

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned 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:
<p>Numerous Opportunities offered - strong engagement of children in sporting activity. Initiatives in place to ensure those disengaged get experience of sporting activities and competition. This includes Morning Get active club and regular participation of SEN pupils in sports games events. Large number of afterschool clubs with a variety of sports offered.</p> <p>Achieved Provisional Silver School Games mark. Following liaison with the sports mark coordinator in June 2020, we are on track to reach the gold standard in 2020 - 2021. This will be achieved without making any large scale changes to how P.E. and club provision are currently run. Part of this successful progression is the number of events we attend.</p> <p>Excellent provision of equipment and experiences during break and lunch. We have games being run through lunch time staff. An improved provision of equipment to promote and sustain sporting development. Children led activities offered daily through the sports leadership system.</p> <p>Maintaining sports high profile despite Covid closure. This included running a bespoke at home and in school sports day. Designed by Year 6 children in school. This allowed all children to compete as part of their classes as well as a chance for children in school to compete against each other.</p>	<p>More CPD for staff. We host an excellent variety of 13 sports within the school Not including additional clubs and in school 'university' opportunities like Tag American Football. This range does lead to a need for regular CPD to ensure new staff are supported as well as increasing existing staff expertise through the opportunity to learn from experienced full time coaches.</p> <p>Year 4 have missed their opportunity to swim this year due to Covid. Research opportunities to address missed opportunities.</p> <p>Further maximise opportunities for inter school competitions. Raise the profile of the events we do take part in and look at increasing recognition of high sporting achievement.</p> <p>Build on child led nature of sports day organisation. Sports leaders have been used previously to run events, this year children created videos of events in support of them which worked well. The basketball challenge, created by two Year 6, was clearly the most popular event of the day this year. More scope for this in the future.</p>

Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving</p>	43% (low due to missed boosters enforced by Covid Closures)

primary school at the end of the summer term 2020.	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	28% (likely low due to missed boosters enforced by Covid Closures)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	28% (low due to missed boosters enforced by Covid Closures)
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?	No - Boosters are usually held over summer term when school closed.

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: 19,570	Date Updated: July 2020	
		Total fund spent: £16,750	Total carryover to 2020/21: £2,820	
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:
				%
Intent	Implementation		Impact	25%
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?:
Maintain enthusiasm for daily mile, Raise profile of daily fitness goals.	Daily Mile markings added to the school playground along with additional games marking. Daily Mile incentive stickers and charts to promote the playground challenge and acknowledge those who had been regularly participating.	£2,266	The Daily Mile continues to be a high profile event at the school with termly prizes for high levels of participation. Every day there are children running and sports leaders supervising this event.	To record results of the mile. Providing data in support of wider school fitness goals and looking at areas/children to target where engagement is low. Provide measuring devices (pedometers/heart rate checks) for children to explore their improvements.
Sports Leaders created to guide and encourage participation in a multitude of sports.	Children wrote an application form outlining why they would be good for the role of a sports leader. PE coordinator to support Sports Leaders in organising daily sports/games at lunch times and to run whole school events (i.e. Sports	£910	Every lunch time a different sport is presented by children on the playground with adult support in a supervisory role only. 24+ sports leaders this year over double the number of the	To involve more children this year. Following local consultations with other schools, sports leaders could be rotated on a term by term basis resulting in more exposure to sport and participation from a

	Day, Sports Relief, etc...)		previous year.	greater range of children. The Year 5 cohort from this year can mentor the next round of sports leaders.
Subsidised Swimming Costs	External providers (Playmakers) bought in to coach children-provided activities on the playground for all and support to allow the sports leaders to operate independently. To support all pupils in key stage two swimming competently, confidently and proficiently over 25m	£949.00	All pupils in year 6 attended swimming tuition during Autumn Term.	Continue to subsidise swimming lessons where required
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation		Impact	33%
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:
Lockdown Sports Day Higher profile of sports day online combatting Covid	Children created events as part of the end of year project. The brief was to create competitive events in school that could also be replicated at home without specialist equipment.	£0	Despite Covid over half of the school produced results (some online), all pupils were given the opportunity to compete. Video produced of the sports day events to encourage future participation and recognised the achievement.	Sports Leaders to continue to organise Covid-secure whole school events in 2020/21
Use of personal challenges to motivate family and children.	All children get a termly sporting challenge provided for them to monitor and improve their ability in	£0	Children have been able to build up a portfolio of results within their Own Learning journals	Now templates in place the challenges can be replicated next year. In this way children

	one skill. This is designed with people at home in mind so they can join into		showing skills progression.	can show progression year on year by reviewing their own books.
Gymnastics coach	Experienced coach brought in to allow specialised teaching of gymnastics. The gymnastics coach also provided guidance on developing our progression of skills in gymnastics.	Gymnastics £3570	3 of 4 Year groups have received specialist support and full gymnastics coaching experience.	Retain Gymnastics support in current format.
Club extravaganza - Show that gives clubs an opportunity to demonstrate what they have learned.	Opportunity for children to show what they have learned - opportunity to take pride in their sporting achievement.	£0	Increased profile leads to higher uptake in after school sports clubs.	Continue to run showcase activities. This coming year put an additional focus on sports clubs to contribute.
New Curriculum PE Equipment	To support staff teaching PE to a high standard, equipment must be fit for purpose. The Sports Leaders regularly check the school's PE equipment and earmark equipment for replacement. New curriculum equipment was also purchased to support whole year groups learning competitive sports simultaneously.	£1,959	Year groups were able to teach the same sport simultaneously encouraging greater inter-school competition.	Sports leaders to review equipment for PE lessons/breaks on a termly basis
Whole school dodgeball tournament is run by pupil sports leaders.	Pupil led sporting events. Really popular with the children and ties in with Comic Relief to show how sport can make a difference in people's lives.	£0	Tournament popular across the year groups. Whole school was able to come out and view the final as the teachers took on the class winners. Easily the most popular lunch time activity. Lots of participation from pupils	Continue running as an annual event.

Sports value (teamwork)	Introduced a range of awards to recognise sporting attitude and achievement.	£0	across a range of abilities and sporting confidence levels. Children have been awarded certificates as part of school sharing assemblies. Raising attitudes and efforts in PE lessons,.	Consider using board space in school to advertise sports awards and show achievements.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	6%
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:
Dance CPD with Year 4	Reside Dance designed and taught curriculum-linked dance unit to the entire year four cohort. CPD delivered to year teaching team on planning and teaching a curriculum-linked dance.	£837	Teachers who received CPD report feeling more confident in leading activity. Also raised awareness of cross curricular potentials for dance.	Dance teacher to be retained and used to support a different year group in 2020/21.
Association of PE Membership	To increase awareness of key issues, increased involvement in the PE community and to access expert support where appropriate.	£115	PE coordinator regularly uses to aid supporting all staff.	Membership 2020/21
Lacrosse CPD for Year 5	Lacrosse and Tag Rugby both sports where teachers had less experience. Qualified Coaches provided lesson plan support and	£0 (Local Contacts used)	Successful lesson plans retained ready for tweaks and reimplementation year on year.	Lacrosse to continue to be developed in other year groups (particularly Year 6, possible extension to Year 4).
Tag Rugby CPD for Year 5				

	team teaching opportunities during lessons.			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	35%
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:
Additional achievements:				
Extensive range of after-school clubs provided	Provide pupils with the opportunity to learn a new sport after school or continue to hone their skills learnt in curriculum PE lessons. Promote school values and encourage greater participation in physical activity.	<i>Subsidised places for pupil premium children (funded through PP strategy)</i>	260+ places in after school clubs provided in Autumn and Spring Term. 50% of all Spring Term club places taken by disadvantaged pupils	Offer year group bubble clubs to enable pupils to still receive additional sporting opportunities in a covid-secure environment.
Hula Hoop experience To engage pupils in hula hooping as a keep fit/entertaining activity.	External provider ran an Indian Dance inspired Hula Hoop session in every cohort. Additional hula hoops bought for breaks and lunch ensure maximum number of children would get the opportunity	£367 <i>(included hula hoop kit)</i>	Increased use of and provision of hoops on the playground during lunch. Regularly used out on the field during break and lunch.	Sports leaders to apply what they have learned to run hoop activities next year passing on their knowledge to new Y3 cohort. Use future funding to boost other traditional playground activities like skipping.
Martial Arts teacher	External Providers to come in and teach. Providing a new experience for the children they otherwise would not have access to.	£1,400	Broadened childrens' knowledge in a new discipline that otherwise the school would not have been able to provide.	Continue to use Martial Arts next tear. It has proven popular with all classes involved and is something the school would

<p>Orienteering</p>	<p>New equipment provided to encourage use of our own outdoor space as part of orienteering. Develop pupils map skills to support geography curriculum progression of skills.</p>	<p>£50</p>	<p>Support pupil's development of balance and coordination. Geoffrey Field attended and placed at an inter-school orienteering competition. Orienteering planned into next academic year sporting calendar.</p>	<p>not normally be able to provide. Equipment available to be used next year</p>
<p>Disengaged 'Let's Get Going' Club</p>	<p>Morning club before school targeted at children who were disengaged with PE.</p>	<p>£120</p>	<p>Many of the pupils who attended had never attended a before/after school club. 25 invited 14 regularly attended.</p> <p>Class teachers reported that pupils were more motivated and engaged in learning first thing in the morning.</p>	<p>Work with teaching staff to identify new disengaged pupils to target.</p> <p>Promote participation in after school clubs for previous cohort of disengaged pupils.</p>
<p>Promotion of table tennis as a covid-secure competitive sport</p>	<p>Indoor table tennis equipment purchased - nets that can go on any surface as well as balls.</p> <p>New permanent outdoor Table Tennis installation provided on the playground.</p>	<p>£50</p> <p>£3639</p>	<p>Whole classes have played table tennis during lockdown using new equipment. Pupils reported their enthusiasm to continue to develop the sport outside of school.</p> <p>Legacy project - these were purchased during closure so have yet to be used in school. These are predicted to last up to 20 years and have generated a lot of excitement upon delivery in school.</p>	<p>Permanent tables to be used as of next year. Increase sporting participation at break times managed by the Sports Leaders.</p>
	<p>Develop pupils' road safety</p>	<p>£0</p>	<p>38 pupils achieved Level 2 awards</p>	<p>Continue to train upper KS2</p>

Bikeability Programme in Upper Key Stage Two	knowledge and confidence. To encourage more pupils to ride to and from school, promoting healthy lifestyle choices and helping to alleviate congestion around the school at peak periods.	<i>Subsidised places provided to school</i> £50 Safety Equipment/bike rental £83 Awards	and 2 achieved Level 1 during the 2 day training course. Improved links between the school and Avanti Cycling (provider).	pupils in road safety through Bikeability. Support the Eco-Council in promoting healthy/green transport to school initiative.
Breaktime sporting equipment to encourage socially-distanced play	Increase the range of breaktime and lunchtime equipment that encourages children to play within the confines of social distancing.	£135	Pupils' use of playground equipment increased, supported by assemblies promoting socially-distanced games.	Monitor usage

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	1%
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:
WEC tournaments	Increased involvement in competitive inter-school sports competitions amongst Whitley schools.	£100	71 pupils engaged up to the end of Spring Term 1. Unfortunately, many events were cancelled due to school closures but the school had coordinator	NS - Provide training to staff to allow more use of mini buses in transporting children to and from events. Should allow us to take more children to events. Possible then to take more than one tram too maximising opportunity for participation.
Sports Partnership Tournaments	Open up more opportunities regardless of current sporting attainment levels (A/B/C tournaments) Give pupils opportunities to compete at a higher level and in a	£FREE	Through use of tournament children with limited sporting experience invited for events. Of our least active children over half were engaged.	School will continue to work

<p>Intra-school tournaments (hockey, tag-rugby, athletics)</p> <p>BFA matches</p> <p>Friendly matches (football only)</p>	<p>wider range of sporting disciplines.</p> <p>Adapt curriculum planning to allow greater opportunities for inter-school competition.</p>		<p>Least active = 29 chn (8%) 17 attended clubs T2 or T3 (58%)</p> <p>Through careful PE curriculum planning,</p>	<p>cooperatively with school games and WEC. Ideally looking to host events as soon as deemed safe too.</p>
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Signed off by	
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Date:	
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