



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

Revised October 2018

Commissioned by
Department for Education

Created by



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SPORT
TRUST

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESPA 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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ol style="list-style-type: none"> 1. Extended PE, School Sport and Physical Activity (PESSPA) Professional Development for staff to ensure highest quality outcomes for our children 2. Audited and identified current 30 minutes a day provision across the school, established baseline and developed further opportunities for healthy, physical activity in school 3. Increased the range and amount of healthy physical activity and competitive opportunities available to all children within and beyond the curriculum sessions including lunchtimes 	<ol style="list-style-type: none"> 1. Further develop the 30 minutes a day programme to ensure all children have the opportunity to engage in 30 minutes a day healthy, physical activity in school 2. Further develop and extend additional, inclusive competitive opportunities available for all children within the PE Curriculum as part of the development of our Inter-House Programme 3. Extend the extra-curricular programme of physical activity opportunities available to all children – to extend provision outside of school sessions for all groups of children 4. Develop a house system to support the development of inter-school competition 5. Support the new sports team in continuing to provide high –quality sustainable sports provision

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<p>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 children may swim in another year please report on their attainment on leaving primary school.</p>	<p style="color: red; text-align: center;">Swimming didn't take place due to Covid-19</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	
<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>	

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 students today and for the future.

Academic Year: 2019/20	Total fund allocated: £18,130	Date Updated: 25/06/20		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 55%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Develop a Healthy Active Engagement Programme to encourage more children to engage more regularly in additional physical activity opportunities	Internal Staff to provide additional physical activity opportunities <ul style="list-style-type: none"> Mrs Winter to provide daily, extra curricular sports/wellbeing sessions at lunchtime and afterschool Mr Hextall to provide additional Football sessions on weekly basis Mrs Bailey providing additional weekly Running Club Mrs Calvert (Midday Supervisor) – to provide additional Football session at lunch-times Advertise clubs on PESSPA Noticeboard 	£8,930	Evidence <ul style="list-style-type: none"> Extended Extra-Curricular Sport and Physical Activity Programme All programmes in place and children engaging on a regular basis Active Playground Programme in place Participation Registers PE, School Sport and Physical Activity (PESSPA) noticeboard updated Impact / Outcomes for Children: <ul style="list-style-type: none"> Increased awareness of the wide range of different types of healthy activity available Increased opportunities for healthy activity available Increased number of children participating in school clubs Children are accessing structured, healthy physical activity at lunchtimes	-All of these things happened while the school was open and activities have taken place within their bubbles too. This shall continue into the next academic year.
	30 Minutes a Day/1 K <ul style="list-style-type: none"> Produce strategic Map of 30 Minutes a Day provision and identify additional strategies, resources and programmes to develop 30 Minutes a Day across the school Identify opportunities and resources to support classroom based, healthy, physical, active learning opportunities to help meet 30 Minutes a Day requirement for every class Continue to track and monitor 30 Minutes a Day activity and extend opportunities across the school 	30 minute a day resourcing costs (see equipment below)	Evidence <ul style="list-style-type: none"> 30 Minute training taken place 30 Minutes a day audit and baseline 30 minutes a Day activity timetabled in for every class Impact / Outcomes for Children: <ul style="list-style-type: none"> The 30 minutes a day will mean children get a 'brain break' and their focus and concentration will increase during lesson times. 	-30 minutes a day and 1k a day didn't become embedded whole school. This is something we shall aim to achieve in the next academic year.

	<ul style="list-style-type: none"> • Use 30 Minutes a Day Tracking Tool to evidence progress • Target and support any children not achieving 30 Minutes • Re-audit and re-visit original 30 Minutes a Day baseline to identify progress made and any further gaps in provision • Use new 30 minutes a day resource from Allison Consultancy to audit current provision, establish a base-line and identify areas of need / gaps in provision 			<p>No swimming due to Covid-19</p>
	<p>Targeting non-engagement/attitudes</p> <ul style="list-style-type: none"> • Identify and target less-active children and encourage them to become more active • Review participation registers to identify non-participants • Pupil voice to identify reasons for non-participation • Offer some extra opportunities (CW could provide some of these) • With the Sports Ambassadors help, carry out a survey in September to find out the enjoyment levels of physical activity and how often children are being physically active. • Target non –active children to Fitbit Challenge. • Ensure teachers are carrying out 30 minutes a day physical activity – time in staff meeting to show some different ways people can achieve this (Just Dance etc). • Have a ‘change for life’ club and invite the less active children. • Purchase additional equipment, resources and storage to support PE/New sports and Extra-Curricular Healthy Active Engagement Programmes <p>Further develop the Change4Life Programme</p> <ul style="list-style-type: none"> • Identify staffing • Develop a regular ‘change4Life’ club and invite the less active children. • Attend Change For Life Festival <p>Pupil and Staff Voice</p> <ul style="list-style-type: none"> • Use resources from Allison Consultancy to capture pupil and staff voice to identify the amount of physical activity children are doing in PE lessons and across the school <p>Provide additional Top Up Swimming</p> <ul style="list-style-type: none"> • Target Years 5 and 6 • Subject lead to monitor the teaching of swimming every short term • Initial assessment of the 3 key points to be carried out in the first week and progress to be monitored. • Ensure Swimming teacher is fully aware of the primary curriculum swimming demands – share with them the new resource from Allison Consultancy 	<p>Release for sports team, £600</p> <p>Resourcing for fitbit £0</p> <p>Resources, Equipment and storage costs £561</p> <p>(See also Healthy engagement program, transport costs)</p> <p>Top Up swimming £0</p>	<p>Evidence</p> <ul style="list-style-type: none"> • Registers of target children available and evidence of review • Evidence as for 30 minute programme • New equipment in place • Pupil and Staff Voice surveys <p>Impact / Outcomes for Children:</p> <ul style="list-style-type: none"> • Increased engagement in exercise • Increased understanding of the benefits of exercise for health • Improvement in sense of health and well-being • Increased participation by children who normally don't engage with sporting / physical activity opportunities • Children engaging in healthy, physical activity within other curriculum subjects e.g. Science • Fitness levels for all, but with a particular focus on the less active children, will increase. <p>No impact or evidence for swimming as it didn't happen due to Covid-19</p>	<p>-Mindfulness club and Healthy cooking club (these clubs were invite only to targeted children) happened this year while school was still open as well as all of Mrs Winter's sports clubs.</p> <p>-Fitbit challenge is embedded whole school and will continue into the next academic year.</p> <p>-Some classes doing Joe Wicks and Just Dance sessions in their classrooms – this will be an area we focus on again next academic year.</p> <p>-Due to Covid-19 we've been unable to use Allison Consultancy.</p> <p>-No swimming took place due to Covid-19.</p>

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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: 0% (see above)
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Support the development of the whole child through the achievement of whole school outcomes as a result of a focus on PE, School Sport and Physical Activity in line with curriculum review	<ul style="list-style-type: none"> Ensure PE and Sport Premium Plans are embedded within and inform the Whole-School SDP with a focus on mental health and wellbeing Link this years' actions and outcomes to whole-school priorities. PE Lead to ensure PE and Sport Premium Plans continue to strategically link to whole-school priorities Specific planning and guidance to develop our school 30 min offer to all pupils – link to learning in other subjects (see Section 1 above) Continue to develop an inclusive, in-school, sport and physical activity competition that supports the development of many transferable skills including teamwork, working together, leadership, planning and evaluating etc Link PE, School Sport and Physical Activity curriculum objectives to the new Curriculum Values/Intent 	Release for staff (see cost above)	<p>Evidence</p> <ul style="list-style-type: none"> Review of curriculum complete Autumn Revised 2017 template used, linked to whole-school priorities and uploaded to website All requirements for Sports Premium met 30 Minutes a Day Programme and resources in Place Active Playground Training complete Staff/Pupil Voice surveys complete 30 minutes a day template used from Allison Consultancy <p>Impact on Staff</p> <ul style="list-style-type: none"> Greater understanding of how PE & Sport Premium and 30 Minutes a Day Programme can support achievement of whole-school priorities and outcomes for children – focus mental health and wellbeing – link with Resilient Rosie and Teamwork Twins particularly. Key Strategic Actions Identified which will have the greatest, most sustainable outcomes for our children <p>Leading to the following Impact / Outcomes for children:</p> <ul style="list-style-type: none"> More sustainable opportunities embedded across the school Children upskilled and using new, transferable Leadership and communication skills Increased awareness of the wide range of different types of healthy activity available Increased opportunities for healthy activity available Increased engagement in exercise Increased understanding of the benefits of exercise for physical and mental health Improvement in sense of health and well-being Increased participation by children who normally don't engage with sporting / physical activity opportunities Increased number of children participating in school clubs Children are accessing structured, healthy physical activity at lunchtimes. <p>Children engaging in healthy, physical activity within other curriculum subjects e.g. Science</p>	<p>-Ensure PE and Sport Premium Plans continue to strategically link to whole school priorities</p> <ul style="list-style-type: none"> We introduced the house teams this year and were planning on doing more competitions within school. This is something we'd like to develop in the next academic year (Covid depending). We would like to further develop opportunities to recognise and share achievements include website updates, social media, school newsletter and sports display board. <p>-The Sports Team have written a new key skills curriculum</p>

			<p>for all aspects of PE. Teachers will be working with this in the new academic year.</p> <p>-Identify new programmes/ CPD and resources to support active learning across whole school</p> <ul style="list-style-type: none"> • Develop links with whole school focus on healthy Eating • Develop link in children's understanding between engagement in healthy physical activity programmes and the importance of healthy eating(Link to Healthy Eating initiatives in school) • Develop links to PHSE programme around health • The Sports Team will continue to capture pupil and staff voice to identify the amount of physical
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				activity children are doing in PE lessons and the perceived impact on personal development and behaviour
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and next steps:
<p>Improve the progress and achievement of all children by increasing staff knowledge, skills, understanding and confidence to deliver outstanding PE, School Sport and Physical Activity</p>	<p>Continue to develop CPD as staff needs identified including working with CW providing extra-curricular clubs (new sports for school)</p> <p>Support for the New PE Leads from Allison Consultancy (1 day – review website and proposed 19/20 funding spend 1 x in-school day review 19/20, 20/21 + 1 x write-up day)</p> <p>Support to include:</p> <ul style="list-style-type: none"> PE & Sport Premium: Review of website and updating of information required to meet Conditions of the Grant funding Review and write up of 2019/20 Action Plan Development and write up of 2020/21 Action Plan <p>Internal, sustainable support from the PE Lead for Assessment</p> <ul style="list-style-type: none"> Ensure frequent scrutinies of planning and assessment are completed using new 'Planning and Assessment' tracker Continue to monitor the use of the planning and assessment tracker. If staff feel unsure, spend some time reviewing it. Subject leader must also analyse the data derived from it (including PP, non pp, SEND etc) 	<p>Release for staff for CPD/Allison CPD training costs (£500 per day) =£0</p> <p>Consultancy £0</p> <p>(Internal release supply Cover £0)</p>	<p>Evidence</p> <ul style="list-style-type: none"> Training taken place Write Ups Complete Action Plans on website Key Strategic Actions Identified, linked to whole-school priorities, ensuring the greatest, most sustainable outcomes for our children Staff Voice for CPD complete Lesson Plans Lesson Observation Learning walks Staff Voice re-visited Discussions with staff <p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> More effective subject leadership Increased understanding of the new national PE & Sport Premium Web Reporting and Action Plan Template Greater understanding of Ofsted and DfE requirements in relation to PE and School Sport Premium Clearer understanding of what needs to be done / key priorities and actions to ensure compliancy A more focused action plan to enhance standards of provision incorporating greater sources of evidence and increased impact / outcome statements for both staff and children Staff engaged in self-review and planning for own PESSPA CPD Improved confidence in teaching good and outstanding PE lessons in the identified areas Clear understanding of how to plan and deliver PE lessons that engage children in healthy, sustained, vigorous physical activity in these areas More effective planning skills including clearer progression of skills and knowledge in these areas to link with new curriculum intent. 	<p>-Planning has been provided to all year groups by Mrs Winter particularly in our newly introduced areas, Health and Fitness.</p> <p>--Due to Covid-19 we've been unable to use Allison Consultancy.</p> <p>-We no longer use the assessment tracker provided by Allison consultancy. Assessment is something we need to focus on in the next academic year.</p> <p>-Ensure that as many staff across the school are engaged in future CPD so that skills, knowledge, understanding</p>

				<p>and resources remain in the school even if key staff leave.</p> <p>-Sports Team to monitor impact of the CPD – Observations / Pupil and Staff Voice</p> <ul style="list-style-type: none"> • Sustainability: purchase new resources which can be introduced and can be used year on year.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				37%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>1. Increase the range of activity opportunity outside the curriculum in order to get more pupils involved.</p>	<p>Engage Sports HLTA to extend physical activity opportunities</p> <ul style="list-style-type: none"> • Provide after school provision in a range of activities for each year group in turn including new sport opportunities <p>Internal Staff to provide additional physical activity opportunities</p> <ul style="list-style-type: none"> • Mr Hextall to provide additional Football sessions on weekly basis • Mrs Bailey providing additional weekly Running Club • Mrs Calvert (Midday Supervisor) – to provide additional Football session at lunch-times 	<p>£6,791</p> <p>(See also costs in section 1 above)</p>	<p>Evidence</p> <ul style="list-style-type: none"> • Sports Clubs / Physical Activity Timetable • Participation Registers • New equipment purchased and used • Widened range of healthy activity opportunities • Extended Extra-Curricular Sport and Physical Activity programme • Discussions with children / Pupil Voice <p>Impact / Outcomes for Children</p> <ul style="list-style-type: none"> • Increased awareness of the wide range of different types of healthy activity available • Increased opportunities for healthy activity available 	<p>-Mrs Winter and the rest of the sports team have provided extra curricular clubs up until the school was closed due to Covid-19. We shall continue with this plan in the new academic year.</p> <p>-Lots of different sporting activities happenover lunchtime provided by: Mrs Winter, Mrs Calvert and Debbie Foxwell.</p> <p>-Disco Friday happens weekly with Miss Hill.</p> <p>All of the above will continue into the next academic year.</p> <p>-information about clubs has been</p>

	<ul style="list-style-type: none"> • Advertise clubs on PESSPA Noticeboard <p>Purchase sports equipment to support new activities and promote health and support learning in other subjects with provision of data (e.g. ??</p> <p>Further Actions to support the extra-curricular and curricular programmes</p> <ul style="list-style-type: none"> • Complete pupil voice to identify interests and barriers to participation • Target children not engaging • Strategically link new opportunities to the 30 minute a day programme • Ensure new Sports Clubs timetable disseminated to pupils and parents and uploaded to website 		<ul style="list-style-type: none"> • Increased engagement in exercise • Increased understanding of the benefits of exercise for health • Improvement in sense of health and well-being • Increased participation by children who normally don't engage with sporting / physical activity opportunities • Increased number of children enjoying taking part in school clubs • Equipment more exciting and engaging for children • Additional opportunities for children to engage with physical activity • Increased number of children participating in school clubs • Widened range of healthy activities developed 	<p>displayed on the PESSPA Noticeboard and this will happen again in the new academic year.</p> <p>-Questionnaire will go out to all staff for any equipment orders ready for the next academic year.</p> <p>-Sports Team to carry out pupil voice in the next academic year.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 6% (plus see above)
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To introduce additional, inclusive competitive sports opportunities providing the opportunity for all children to participate</p>	<ul style="list-style-type: none"> • Participate in an increased range of competitive opportunities • Enter tournaments during the day and at weekends • Provide training sessions at school • Engage HLTA to take the children • Further develop opportunities to gain sports awards • Children to take part in ASA Swimming Awards programme (Years 3 – 6) • Give all children more opportunities over the school year to be competitive including further developing the inter-house competitive sports programme (See Section 3 above) 	<p>£698 for transport, staffing (see above) and entry fee (see below)</p> <p>(See costs in Section 3)</p> <p>Cost of competitive sports package. £300</p>	<p>Evidence</p> <ul style="list-style-type: none"> • Competition Programme Summary Sheet • Award Register • House Awards • New activity programme • Participation Registers <p>Impact / Outcomes for Children</p> <p><i>Increased pupil:</i></p> <ul style="list-style-type: none"> • Experience of competition against self and others • Experience and understanding of rules and scoring systems • Experience and understanding of how to work as a team and how to handle winning and losing and the importance of good sportsmanship • Confidence 	<p>-Due to Covid 19 Key Indicator 5 wasn't achieved. This is something we shall carry over into the new academic year.</p> <p>-We did manage to establish our house teams though so we can develop competitions within these houses next year.</p> <p>-No swimming took place due to Covid-19</p> <p>-We did sign up for the Bronze package run by SGS. Due to Covid-19 not all fixtures happened. The next academic year we will think about upgrading our package so we can attend a wider variety of fixtures – including the Dance Festival.</p>

	<ul style="list-style-type: none"> • Review curricular and extra-curricular programme and identify competitive opportunities • Develop new programme to include new, non-traditional activities e.g. Boccia , Dance, Cheerleading • Extend competitive opportunities from within the PE Curriculum itself so competitive opportunities become more inclusive are increased and available to all • Ensure that all staff carry out their own mini competitive games once every long term. This could be put to staff in staff meeting time. • It could be done in Key stages (KS1, LKS2 and UKS2) or it could be done in individual year groups. This can then be documented on the sports display board and is also a great opportunity for assessing the children. • Competitions must involve ALL children and don't have to be physical. They could focus on the cognitive or social aspect of PE – for example. • Engage in SGO Competition Programme • Contact Skegness Grammar School and sign up to programme 	<p>£250</p>	<ul style="list-style-type: none"> • Enjoyment of sport and games across the school • Opportunities to participate in a wider variety of activities • Awareness of the importance of physical activity and health Socialisation with other children from other schools / backgrounds • Experience of the feeling of achieving their best and of gaining awards and certificates • Children will be better equipped at dealing with a competitive situation. • They will the learn key skills of being a competitor which they will hopefully transfer to other aspects of their school life – links with the Teamwork Twins 	
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