

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 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • School achieved a silver award in the School Sports Mark 2018/19. • Improved knowledge of staff and lunchtime supervisors through CPD opportunities from the Wyre Forest Schools Sports Partnership. • Development of PE curriculum through updating of the school's PE curriculum map and PE expectations in line with the new National Curriculum framework. • Implementation of School Sports Crew and other opportunities for young leaders. • Extended swimming opportunities for Year 3 and 4. • Increase in available extra curriculum clubs. 	<ul style="list-style-type: none"> • Robust and user friendly assessment tool for PE. • Continued development of extra curriculum clubs and activities (one for each day of the week). • 'Change 4 life' style club to run throughout the year, targeting varied groups of children per term. • Continue to monitor impact of increased swimming lessons for Year 3 and Year 4 children. • Addressing children in Year 5 and 6 that are yet to meet swimming end of key stage expectations.

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.	73%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	73%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	73%
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. Extra provision for preparation for competitive swimming and for SEN pupils to develop confidence and competence in the water.

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: £17510		Date Updated: 08.6.20	
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: 5% - £850
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?:	
<ul style="list-style-type: none"> Increase focused participation in physical activity outside PE lessons. 	<ul style="list-style-type: none"> Introduction of School Sports Crew to plan and carry out activities focused on competition in KS1 and KS2. Trophies presented at the end of each half term to show house winners. CPD training for lunchtime supervisors. Playtime and Lunchtime equipment focused on activities provided by School Sports Crew 	<ul style="list-style-type: none"> £100 £250 £500 	<ul style="list-style-type: none"> Every child in the school participates in the games provided by the sports crew. Once initial competition is complete, the crew will continue to run the competition for the rest of the half term. Lunchtime supervisors ran activities linked to clubs or events outside school (Rugby and Cricket World Cups, Skipping). Children were asked on rotation, to represent their houses and earn house points. Increased numbers of children participating in activities. This led to an excellent take up in 	<ul style="list-style-type: none"> Sports Crew changes every year and must be nominated by peers. Termly meetings set up by NT to discuss expectations. Training provided by the Sports Partnership to raise profile. Registers of participants kept. CPD training available each year. Continued meetings and discussions had with PE coordinator to discuss events and activities. Ideas from children and lunchtime supervisors encouraged and supported where possible. Monitoring of activities and impact of groups of children accessing equipment. 	

	and lunchtime supervisors (skipping sets, cricket sets, tag rugby set).		the after school skipping club as an example.	Current timetable has seen a reduction in playtime incidents through disagreements.
Key indicator 2: The profile of PESSPA (Physical Education, School Sport and Physical Activity) being raised across the school as a tool for whole school improvement				Percentage of total allocation: 15% - £2650
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:
<ul style="list-style-type: none"> Staff to wear corporate uniform to any sporting events or active celebrations to raise profile. Children to wear a school hoody/jacket to events. Replacements of kit stock that are damaged/missing, update of sizes to fit all children in our school. PE homework set across the school a few times a term to improve health and well-being at home. Peer massage in classrooms daily to support emotions and well-being. External providers promoting male 	<ul style="list-style-type: none"> New polo shirts for all members of staff with school logo and colours. Appropriate clothing for children and a more professional dress code for events. Children to receive school kit that is not damaged, appropriately sized and is representative of the school's standards. A whole school approach to setting one piece of 'active' homework for children to carry out as a family at home per term. Ensure daily/alternative day peer massage takes place throughout the school. Children to show a more positive 	<ul style="list-style-type: none"> £500 £300 £500 £100 £150 £500 	<ul style="list-style-type: none"> Raise profile of PE by teachers showing it deserves attention and appropriate clothing to participate. Excitement and pride shown by children wearing new/fashionable clothing when representing the school. Children's anxieties and worries about size of kit reduced by a wider selection of kit. Photo evidence of children taking part in activities at home. Encourage families to stay active. Improved positive behaviour and emotional change in children after lunch. Improved engagement in 	<ul style="list-style-type: none"> Review PE clothing annually. Registers of clothing received and brought back. Review of resources at the end of each year. Continued monitoring of children selected and kit availability. Send out questionnaire to ask for parents' views. Pupil and teacher feedback. Review and research further

<p>and female role models in a variety of sports (gymnastics, bell boating, skipping)</p> <ul style="list-style-type: none"> Reward children for participation in events. Cover for NT to accompany children to sporting events. 	<p>view on sports that they wouldn't always see positively. Encourage them to experience the sport before having an opinion on it.</p> <ul style="list-style-type: none"> Provide medals, certificates and medals to reward children. PE coordinator to share experience and knowledge of events with children. 	<p>£100</p> <p>£500</p>	<p>gymnastic lessons, very good uptake in skipping club, more confidence on the water before Manor Adventure.</p> <ul style="list-style-type: none"> All groups of children responded positively from receiving recognition in assemblies and being published in school newsletters/Facebook page. Children to have a positive experience of events due to understanding the expectation prior to event starting from NT experience. 	<p>external specialist to launch PE themed days.</p> <ul style="list-style-type: none"> Ensure all children receive appropriate rewards and a record is kept of participants. Weekly PE promotion. NT to hand over ownership of event to class teachers, so their knowledge can be developed.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 15% £2650
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:
<ul style="list-style-type: none"> CPD for members of staff for the improved teaching of PE in lessons and clubs. Cover for NT to attend termly PE coordinator meetings run by Wyre Forest Sports Partnership. First Aid training for NT to accompany children to PE events outside school. Ensures more events are attended and children are cared for appropriately and consistently. Cover for three days of course. 	<ul style="list-style-type: none"> Opportunities provided by Wyre Forest School Sports Partnership for CPD of all members of staff. Currently covered gymnastics, multi-skills and are going to receive dance CPD. Development of lesson plans and other resources for teachers and children to use in lessons. PE coordinator to receive regular updates and support for role. Less adults available for attending PE events (usually NT and first aider). NT can now be supported by any other adult if numbers depend or by himself. 	<p>£1000</p> <p>£350</p> <p>£350</p> <p>£950</p>	<ul style="list-style-type: none"> Increase teacher confidence of specific skills and improved subject knowledge to teach PE. Implementation of objectives and focus areas to children are now in place. Increased support and guidance for PE coordinator to pass on to teachers and staff during staff meetings. Increased participation levels in events through sports partnership. 	<ul style="list-style-type: none"> Sharing of course objectives and resources with members of staff. Staff to receive notification of future CPD opportunities that are appropriate to all members of staff. Learning walks and lesson observations to monitor impact. Continued presence in further meetings and space available on staff meeting agendas. Impact judged on increase of events covered. Potential to retrain if impact is significant.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 20% £3500
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:
<ul style="list-style-type: none"> Children to receive a varied range of sports that are accessible for all children. Wyre Forest School Sports Partnership events for all groups, covering a variety of popular and alternative sports. Coaches provided for children to travel to and participate in events. Cover for NT. PE Primary Passport assessment and planning tool to effectively assess and plan PE within the curriculum. 	<ul style="list-style-type: none"> Themed days from specialist companies or individuals that promote role models or alternative sports. Targeted groups of children offered opportunities to participate, compete and represent. Transport available to ensure all children can access events when selected. Children have clear and achievable targets within lessons. Children are assessed and supported appropriately through differentiated lessons and assessment opportunities 	<ul style="list-style-type: none"> £700 £1000 £1000 £800 	<ul style="list-style-type: none"> Positive association with new sports and breaking down of stereotypes from within those sports (skipping and gymnastics). Children selected in various ways to ensure that all children have a positive association with PE. SEN and PP children to receive at least one opportunity through the year to take part in a PE event held outside school. Children are able to access events by appropriate transport links. Children will be exposed to appropriate language and progression that is used across all disciplines within PE. This will provide a clearer picture of expectations for the children and enable them to see links 	<ul style="list-style-type: none"> Learning walks, lesson observations and pupil interviews. Questionnaires for uptake in extra-curriculum clubs. Discussions with parents and SENCO to ensure SEN and PP children are receiving a fair amount of opportunities. Continue to monitor individual needs of children through regular meetings with SENCO. Monitor the impact of the new tool by discussing the programme with staff during staff meetings (initial training and feedback from first few months). Learning walks to

			and connections between physical, emotional and social skills learnt and everyday life.	ensure tool is being used appropriately.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 10% £1700
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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:
<ul style="list-style-type: none"> Effective provision for intra-school competitions. 	<ul style="list-style-type: none"> KS2 House matches to be played in mixed teams, at the end of every term in a variety of sports. 	£200	<ul style="list-style-type: none"> An increase in opportunities for children to represent their houses. 	<ul style="list-style-type: none"> House and sports captains to provide team selections prior to events.
<ul style="list-style-type: none"> Provision of inter-school provision through Wyre Forest Sports Partnership and CTA events. 	<ul style="list-style-type: none"> Children to receive competitive opportunities to represent their school. This can be in School Games events, CTA events or friendlies arranged by NT. 	£500	<ul style="list-style-type: none"> Mixed teams to allow a more equal balance of opportunities for girls and boys (currently 2 boys for netball or 2 girls) to be on the field of play at any time. An increase in children wanted to represent their school and go to events, creating a positive association. 	<ul style="list-style-type: none"> House and sports captains are aware of expectations and are helped to understand them through meetings leading up to events. Pupil interviews before and after events.
<ul style="list-style-type: none"> Coaches provided for children to travel to and participate in events 	<ul style="list-style-type: none"> Transport available to ensure all children can access events when selected. 	£1000	<ul style="list-style-type: none"> A decrease in negative emotions before and during events. Children are able to access events by appropriate transport links. 	<ul style="list-style-type: none"> Contacts made through Sports Partnership to help maintain links in the future. Continue to monitor individual needs of children through regular meetings with SENCO.

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Due to Covid-19 lockdown, purchases were incomplete or unavailable. The intention is to complete purchases and implement new uniforms once Covid-19 restrictions are eased in September 2020.

Signed off by	
Head Teacher:	Mrs K E Savage
Date:	27.7.20
Subject Leader:	Mr N Tasker
Date:	27.7.20
Governor:	Mrs A Randle
Date:	27.7.20