



# 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 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• REAL PE scheme continues to enable teachers to have ownership of the subject and teach progressive, age-related lessons.</li> <li>• Skills are being taught.</li> <li>• Teaching and learning improving through Curriculum Leadership support, CPD and the PE scheme.</li> <li>• Forest School continues to be popular with the pupils. Y6 pupils were trained (by FSLA) in the Spring term (January-March) as Forest School Ambassadors to support younger children with learning life skills in the outdoors and being physically active. Children learn a range of skills and links are made to other curriculum areas.</li> <li>• Well trained and experienced Sports Lead/PPA teacher teaches and focuses on PE, health and wellbeing of pupils. Teacher covers Y1, Y2, Y3 and Y4. Y5 and Y6 teachers teach their classes.</li> <li>• Well-resourced for equipment in lessons and break times.</li> </ul>	<ul style="list-style-type: none"> <li>• “Recovery” from children being absent from school during Covid-19 National Lockdown from March 2020 to July 2020, is priority.</li> <li>• Many children live in flats in the local area and had limited exercise during this time; children need to use the school outdoor space and resources regularly to get fitness and general health back on track.</li> <li>• Further increase pupil activity levels throughout the day both in and out of the classroom, as well as at home.</li> <li>• Use PE/PSHE sessions to inform and educate pupils of the importance of following a healthy lifestyle through healthy eating, physical activity and mental wellbeing programmes and activities.</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.	13/26 50%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	10/26 38%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	13/26 50%
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?	No unable to provide extra groups as lessons ended mid-year for other year groups.

## 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.

<b>Academic Year:</b> 2019-20		<b>Total fund allocated:</b> £17,500		<b>Date Updated:</b> December 2019					
<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: 69%				
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:					
<ul style="list-style-type: none"> <li>Children know and understand why they should take part in 60 minutes physical activity a day with 30 minutes being at school; they participate in 30 mins physical activity a day.</li> <li>Children can identify physical activity – not just through sports.</li> <li>The majority of pupils take part in 30 minutes of physical activity a day in school, or the equivalent over the school week.</li> <li>Children are trained as Forest School leaders to achieve key life skills and train/support younger pupils in outdoor</li> </ul>		<ul style="list-style-type: none"> <li>Wake and Shake - daily</li> <li>Daily Mile - daily</li> <li>Play and Lunch time activities – range of equipment</li> <li>Play Leaders set up and encourage active play</li> <li>Play Rangers weekly</li> <li>Outdoor areas improved in Rec &amp; KS1 to promote active, outdoor learning</li> <li>“Dough-disco” used in Rec &amp; KS1 to encourage fine motor skills</li> <li>Go- Noodle and other online movement demonstrations to be used as sensory breaks for well-being and improved concentration techniques</li> </ul>		Equipment: £500 Forest School £6,000 for Summer T6 and Aut T1 & T2 £5,600 T3 & T4 Line markings £quote TBA – ask community groups Outdoor equipment £see quotes (£400 left) Total £12,100		<ul style="list-style-type: none"> <li>Children are able to talk about why physical movement and sports is an important part of being healthy and keeping fit.</li> <li>Children can talk about sports they do in PE, as well as skate boarding sessions and activities outside such as Forest school and Play Ranger break times.</li> <li>Some children go to the park after school to meet the Play Rangers. Two pupils attended the No Child Left Behind Awards with the Play Rangers, as they celebrated their achievements.</li> </ul> <a href="https://www.cheltenham.gov.uk/news/article/2369/a-big-night-of-celebration-at-the-no-child-left-behind-award">https://www.cheltenham.gov.uk/news/article/2369/a-big-night-of-celebration-at-the-no-child-left-behind-award</a>		<ul style="list-style-type: none"> <li>Continue to promote sports, especially after partial school closure that the Covid-19 pandemic brought.</li> <li>Sports was promoted through the home learning website page. This will need to continue pending further lockdowns and potential school closures.</li> </ul>	

<p>learning.</p> <ul style="list-style-type: none"> <li>Children who live in a built-up residential area have access to outdoor, natural space to</li> </ul>	<ul style="list-style-type: none"> <li>Teachers model and talk about physical activity as well as Sports e.g. walking across the school and upstairs to get to the ICT suite.</li> <li>Forest School – am/pm in Year 3, Year 4 and Year 5 weekly sessions with FSI; Year 6 Forest School Leaders rotate in FS classes; Rec &amp; KS1 Forest School sessions planned as part of the curriculum</li> <li>Playground line markings for play without the need for equipment.</li> </ul> <p>Playground fixtures – quotes for new trim trail and outdoor activities.</p>		<ul style="list-style-type: none"> <li>Forest School sessions saw the Year 6 class train as Forest School Leaders and completed skills to achieve this including: team work, communication, using initiative, fire and den building and looking after the environment. All pupils met these skills with some chosen to support other year groups in their FS sessions.</li> <li>No playground markings – as reliant on charity work from local business – COVID-19 restrictions.</li> </ul>	<ul style="list-style-type: none"> <li>Quotes for playground markings.</li> </ul>
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**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement**

Percentage of total allocation:

3%

Intent	Implementation		Impact	
<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>
<ul style="list-style-type: none"> <li>Stakeholders of HWPS know and understand why Sports and physical activity is being promoted across the school.</li> <li>Children know and understand the effects of physical activity on their</li> </ul>	<ul style="list-style-type: none"> <li>Planned assemblies: Importance of physical activity and links on well-being and improved cognition; visitors; Rights of the Child.</li> <li>Posters including “Difference</li> </ul>	<p>£500</p>	<ul style="list-style-type: none"> <li>Children aware of difference and diversity and talk about visit from para-olympian.</li> <li>Children are aware that disability does not prevent activity – links to perseverance and determination in our Vision</li> </ul>	<ul style="list-style-type: none"> <li>Virtual assembly links to promote sports with “virtual” visitors.</li> <li>Increased social media messages.</li> <li>The Curriculum</li> </ul>

<p>health and learning.</p>	<p>and Diversity” around school.</p> <ul style="list-style-type: none"> <li>• School Council lead on the PESSPA being raised and sharing messages with pupils/teachers.</li> <li>• Increase Sports or physical activity after-school clubs.</li> <li>• Social media – promote walking, cycling, scooting to work.</li> </ul>		<p>and Values.</p> <ul style="list-style-type: none"> <li>• Extra-curricular activities included: Zumba (13), football (28), gardening (12) balance-ability. (10) – all pupils improved skills and collaborative, social participation in physical movement.</li> <li>• Keen and positive responses to after school clubs.</li> <li>• Parents/carers have talked about the need for another play-structure or more outdoor activities for the children – FoHWPS have started to raise money to support the Sports fund.</li> <li>• The Covid-19 partial closure meant that some of our children were limited to exercise and access to outdoor spaces living in flats and having to self-isolate. Children enjoyed “Go Noodle” and other sports activities at home, when they had access to technology.</li> </ul>	<p>Lead teaches Y1-Y4 as PPA cover and this will improve consistency of teaching, learning and key messages.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				4%
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>Curriculum Lead is confident in identifying strengths and areas for development, and reporting on the impact in teaching, learning and assessment (triangulated/agreed by a member of SLT).</li> <li>Teachers are clear and confident about their teaching and assessment of Sports.</li> <li>Pupil outcomes improve and children attain age-related outcomes.</li> <li>Teachers/Teaching Assistants CPD developed in outdoor learning, pupil values and life skills.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers observed and feedback to by the Curriculum Lead.</li> <li>Planning, Pupil Voice and assessments monitored by the Curriculum Lead and feedback to teachers informs improvement.</li> <li>Assessments are analysed and evaluated to inform next steps e.g. CPD, Sports focus for key stages or school.</li> </ul> <p>Forest School sessions led by FSI.</p>	Curriculum Lead £720 leadership time (6xam) Forest School as above.	<ul style="list-style-type: none"> <li>The Curriculum Lead has strengthened their leadership through better knowledge and understanding of the curriculum.</li> <li>Teacher subject knowledge is improving across the school.</li> <li>Teachers use the scheme and are more confident in teaching the sequenced lessons.</li> <li>Pupils are more active across the school week.</li> <li>TAs have improved FS knowledge and understanding through CPD.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of Sports needs to be formalised and strengthened – link Real PE to insight (NC Sports objectives).</li> </ul>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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	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>consolidate through practice:</p> <p>Additional achievements: Pupils aware and participate in a wider range of Sports and Physical activity. Pupils know how to use different types of sports equipment.</p>	<ul style="list-style-type: none"> <li>• Trampolining sessions at local centre</li> <li>• Climbing wall into school for rewards</li> <li>• Clubs: gardening, “wheels”, Zumba, balance-ability, football....</li> <li>• Playground activities – improve outdoor play areas (KS1 and playgrounds)</li> <li>• Forest School as above.</li> </ul>	<p>£1,000 £420 per term – Zumba (£1,660)  Total £2,660</p>	<ul style="list-style-type: none"> <li>• Trampolining and climbing wall did not take place due to Covid-19 restrictions.</li> <li>• Zumba was a great success until the partial closure. All children in attendance were able to learn dance routines and perform together.</li> <li>• More equipment, well organised in containers, improved playtimes. Children are able to use the equipment as demonstrated in assembly.</li> </ul>	<ul style="list-style-type: none"> <li>• Sports activities organised as per government guidance and school risk assessment.</li> <li>• Keep to “Class Bubbles” to maintain the health and safety implications of lessening the risk of transmitting Covid-19.</li> </ul>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6%
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>Pupils know and understand how to be positive competitors.</li> <li>More pupils participate in competitive sports and take part in matches, games and races with other local schools.</li> </ul>	<ul style="list-style-type: none"> <li>Use More Move subscription to access events</li> <li>Football club including cluster matches</li> <li>Athletics cluster</li> <li>Cross country running KS2 races and clubs</li> <li>Invite local teams into school to model to children team and competitive sports</li> <li>Ask local clubs to rent and use our facilities for parents to pay for their child to attend after school clubs; develop community links</li> </ul>	£1,100 MM not joined yet this year – half year)	<ul style="list-style-type: none"> <li>Not able to participate in competitive sports due to Covid-19 restrictions.</li> <li>Football in school – children have learnt skills through 2 after school clubs, including girls and are more gracious in winning and losing matches.</li> <li>No Sports Day – as partial school closure in March’20.</li> </ul>	<ul style="list-style-type: none"> <li>Virtual competitions; liaise with network or local schools or compete through “Class bubbles” and house events in school.</li> <li>Await further Covid-19 advice as to Sports events in school.</li> </ul>

Signed off by	
Head Teacher:	Kirsti Ashman Date: 11.11.19
Subject Leader:	Date:
Governor:	CLF Committee Date: 11.11.19