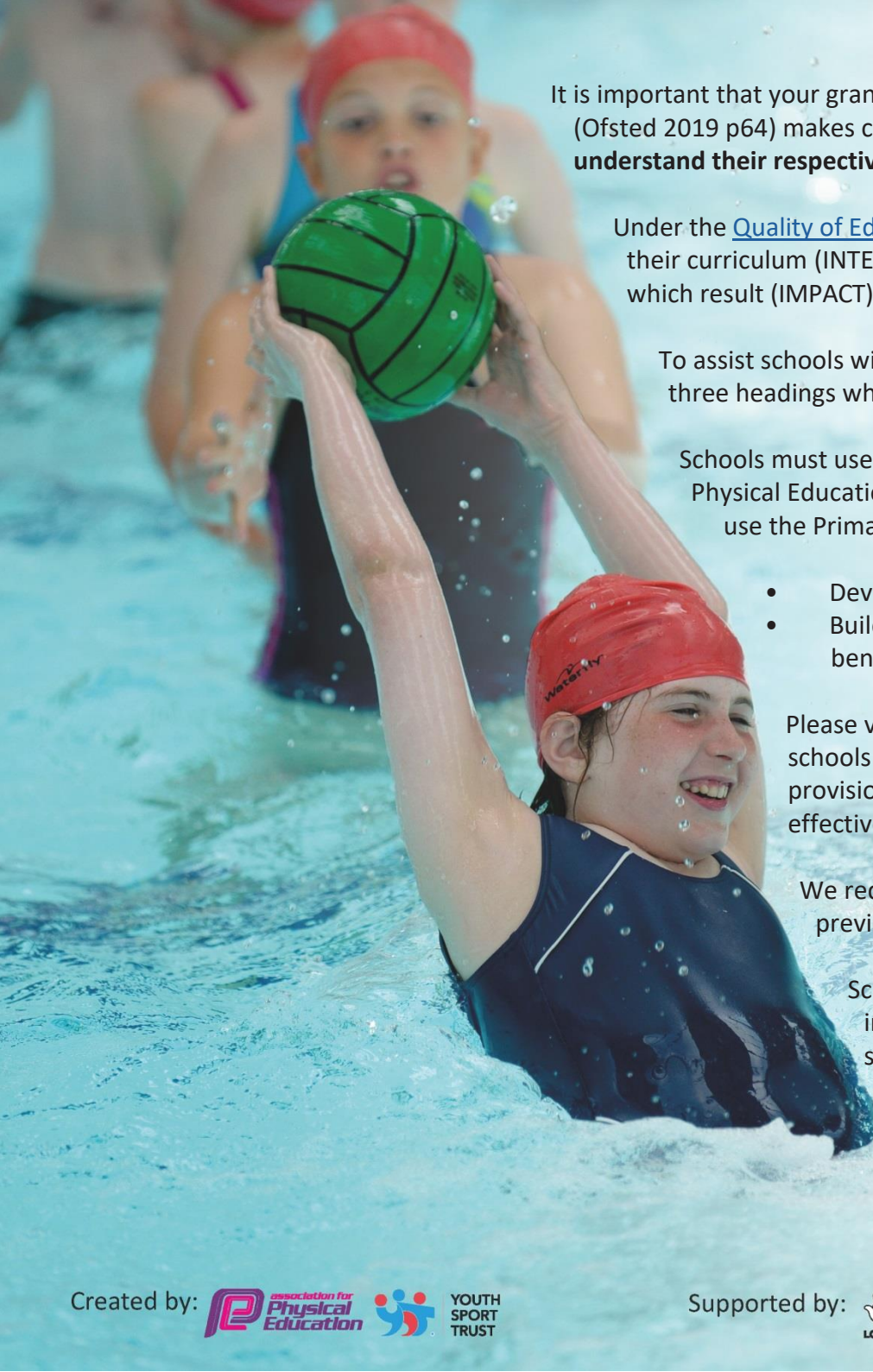
Department  
for Education

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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 **31<sup>st</sup> July 2021** 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 2021. 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 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Data – minimal gap between boys and girls</li> <li>• Support from PE governor</li> <li>• Euro football</li> <li>• Attainment supported through physical activity (30/30)</li> <li>• Class challenge (Road to Tokyo) introduced</li> <li>• Engaging all pupils in a Virtual Sports during Lockdown</li> <li>• Commitment and engagement of virtual programmes during the summer term;</li> <li>• 2 hours of P.E being completed consistently across all classes</li> <li>• Ensuring all children are challenged to be active — even whilst at home in lockdown with Joe Wicks, our weekly PE challenges Sessions ranging from yoga to Obstacle challenges. Those children returning to Key Worker Hubs continued to be provided with daily physical activity sessions.</li> <li>• Go-Noodle is being used regularly in every class;</li> <li>• Adventure playground sessions being timetabled for every class alongside the playtime rota for the apparatus and football cage;</li> <li>• Having a committed Head Teacher, Governors, SLT Team and P.E Subject Leader enabling a clear vision for PE.</li> <li>• All staff the have a growing awareness of the importance of P.E and how it is essential part of school life.</li> <li>• Smart moves used in EYFS</li> <li>• To continue to provide a designated Forest school leader so all children can access outdoor adventure learning</li> <li>• Continue to support whole school community mental and physical and mental health</li> <li>• Implement Curriculum Companions for PE</li> <li>• outdoor classroom installed</li> <li>• On site forest classroom and forest area created</li> <li>• Recovery PE curriculum to develop core skills and maximise being active outdoors</li> </ul>	<ul style="list-style-type: none"> <li>• To develop a range of socially distant P.E opportunities which will promote activity across the school</li> <li>• To use our new learning platform to share sporting successes</li> <li>• Develop the outdoor classroom / forest area</li> <li>• To continue to provide a designated and fully trained Forest Schools leader to provide regular sessions of outdoor learning</li> <li>• Enhance and replenish outdoor play resources for engagement</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.	% NA
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	% NA
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	% NA
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/No

## 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: 2019/2020		Total fund allocated: £ 9993		Date Updated: July 21	
<p><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</p>					Percentage of total allocation:
					%
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?	
Targeted Smart moves intervention in EYFS	Training / support for staff Equipment		0	Children who take part in the programme improved their PD score	
The engagement of all pupils in regular physical activity is our goal. Ashfield Infant and Nursery School is committed to the 30:30 Strategy and the school is determination to embed physical activity into the school day through active teaching, active playgrounds and active travel to and from school and foest school sessions.	Training via staff meeting Forest school sessions Relax kids Forest Cabin		£999.50 £111 £5010	The children can explain confidently how choices can make them feel and be more healthy. They have developed a love for keeping active and hopefully a drive to continue with active lifestyles as they grow up. Keeping healthy and active through home learning was designed to help keep our children's sense of wellbeing supported.	
					<p>Continue with smart moves in EYFS to support physical development and use as intervention in KS1 to aid transition and support focus children</p> <p>Training to be given to new staff if needed.</p> <p>We are now well resourced, and the staff are well trained. P.E has become a part of daily life, all the team aim to promote children to be physically active. To develop a range of socially distant P.E opportunities which will promote children to be active in all parts of their school day.</p> <p>To continue to promote</p>

				parents to engage with their children's daily physical activity.
To make sure children are active at playtimes and lunchtimes	<ul style="list-style-type: none"> <li>- equipment</li> <li>- midday game of the week</li> </ul>	£83.85	Children are more active at playtimes. The football pitch is used on a rota basis to ensure all age groups are given the opportunity to use it. Children have been taught different playtime games. The older children support the younger children in playing these games.	Rangers reinstated once Covid restrictions lifted Significantly reduced number of children on the playground to maximise space Nursery timetabled for the big playground several times a week
<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:
				%
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 <u>allocated</u> :	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To get children more active and prepare them for learning. To encourage greater levels of focus and improvements in behaviour and attitude towards learning. To access quality CPD for PLT lead To support families with keeping active during home learning To ensure designated PE Governor is well informed about the impact and allocation of sports funding	<p>Training for staff via staff PLT led meeting . Monitoring by PE lead PE lead to share information from cluster meetings and PESSPA website.</p> <p>Webinair participation and cascaded to SLT and whole team Provided Home School Pack to support and encourage families, supplied by Youth Sport Trust and Chance Camp Interpreting Government Guidance PESSPA</p>	<p>£0</p> <p>£200</p>	<p>Children engaged positively and enthusiastically with activities. Increased levels of focus for learning and behaviour. Staff are more confident in making cross curricular links with PE. PE lead attended cluster meetings and shared information with staff in staff meetings. Staff are making sure lessons are for active. Children engaged in remote PE sessions</p>	<p>Ensure all staff have a growing awareness of the importance of P.E and to share all key documentation at SLT meetings and try to deeply embed the key principles linking to key resources such as: The PE Outcomes Poster;</p>

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

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:
Sharing of new and relevant information regarding school sport and PE provided by subject lead during staff and key stage meetings.	Subject lead to deliver updates to staff and provide any documents that may be required. PE and Sports coordinator to attend termly cluster meetings.	£0	Staff aware of expectations. Can integrate changes that may be needed positively.	Subject lead to provide continued support of staff where required.  Continue to build staff confidence by drawing on the expertise of specialist sports coaches.  Encourage staff to engage positively and improve own practice by taking on board what sports coaches are doing in their sessions.
Year 2 teacher to attend Dance webinar	- BT to attend an feedback to staff	£0	Staff confidently deliver high quality dance sessions	Monitor planning and delivery of dance sessions

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

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>Additional achievements:</p> <p>Deployment of additional sports coaches provided by the school sports partnership.</p>	<p>Specialist coaches to provide additional opportunities for EYFS/KS1 children through multi-skills and motor skill development.</p>	<p>£850</p>	<p>Children responding positively to experiences provided by coaches. Clear development of motor skills seen within EYFS and KS1 children. Enjoyment and enthusiasm shown for PE and Sport. Continued CPD and staff development.</p>	<p>Coach travel and transportation to provide a range of sporting opportunities for children.</p> <p>Increased participation in sporting activities provided outside the school setting</p> <p>Continue to draw on the expertise of coaches to develop the PE and sports curriculum in school and supports staff with relevant CPD opportunities</p> <p>Cost of transport to provide the opportunity for children to take part in a range of opportunities.</p>
<p>Provide children with home learning challenges in the event of local lockdown or self-isolation.</p>	<p>MJ to put lessons on Tapestry from provider</p>	<p>£200</p>	<p>Children responding positively to experiences provided by online</p>	<p>Celebrate sporting achievements using online platform</p>

<p><b>Key indicator 5: Increased participation in competitive sport</b></p>				
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>



School staff to continually learn alongside qualified sports coaches (Continuous CPD.)	Annual subscription to Allerdale School Sports Partnership and St Joseph's Sports	£675 £850	Increased quality in the delivery of PE and school sports activities. Strong knowledge and skills awareness demonstrated by experienced staff.	To further monitor and track the pupils participating in the school's competition calendar.
Children to participate in whole school sporting events	Purchase PE mats  Prizes for football competition (footballs)	£655  £18	Children all took part in a whole school sporting event in bubbles	
Specific opportunities within Allerdale School Sports competition Calendar for an inclusive competition.	Participation in Allerdale competition calendar.	£300	Teams entered into all appropriate competitions. Children competing with larger schools and improving on performances from the previous year.	

Signed off by	
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Subject Leader:	Shell Jones
Governor:	Mr Nixon
Date:	12 <sup>th</sup> July 2021

Created by:  association for  
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Partnerships  UK  
COACHING  UK  
active More people  
More active  
More often