

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised November 2019

Commissioned by



Department  
for Education

Created by



YOUTH  
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 **31<sup>st</sup> 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 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• School achieved School Sports Mark equivalent awards for 2019/20.</li> <li>• Improved knowledge of staff and lunchtime supervisors through CPD opportunities from the Wyre Forest Schools Sports Partnership.</li> <li>• Development of PE curriculum through updating of the school's PE curriculum map and PE expectations in line with the new National Curriculum framework.</li> <li>• Development of School Sports Crew and other opportunities for young leaders.</li> <li>• Extended swimming opportunities for Year 3, 4 and 5.</li> <li>• Increase in available extra curriculum clubs.</li> </ul>	<ul style="list-style-type: none"> <li>• Robust and user friendly assessment tool for PE.</li> <li>• Continued development of extra curriculum clubs and activities (one for each day of the week).</li> <li>• 'Change 4 life' style club to run throughout the year, targeting varied groups of children per term.</li> <li>• Continue to monitor impact of increased swimming lessons for Year 3 and Year 4 children.</li> <li>• Addressing children in Year 5 and 6 that are yet to meet swimming end of key stage expectations.</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.	70%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	70%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	76%
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?	TBC – Due to Covid-19, our school's response to the missed opportunities will be confirmed at a later date.

## 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: 2020/21		Total fund allocated: £17530		Date Updated: January 2021	
<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					Percentage of total allocation: 11% - £1900
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"> <li>Increase focused participation in physical activity outside PE lessons.</li> <li>Organised 'Zones' set up on the playground for focused activities during playtime and lunchtime using barriers.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Playtime and Lunchtime equipment focused on activities provided by School Sports Crew and lunchtime supervisors (skipping sets, cones, balls etc).</li> <li>Three 'Zones' created on the playground to offer varied physical challenges which change every term.</li> </ul>	<ul style="list-style-type: none"> <li>£200</li> <li>£500</li> <li>£1200</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Increased numbers of children participating in activities. This led to an excellent take up in the after school skipping club as an example.</li> <li>Children more engaged in physical activity per class due to varying opportunities and designated areas for more</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Monitoring of activities and impact of groups of children accessing equipment. Current timetable has seen a reduction in playtime incidents through disagreements.</li> <li>Timetable and prompts provided for children and staff. 'Pupil Voice' to offer new suggestions each</li> </ul>	

			than activity do be carried out per zone.	term/year.
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**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% - £2700

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"> <li>Staff to wear corporate uniform to any sporting events or active celebrations to raise profile.</li> <li>Children to wear a school hoody/jacket to events.</li> <li>Replacements of kit stock that are damaged/missing, update of sizes to fit all children in our school.</li> <li>PE homework set across the school a few times a term to improve health and well-being at home through Seesaw.</li> <li>External providers promoting male and female role models in a variety of sports (Gymnastics, bell</li> </ul>	<ul style="list-style-type: none"> <li>New polo shirts for all members of staff with school logo and colours.</li> <li>Appropriate clothing for children and a more professional dress code for events.</li> <li>Children to receive school kit that is not damaged, appropriately sized and is representative of the school's standards.</li> <li>A whole school approach to setting one piece of 'active' homework for children to carry out as a family at home per term.</li> <li>Children to show a more positive view on sports that they wouldn't always see positively.</li> </ul>	<ul style="list-style-type: none"> <li>£500</li> <li>£300</li> <li>£500</li> <li>£200 (covers resources needed to upload)</li> <li>£500</li> </ul>	<ul style="list-style-type: none"> <li>Raise profile of PE by teachers showing it deserves attention and appropriate clothing to participate.</li> <li>Excitement and pride shown by children wearing new/fashionable clothing when representing the school.</li> <li>Children's anxieties and worries about size of kit reduced by a wider selection of kit.</li> <li>Photo evidence of children taking part in activities at home. Encourage families to stay active.</li> <li>Improved engagement in gymnastic lessons, very good uptake in skipping club, more</li> </ul>	<ul style="list-style-type: none"> <li>Review PE clothing annually.</li> <li>Registers of clothing received and brought back. Review of resources at the end of each year.</li> <li>Continued monitoring of children selected and kit availability.</li> <li>Send out questionnaire to ask for parents' views.</li> <li>Review and research further external specialist to launch PE themed days.</li> </ul>



<p>boating, skipping)</p> <ul style="list-style-type: none"> <li>Reward children for participation in events.</li> <li>Sport themed texts bought for the school reading scheme and library.</li> </ul>	<p>Encourage them to experience the sport before having an opinion on it.</p> <ul style="list-style-type: none"> <li>Provide medals, certificates and medals to reward children.</li> <li>Children improve knowledge and understanding of role models and types of sports. Provides ideas of progression and careers in sports.</li> </ul>	<p>£100</p> <p>£600</p>	<p>confidence on the water before Manor Adventure.</p> <ul style="list-style-type: none"> <li>All groups of children responded positively from receiving recognition in assemblies and being published in school newsletters/Facebook page.</li> <li>'Reluctant readers' targeted and those children who enjoy reading but are not always confident or engaged during PE lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure all children receive appropriate rewards and a record is kept of participants. Weekly PE promotion.</li> <li>Pupil questionnaires to discuss success of texts and yearly review of condition of books.</li> </ul>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				8% £1450
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"> <li>• CPD for members of staff for the improved teaching of PE in lessons and clubs.</li> <li>• First Aid training for an adult 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.</li> <li>• NT to retrain for Level 1 Coaching in football.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Provided with the latest training in coaching football to ensure children receive appropriate opportunities to develop skills and knowledge in football.</li> </ul>	<p>£300</p> <p>£950</p> <p>£200</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Increased participation levels in events through sports partnership.</li> <li>• NT to provide termly football opportunities to boys and girls in KS1 and KS2.</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing of course objectives and resources with members of staff.</li> <li>• Staff to receive notification of future CPD opportunities.</li> <li>• Impact judged on increase of events covered. Potential to retrain if impact is significant.</li> <li>• Increased confidence and engagement in PE from children.</li> </ul>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 17% £3000
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"> <li>Wyre Forest School Sports Partnership events for all groups, covering a variety of popular and alternative sports.</li> <li>Investment in equipment and activities for Reception and KS1 (balance bikes, climbing frames, throwing and catching etc).</li> </ul>	<ul style="list-style-type: none"> <li>Targeted groups of children offered opportunities to participate, compete and represent.</li> <li>Curriculum links and focus on EYFS developmental points. Addresses loss of 'school time' for Year 1 due to Covid-19.</li> </ul>	<p>£2000</p> <p>£1000</p>	<ul style="list-style-type: none"> <li>Children selected in various ways to ensure that all children have a positive association with PE.</li> <li>SEN and PP children to receive at least one opportunity through the year to take part in a PE event held outside school.</li> <li>Children are able to access events by appropriate transport links.</li> <li>Improvement of motor skills in children in KS1. Impacts on physical development in PE but also improvement of handwriting etc.</li> </ul>	<ul style="list-style-type: none"> <li>Learning walks, lesson observations and pupil interviews.</li> <li>Questionnaires for uptake in extra-curriculum clubs.</li> <li>Discussions with parents and SENCO to ensure SEN and PP children are receiving a fair amount of opportunities.</li> <li>Continue to monitor individual needs of children through regular meetings with SENCO.</li> <li>Learning walks, books trawls and regular meetings with EYFS and KS1 staff to review impact.</li> </ul>



<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				1% £200
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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"> <li>Effective provision for intra-school competitions.</li> </ul>	<ul style="list-style-type: none"> <li>KS2 House matches to be played in mixed teams, at the end of every term in a variety of sports.</li> </ul>	£200	<ul style="list-style-type: none"> <li>An increase in opportunities for children to represent their houses.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>House and sports captains to provide team selections prior to events.</li> <li>House and sports captains are aware of expectations and are helped to understand them through meetings leading up to events.</li> </ul>

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.

Focus will be on addressing missed swimming opportunities for Year 3, 4 and 5. Final decision on this will be discussed once clarity has been provided on Covid-19 safety measures.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	