

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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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"> • All children engaged in two lessons of physical education every week. • High levels of success in local and county competitive sport. <ul style="list-style-type: none"> - School Games qualification in Year 5/6 Cricket - School Games qualification in Year 5/6 Quiksticks Hockey - Spirit of the Games winners, Year 5/6 Cricket - Year 5/6 Boys Hinckley and Bosworth League Winners. • Programme to engage girls in sport rolled out across the school. • Improved area for KS2 sporting activities (goalposts and basketball nets). • Sports Leaders running activities for younger children. • Gold School Games Award achieved. • Range of physical activities on offer for children (e.g. Archery, fencing, yoga). • Improved participation in after school clubs. • Successful swimming programme for Year 3 children and also catch up sessions for upper KS2. 	<ul style="list-style-type: none"> • To develop the confidence levels of staff in delivering PE sessions and ensure that skills are being taught within lessons and not just games/sports. • To improve the equipment available for children for PE lessons and extra-curricular activities. • To provide outdoor learning opportunities for children (e.g. Residential opportunities, Den building, gardening) • To give non-swimmers the opportunity to have booster swimming sessions. • Promote participation in physical activity with Interhouse sports competition and Rugby World Cup week. • Achieve Platinum School Games Mark. • Gain an idea of impact of Real PE and discuss introduction of Real Legacy and see if this is something we could introduce.

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.	76%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	76%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	88%
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?	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: 2018/19		Total fund allocated: £ 18840		Date Updated: 02/09/2019	
<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>					<p>Percentage of total allocation:</p> <p>29%</p>
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?:	
Children to have opportunities at break and lunchtimes to be engaged in physical activity and for this to be structured and enjoyable for all children involved.	Sports Coach employed in order to train Sports Leaders and also to run sporting activities at Lunchtime.		£4900	More pupils involved in both football and basketball at break and lunch times. Sports leaders are running clubs for younger children at lunchtimes and also working as peer supporters in EYFS.	
Differentiated challenge for pupils in PE lessons in order to engage them in PE sessions.	PE Lead to attend CPD to begin to implement Real PE in school, trialling it with his class with the view to roll this out across the school next year.		£594	Good levels of challenge in Real PE lessons and a simple teaching and planning tool to deliver.	
To engage children with poor fine and gross motor skills in physical activity and to increase enthusiasm of those children who are disengaged with physical activity	Sports Coach to run intervention groups for those with poor motor skills and also those disengaged with physical activity.		See above	Children have given positive feedback on these sessions and have shown improvement in the skills that they can perform	
				Training of Lunchtime staff to run and ensure the safe practise of physical activity at lunch times.	
				Implement Real PE across the school next year and staff to receive whole school training on this.	
				Continue to run these intervention groups throughout the year and into next academic year.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				15%
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:
PE to fit alongside the values of the school with regards to 'Route to Resilience' and developing the whole child.	Real PE focusses each half term on a variety of different character traits (e.g. physical, social, cognitive etc.) these ensure that through PE lessons children are not just developing their physical skills but also developing alongside the Route to Resilience character muscles.	n/a	Children within lessons becoming more encouraging to each other and using positive language in order to help and coach each other. Children being rewarded for showing the character strengths rather than good PE skills within lessons.	Introduce rewards in assembly based on the half termly focus in Real PE.
PE Lead to raise profile of PE and Physical Activity by highlighting participation in events, festivals, competitions through assemblies, awarding certificates for participation and representing school.	PE Lead to ensure all pupils who participate in a festival, event, competition are rewarded in Achievement Assembly each week	n/a	Pupils are keen to represent the school. School has been represented at a large number of events, festivals and competitions this year. School achieved Games Mark Gold Award.	Aim for Platinum Award again next year. School to subscribe to HBSPAN arrange other local events to enable pupils to participate in wide range of activities on offer locally.
To ensure PE Lead is up-to-date with local and national policy in regard to PE and Sports Development to ensure school takes full advantage of the opportunities on offer	PE lead to attend PE conference in order to develop knowledge of how to use Sports Premium Funding in order to meet the criteria for this funding and also link in with OFSTED framework.	n/a	PE Lead developed subject folder in line with OFSTED and can evidence Impact, implementation and intent of School's PE Curriculum.	Continue to develop subject folder and to evidence the continued development of PE across the school.
To improve the facilities available for sport in school and the equipment available for PE lessons and extra-curricular clubs.	Local community centre used for indoor PE lessons Buy new equipment in order to improve resources available in lessons and improve playground equipment.	£2800	PE sessions still being delivered when weather is not suitable. New equipment being used across the school and new goals and baskets being used at break and lunchtimes.	Equipment can be used in lessons and after school clubs, children using outdoor equipment regularly.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				35%
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 observe PE teaching within their year group in order to develop their own practice.	Sports Coach to deliver lessons to a variety of year groups and class teachers to observe these lessons in order to develop their own subject knowledge and pedagogy	£6700	Staff have increased confidence in teaching PE and are enjoying teaching PE more, evidenced in Real PE impact report.	Continue to develop teaching across the school, new members of staff to attend CPD sessions to bring them up to speed.
To improve the deliverance of PE across the school to ensure skills are developed rather than games and specific sports.	PE lead to visit local school to see how their PE curriculum is delivered and feed this back to school	n/a	PE lead attending training on new PE scheme to be rolled out across the school next year.	Introduction of Real PE next year.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
Children to experience outdoor activities and team building activities.	Pupils who were unable to attend residential went to Beaumanor Hall to experience some outdoor activities.	£300	Children attended the day and enjoyed the activities. Children were motivated to experience all of the outdoor activities and team building exercises.	Offer the same next year for the children who do not go on the residential.
To give the opportunity for children to experience a range of activities	Reading and Rugby programme introduced, whereby children spend an afternoon with a rugby coach but also link this to their learning. Cricket World Cup programme	£620 £420	Children were engaged in both Rugby and Cricket and this resulted in very positive results especially in cricket. Children who were either disengaged with reading or physical activity enjoyed the reading and rugby programme.	Equipment given through cricket programme to be used in school. Children have been given links to local rugby clubs.
To increase the number of children in KS2 who are confident swimmers.	Catch up swimming programme for KS2 children, experiencing different activities within the pool to increase confidence.	£500	Children attended extra swimming sessions and confidence in water was increased.	These children to be re-assessed on whether they can confidently swim 25m.

Key indicator 5: Increased participation in competitive sport				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:
HT and PE Coordinators to support the development of PE and School Sport through membership of HBSSPAN. Mercenfeld PE Co-ordinators in partnership with Metcalf Sports to strategically plan a high quality competition and festival schedule for the year. PE Co-ordinator to oversee and plan the developments alongside PE Co-ordinators from other schools. Termly network meetings to arrange sporting events.	Participation in locally organized and HBASSPAN competitions. Organise a range of intra-school competitions between classes/year groups and houses. Take part in a Virtual Competition. Entry fee for Prestwold Hall Cross Country in Autumn 2/Spring 1. Entry fee for Rice Bowl and locally organized Football League. PE Coordinator to attend network meetings	£1200 (HBSSPAN Core Offer 2)	School Games Award GOLD achieved	Continue to offer and access a wide range of activities both within and outside of the curriculum in order to get more pupils involved.
Take part in Saffron Lane Area Athletics event.	Pay for transportation to and from Area athletics.	£300	High level of participation at event and children reaching finals of their events.	Enter the same competition next year.
To increase the image of competitive sports across the school.	New school kit for football and basketball and PE kit for PE leads and Sports Coach.	£500	Children are more proud and keen to represent the school in external competitions.	School to continue to attend competitive events and gain success at these competitions.

Signed off by	
Head Teacher:	<i>Shepherd</i>
Date:	02.09.19
Subject Leader:	Sam Perkins
Date:	02/09/2019
Governor:	Sally Collins
Date:	02.09.19