

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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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:
<p>Children's interests considered to offer a varied range of sports.</p> <p>Activities offered every lunchtime, during OPAL, and clubs offered before and after school times.</p> <p>Team teaching opportunities with specialist coaches</p> <p>CPD courses attended by PE curriculum lead</p> <p>Children engaged in daily mile and stickers given out by class teachers</p> <p>Children engaged in sport competitions during OPAL. Awards given out in weekly celebration assemblies</p>	<p>To enter more teams into competitions</p> <p>Continue to take part in Catholic cluster and School games competitions</p> <p>Supply teams kits for competitions</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 primary school at the end of the summer term 2020.</p>	83%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	63%

<p>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?</p>	<p>No</p>
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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: £	Date Updated:	
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	
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:
<p>To provide opportunities within the school day for pupils to be physically active</p> <p>Provide opportunities for pupils to experience a range of sports through clubs</p>	<p>Develop bank of resources that staff can access to increase physical active during curriculum time. Including:</p> <p>Daily Mile</p> <p>OPAL (Outdoor Play and Learning)</p> <p>Active lessons</p> <p>Mindfulness movements (through thrive)</p> <p>Joe Wicks videos</p> <p>Sports clubs provided before and after school each week and external clubs/coaches to deliver clubs – JJ Sports delivering before and after school clubs: Fun and Games, Football, Gym-tastics and Irish dancing.</p> <p>The KS2 yard replaced with grass</p>	3000	<p>Clubs offered to pupils in both Key stages. Clubs running weekly.</p> <p>Play leaders organising and leading activities on the playgrounds during OPAL. Play leaders are clearly identifiable on yard during lunchtimes through red t-shirts and coats.</p> <p>More pupils are now more active each day. Improvements have been seen by class teachers in pupil's fitness during Daily Mile within each year group. More children are also now active during lunchtimes as taking part in OPAL activities.</p> <p>The new KS2 yard has</p>	<p>Intervention groups to target least active children</p> <p>Continue play leaders support at lunchtimes</p> <p>Continue to commit to providing all pupils with 30 minutes of physical activity every day</p>

	textured astro-turf.		encouraged a lot more children to be physically active during play times and lunch times. The running track on the yard is also used every day by classes for the KS2 daily mile.	
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	
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:
<p>Increase motivation in pupils in PE and school sport through visitors and events</p> <p>Continue to raise the profile of school sport and physical activity</p>	<p>Coaches from Eagles basketball to teach lessons in KS2. (Coaches from All stars rugby also planned for as could not take place due to lockdown). Plan for all children in year 4 – year 6 to receive a sequence of PE lessons from at least one of these clubs (this will commence after lock down).</p> <p>JJ Sports teaching KS1 PE. Helping to raise awareness of physical activity and support teachers.</p> <p>Outdoor Play and Learning (OPAL) during lunchtimes in both Key Stages is helping to raise physical activity across the school and engages all children.</p> <p>Regular updates on PE and sport on</p>	3000	<p>More pupils inspired to participate in physical activity-observed during lessons and during lunchtimes in OPAL</p> <p>More pupils taking part in activities and outdoor adventures. Support from parents and carers shown during in response to tweets.</p> <p>School community are knowledgeable of the sporting activities taking place in school through regular updates and in newsletters.</p>	<p>Order team kits to raise profile of PE across the school</p> <p>Extend OPAL activities into playtimes and introduce more activities</p>

	twitter and school website to highlight and recognise pupil 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	
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:
<p>Improve quality of teaching and learning in PE for non-specialist teachers</p> <p>Purchase new PE equipment to increase staff confidence in the delivery of PE lessons</p>	<p>Organise for sports coaches to deliver sessions alongside class teachers (JJ Sports, Eagles Basketball, All stars cricket and rugby)</p> <p>Ensure sports coach supports teachers with planning and deliver.</p> <p>Key phase working together to plan a coherent PE scheme. Provide ideas through staff meetings.</p> <p>PE curriculum lead has attended CPD sessions and feedback to staff during staff meetings.</p> <p>New equipment bought including: 20 footballs, 20 rugby balls 30 sponge balls 20 basketballs New wooden benches New sports mats</p>	10,000	<p>PE curriculum lead is more more confident in role</p> <p>Teachers are growing more confident in planning and delivering sessions – getting advice/activities/ideas from external sports coaches.</p> <p>PE equipment used more effectively in all lessons</p> <p>PE curriculum lead has taken responsibility for planning lessons with the support of teaching staff, wherever possible links have been made to other aspects of pupils' current curriculum studies.</p>	<p>Look into getting more PE storage and equipment for KS1</p> <p>Class teachers to take more responsibility in delivering PE lessons</p> <p>Ensure assessment sheets are being used effectively</p>

	Sports day equipment and bibs received from entering Aldi 500 stickers competition			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
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:
Additional achievements: Provide a wider range of sport activities for all pupils within and outside the curriculum to maximise pupils' physical activity levels Pupil voice on sports and activities	Meetings with school council and OPAL Year 6 leaders – pupil voice on sports activities and what children would like in OPAL Alternative sport activities planned for such as scooters and skateboard sessions with Team Rubicon for KS2 (this will now take place after lock down) Skipping festival competition for year 4 Boccia competition for SEN children	1000	More children involved in sport and activities during lunch times Pupils engaged in a variety of alternative sports – giving children opportunities to try new sports within school	Speak to School council and year 6 play leaders about what other sporting activities they would like to have introduced. Email all staff asking if any would like to start a sports club.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
<p>Plan opportunities to compete in a range of sports within school</p> <p>Ensure pupils have access to high quality competitive sports</p>	<p>Entered Catholic Cluster competitions for a range of key stages and sports including basketball, football and athletics (due to lock down these did not take place in summer term).</p> <p>Entered in School Games 500 competitions (due to lock down this could not take place)</p> <p>Entered two teams into BOCCIA inclusive competition.</p> <p>Year 4 entered Skipping competition. Focus particularly on pupils who do not take part in additional PE and sports.</p> <p>Weekly sporting competitions held during OPAL and awards given in weekly celebration assemblies.</p>	1000	<p>All children engaged with skipping school training programme. This has been a huge success for many years at EMPS and children are always very enthusiastic about attending.</p> <p>Children develop pride for our school and continue to compete in sport competitively and at a more elite level in later life.</p> <p>Children explore and are engaged by a wider range of sport leading them to be more active and become champions of sport.</p>	Organise inter-school competitions such as basketball, skipping etc.