

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 **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"> • Quality of PE teaching and learning has improved due to staff being supported by, and working alongside, a specialist teacher of PE. This has developed staff's subject knowledge and their ability to plan and deliver effective programmes of work. • Children have participated in a wide range of inter and intra house tournaments and competitions. This has impacted positively on children's attitudes to, and enjoyment of, sport. • The number, and range of extra-curricular sporting clubs on offer at any one time has increased. • The range of sporting opportunities within the curriculum has also increased. • There has been a significant increase in the numbers of children participating in extra-curricular clubs. • The quality of inclusive provision has improved thanks to the up-skilling of staff and range of equipment purchased. • Positive attitudes to health and well-being are now more evident in children throughout the school. 	<ul style="list-style-type: none"> • Staff CPD to remain a priority to ensure high quality teaching. • PE coordinator to work with sports specialist, within cluster groups and across forums to stay abreast of potential sporting developments. • Forge links with local high schools and Edge Hill PE department. • Provide as many extra-curricular opportunities as possible taking into account covid-19 risk assessment. • Provide feedback to school Governing Body on provision of PE in this academic year. • If possible, attend as many Level 2 and Level 3 competitions as possible throughout the year (Covid-19 dependent). • To keep a more accurate record of tournaments and performance. • Engage in virtual competitions via St. Helens School Games. • To create Inter-house teams so children can still engage in competitions, albeit within school (and maintaining integrity of 'bubbles') • Establish links with local sporting facilities / clubs - e.g. Saints, Sherdley Park Golf Club. • Update the Sports Premium document and post on the school website. • Keep the PE display board up to date with current competitions / achievements. • Review how many children are attending out of school sports clubs. Analyse numbers to ensure provision meets need – e.g. clubs are fully inclusive. • Enable children to engage in as many opportunities as possible that they would not have access to outside of school. • Promote lifelong healthy active lifestyles through PE. • Introduce of Daily Mile • Promote C4L.

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.	62%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	58%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	62%
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: 2019/20		Total fund allocated: £19,550		Date Updated: July 2020	
Key indicator 1: The engagement of all 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:
					0%
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:	
The engagement of all pupils in regular physical activity – kickstarting healthy active lifestyles.	C4L club to be delivered daily to children increasing pupil activity levels.	£0	C4L leaders plans. Feedback forms from children completed.	Ensure Y5 children are trained for next academic year to deliver C4L.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					0%
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:	
Highlighting achievements in PE and School Sport to encourage greater participation.	Develop sport leaders in Year 3- 5 to enhance Level 1 competition and playtime experience.	£0	Level 1 data on website. Photos of leadership in action.	PE lead to promote fitness and wellbeing programmes on ClassDojo for children and families to participate in.	
Raise profile of Physical Activity,	Staff to be positive role models.		Display Staff participation evidenced on photos.		

Health and Wellbeing	<p>Broad range of activities for the children to take part in as part of the St Helens School Games programme.</p> <p>School to celebrate the achievements of pupils outside of school during school assemblies.</p>			<p>Introduce 'inter-house' competitions to increase participation throughout school.</p> <p>PE subject focus: "To encourage children to lead a lifelong healthy, active lifestyle."</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:
				81.6%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>	<i>Sustainability and suggested next steps:</i>
<p>Improved quality of children's physical education in Key Stage 2 to ensure they are competent and confident.</p> <p>Improved role modelling of healthy active lifestyle behaviours by all school staff to reach all children.</p> <p>Additional swimming commitment to promote confidence and increase percentages of pupils attaining the NC standard at the end of Y6.</p>	<ul style="list-style-type: none"> Hiring of sports specialists to work alongside teachers and teaching assistants in a CPD role, during the delivery of class PE. PE specialists employed – Lucy for Dance/David Campbell Sports Apprentice for Gymnastics and other sports. Access to access termly CPD in PE PE subject leader to provide updates throughout the year in staff meetings. PE subject leader to plan and undertake a series of lesson observations and/or team teaching with teachers to look at teaching, learning and assessment in physical education. PE subject leader to meet with a broad range of KS2 pupils on a termly basis to talk about their PE lessons and to ascertain their knowledge and understanding of the subject. 	<p>David Campbell Sports Apprentice Gold Package - £8,000 plus 2 x 20 £2 per child weekly £1,280 £1,280</p> <p>Dance £7,000</p>	<p>Units of work on staff share. Attendance at CPD session with evaluation forms completed.</p> <p>All classes taking part in one PE lesson under guidance of sports specialists. Teachers have worked alongside specialists to team teach during PE lessons. Staff meeting discussion has shown that teachers feel more confidence in delivering their own PE as a result.</p>	<ul style="list-style-type: none"> Continue with hiring of specialists. PE lead to send any CPD opportunities to staff. PE lead to arrange dates in new calendar of staff meetings. To maintain links with local sports providers. Keep in regular contact with St. Helens School Games

	<ul style="list-style-type: none"> PE subject leader and teachers to discuss positive outcomes and what areas there are for development. Additional swimming commitment to promote confidence and increase percentages of pupils attaining the NC standard at the end of Y6. 	Swimming £2194		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>	<i>Sustainability and suggested next steps:</i>
Introduce more KS1 and lower KS2 clubs. Sports coaches to broaden the sports they cover.	Focus on inclusive activities	£0	Are children who don't regularly attend after school clubs now attending?	Keep register of attendance.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				17.4%
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>	<i>Sustainability and suggested next steps:</i>
Develop teams to enter a wide variety of LV2 events and qualify for LV3. Increase B team participation. Enhanced provision package organised through SHAPES and SGO's	Enter all SSP School Games events and promote through website & ClassDojo. Strive to increase LV3 participation. Also, improve LV1 School Games	£2,500 for transport to and from the event. SHAPES membership £950	Record of SGO table of competition.	<ul style="list-style-type: none"> School will sign up for enhanced local school games package next year. Continue to utilise the services of PECO Schools Network provider in the organisation and attendance of competitions. Staff PE lead to support class teachers in the delivery of intra school competitions. Sports leaders to shadow and support midday supervisor staff in delivering of dinner time competitions.

Signed off by	
Head Teacher:	P.Farnell
Date:	July 20

Subject Leader:	J.Matthews
Date:	July 20
Governor:	A.Lashley
Date:	July 20