



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: September 2020	Areas for further improvement and baseline evidence of need:
<p>The closure of schools from 23rd March 2020 due to Covid-19 has largely effected sports provision as much of our events were planned to take place in the Summer term or were already postponed.</p> <p>Children received weekly quality coaching sessions taught by a range of coaches (football, cricket, dance, yoga). Teachers have gained lots of ideas from these coaching sessions.</p> <p>Children participated with lockdown events for PE and brought the school together during difficult times.</p> <p>Reception children participated in the Dance performance at UVHS.</p> <p>PE Lead attended networking cluster meetings.</p> <p>Organised a successful 'Sport relief' day to promote Physical Activity and raise money for charity.</p>	<p>Much of this year's plans will be completely dependent on government guidance as a direct impact of Covid-19.</p> <p>Catch up and assessment is main focus for this year.</p> <p>Continue to provide all school age children lessons taught by the sports coaches. In these sessions lessons will continue with last year's model - one lesson will be taught by the coach with the teacher as TA and the following lesson will be taught by the teacher with the coach as TA. Staff to choose the area of P.E. that they would like to focus on themselves e.g. in Year 2 one of areas will be athletics. Throughout all lessons there will be a focus on assessment.</p> <p>Further funding to be spent on playground resources for use during lunchtime and playtime.</p> <p>Staff to continue to apply their new training by teaching their classes P.E. lessons when not with the coaches.</p> <p>Develop the outdoor area.</p> <p>Improve staff confidence and competence in the teaching of quality P.E. lessons through further CPD training.</p> <p>Continue to provide all school age children a minimum of a half term in the forest school.</p> <p>To fully embed Real PE scheme of work, through staff CPD.</p>

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.	% N/a KS1
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	% N/a KS1
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	% N/a KS1
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/No N/a KS1

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: £29,915	Date Updated: October 2020		
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:
To increase the amount of physical activity during the school day, with a specific focus on physically less active children.	Carry out Feet First initiative with Cumbria County Council. Golden Mile at least 3 times a week- medals for children who complete this every half term. Play leaders to promote mental and physical well-being.	£200		
Increasing physical activity for EYFS in reception playground.	Enhancing the play provision.	£8000		
Time for PE coordinator.	Organise events, provide training and plan strategically.	£600		
All children to take part in 1 PE lesson a week with a sports coach (football, dance, yoga, rugby, cricket).	Continue to deploy sports coaches.	Football-£1280 Rugby- £3000 Yoga- £1000 Dance- £1200		

		Virtual Yoga- £200 Cricket- £750 Virtual sports skills (Hannah Paling)- £80 Virtual football-free		
All children will have access to active games throughout playtimes.	Craze of the week during playtimes for each class bubble.	£1000		
To purchase balance bikes and bikes/ a storage shed for the Reception Playground.	Promote gross motor skills during playtime.	Reception- Shed- £2000 Bikes/ Scooters- £965.20 KS1- Bikes/ Scooters- £620.60		
To ensure PE equipment is checked and replenished termly.	Audit equipment every half term.	£1000		

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>All pupils will complete the golden mile at least 3 times a week.</p>				
<p>All pupils in key stage 1 will have a term of forest school sessions.</p>	<p>Timetable forest school</p>	<p>Free</p>		
<p>Identify staff training needs.</p>	<p>Questionnaire for staff to look at areas for CPD.</p>	<p>Free</p>		
<p>Lessons and the playground will be appropriately resourced.</p>	<p>Craze of the week resources replenished. Replace any broken equipment outside and inside.</p>	<p>See above</p>		

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:
To purchase and provide CPD for all staff to enable full engagement with Real PE scheme of work.	To fully embed new scheme of work through CPD for staff.	£2,268		
	To purchase a set of 5 iPads for each teacher to implement the scheme of work on and track using photos to add to tapestry/ dojo.	£1357.50		
Children will receive high quality teaching from both sports coaches and class teaches. New lessons will reflect new learning and confidence in staff will raise.	Staff to observe coaches and apply their new skills.			
PE Lead to attend cluster meetings to gain up to date information from Schools Games Organisers.	Further CPD training to take back and share with other staff members.			
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	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	Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:			changed?:	
<p>Children will be provided with opportunities to take part in active games in the local and wider area.</p> <p>Children will be provided with opportunities to take part in inter-school competitions.</p>	<p>To take part in the Schools Games Organiser virtual challenges with other schools in the local area.</p> <p>During healthy living week in the summer term, children will be part in a variety of different sports including some that will be new to them.</p>	<p>Hannah Paling- £1500</p> <p>£50</p>		

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:
Pupils gain self-confidence by participating in competition.	Virtual gymnastics competition with Year 2. UVHS dance platform working with the dance coach. UVHS multisport competition.	£40		
Children will be provided with opportunities to take part in inter-school competitions.	Hannah Paling working with each class to carry out competitive sports lessons.	See figure above (Hannah)		
Enter virtual events ran by School Games Organiser on their social media pages.	To organise events in school such as sports day- Miss Scarr and Miss Wright to lead.			

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	

Date:	
Governor:	
Date:	