

# 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](http://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 **31<sup>st</sup> 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"> <li>• Greatly enhanced P.E equipment stock providing high quality equipment across an increasing range of sports to facilitate more participation within P.E sessions</li> <li>• High uptake of clubs in school and the local community by children in our school due to participation in lessons and promotion of local clubs.</li> <li>• Improved playtime resources chosen by the children that facilitate more active play at morning playtimes and during lunchtime.</li> <li>• Consistent take up of after school clubs.</li> <li>• Range of after school sports offered is wide and varied to appeal to all and to allow children to experience sports and activities that they would not normally</li> <li>• All children from year R- 6 take part in sports festivals held at the local with other local primaries – (COVID)</li> <li>• Gymnastic Coaching and CPD purchased to better facilitate PE teaching (COVID)</li> <li>• Sports introduced at lunch with Sports apprentice.</li> <li>• Use Sports Premium to enhance children’s mental health and wellbeing through massage in schools.</li> <li>• Olympics festival Japan 2020 (Covid)</li> </ul>	<ul style="list-style-type: none"> <li>• Continued investment in resources for the teaching of P.E. Maintain a good level of high quality equipment whilst broadening the resources so we can offer a wider range of sports</li> <li>• Continued investment in resources for after school clubs. Maintain a good level of high quality equipment whilst broadening the resources so we can offer a wider range of sports</li> <li>• Continued staff training and awareness of high quality P.E teaching</li> <li>• Continued staff training in facilitating active playtimes and purchase of further resources to support this</li> <li>• Build further on links with local sports clubs and coaches to encourage continued high take up of sports out of school hours</li> <li>• Further use Sports Premium to enhance children’s mental health and wellbeing</li> <li>• No child misses out on after school sports provision because of cost.</li> <li>• Specialist coaching for groups in KS2</li> <li>• GB athletes and activities to celebrate Olympics and sportsmanship/teamwork.</li> </ul>

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? <b>N.B.</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.	94%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	94%

<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>94%</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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p>Yes – The school provides swimming instruction for KS2 children in the school. We hope to included KS1 as well as children in EYFS this year. Sports premium funding is used to supplement both the travel and additional staffing costs for swimming coaches to provide smaller more focused groupings and our own support staff. This ensures costs are kept low and no child misses out through cost.</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 pupils today and for the future.

Academic Year: 2020/2021	Total fund allocated: £16843	Total fund left to allocate: £1443 (8.7%)	Date Updated: 24/8/2020	
<b>Key indicator 1:</b> 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: %
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	37.7%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Sports Apprentice – lunch and after school clubs	PE apprentice has increased engagement for all pupils in morning, lunch and afterschool clubs.	£5450.14	<ul style="list-style-type: none"> <li>•We saw an increase in clubs engagement in lunch and afterschool clubs from September 2020 to March 2020 (covid)</li> <li>•The reporting shows that the children were more engaged and pupil voice said they enjoyed having Miss Dayson teach them new skills that they could use in PE lessons and out of school.</li> <li>• We also saw an improvement in behaviour and engagement in positive play at lunch times. Seen through SLT and Governor monitoring, Feedback through pupil voice in house system</li> </ul>	Play leaders caps – for them Playground Leaders Year 5/6 children to be trained as Playground leaders by HD enabling children to organise and run games independently in 2021  N/A

Access to high quality resources during PE sessions. Enough quantity of resources to enable access for all	Purchase of additional PE resources to support PE sessions e.g. Balls/Racquets. All sports and activities taught in PE sessions to be fully resourced All individuals have access to sufficient resources to be able to engage fully in lessons	£400	<ul style="list-style-type: none"> <li>Initial spend has ensured that all planned PE sessions have been fully resourced leading to greater participation and active minutes in lessons → Equipment audit by PE coordinator linked to planning</li> </ul>	<ul style="list-style-type: none"> <li>Continued monitoring of PE resources for wear and tear .</li> <li>Purchasing plan to ensure all sports are adequately covered</li> </ul>
Active Classrooms/ Play <ul style="list-style-type: none"> <li>Teachers to introduce more physical activity into other areas of the curriculum – Supermovers in Maths, GoNoodle, Active Maths, Cosmic Kids Yoga, outdoor activities to increase physical activity to 30 minutes a day.</li> </ul>	Insure that all children are meeting the Active 30 minutes of daily exercise in school.	£500	<ul style="list-style-type: none"> <li>Children’s voices have indicated they have enjoyed Joe Wicks, Cosmic Kids during covid closures.</li> </ul>	<ul style="list-style-type: none"> <li>Staff meeting, spoil voice, staff serve to monitor and discuss how to insure all children are meeting 30 minuets of activity a day in school.</li> </ul>
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	10.6%
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:
Inspiration taken from Japan Olympics as a whole school topic for Summer term 2021	Planning to focus on Olympic values, sports and athletes to inspire children to take up sports. Plan curriculum in class work around Olympics Plan experiential sporting activities in 2 weeks of active sports	£400	<ul style="list-style-type: none"> <li>Olympic <b>fortnight</b> to engage and excite children. Greater take up of sport both in school and out of school with local clubs.</li> </ul>	<ul style="list-style-type: none"> <li>Book GB athletes and or coaches and sports well in advance Plan timetable so all children get to experience all sports.</li> <li>Evidence gathered of take up of externally run clubs as a result of participation in sessions in school</li> </ul>
Funding for KS2 year groups to attend swimming sessions	All year groups from 3 to Year 6 attend swimming sessions across the year. Funding to make this affordable for	£900	<ul style="list-style-type: none"> <li>All children to attend sessions regardless of year groups and throughout their whole time in</li> </ul>	<ul style="list-style-type: none"> <li>Continue to fund to ensure that this can be maintained for a child’s whole time in school. Support</li> </ul>

	parents and to supplement travel to pool for all children including those who are Pupil premium or vulnerable.		school <ul style="list-style-type: none"> <li>• Good swimming outcomes at Yr. 6</li> </ul>	families who find the cost challenging to ensure no child misses out through cost. <ul style="list-style-type: none"> <li>• KS1 and EYFS children to start swimming lessons.</li> </ul>
Improve children's Emotional and Mental wellbeing through teacher led workshops and pupil massage.	All children to improve concentration, health and mental wellbeing. Develop teacher expertise on delivering Wellbeing and mental health sessions.	£500	<ul style="list-style-type: none"> <li>• Children have regular opportunities to develop positive mental health and wellbeing in both the curriculum and the wider offer of the school e.g. visitors</li> <li>• Pupil voice responses about mental health and wellbeing at school</li> </ul>	Staff to observe sessions and apply some skills taught in class sessions throughout the week Children to apply skills learnt in other aspects of both their school and home life. Develop staff bank of resources to support teaching



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	20.7%
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:
Assessment Staff meeting and CPD (swimming, COVID)	PE coordinator will insure all staff are confident in the sports they are delivering. Insuring high quality teaching and learning.	£400	<ul style="list-style-type: none"> <li>Teachers are more confident to deliver and feel they are able to access training and CPD.</li> </ul>	<ul style="list-style-type: none"> <li>teacher survey to insure correct CPD.</li> </ul>
PE Conference/meetings	PE coordinator to be released to explore curriculum development and continuity of the sports/fitness provision.	£400	<ul style="list-style-type: none"> <li>PE coordinator will explore new sports, strategies to help improve provision of new sports to increase confidence and knowledge.</li> <li>Staff meeting and updates will be available for all staff with information from meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Book meetings/viral training (covid)</li> </ul>
Gymnastics CPD	RB Gym & Sport Ltd will deliver PE lessons with CPD for staff to insure the best practice of gymnastics knowledge is available for all class teachers and TA's. This will help insure that all members of staff are able to increase their confidence while teaching gymnastics.	£2700	<ul style="list-style-type: none"> <li>Staff surveys 2019 indicated staff wanted CPD on gymnastics to help improve confidence in this area. (Covid has meant we have had to push back this until spring 2021.)</li> </ul>	<ul style="list-style-type: none"> <li>Asses and evaluate the effectiveness of CPD.</li> <li>insure all staff feel they have increased confidence in the delivery of gymnastic.</li> </ul>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	15.7%
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what	Sustainability and suggested next steps:



and be able to do and about what they need to learn and to consolidate through practice:	intentions:		can they now do? What has changed?:	
After school clubs subsidised to ensure children can access any clubs they wish and do not miss out through cost. Specific children's attendance at clubs is fully funded where necessary.	Subsidy put in place and records kept of uptake for subsidised clubs. Specific children targeted and encouraged to take up an after school club.	£TBC (COVID)	<ul style="list-style-type: none"> <li>•Club registers show consistent uptake of clubs and greater take up by specific targeted children.</li> <li>•Children take up sports with local clubs and societies outside school hours</li> </ul>	<ul style="list-style-type: none"> <li>•Maintain subsidy where possible at points throughout year. Ensure clubs are well publicised to parents and children.</li> </ul>
Range of after school clubs is wide and varied to give the children a range of experiences.	Clubs meet the varied interests of children within the school and cover all the main sports. The school always aims to have at least one sport that the children may not have experienced before. Use of premium to keep cost low and ensure that no child misses out through cost. Additional clubs to be decided upon after consultation with children.	£1500	<ul style="list-style-type: none"> <li>•Attendance at sports clubs will be monitored. Maintain range of clubs to suit the needs of the school and look for providers who can deliver a variety of different activities.</li> </ul>	<ul style="list-style-type: none"> <li>•Maintain range of clubs to suit the needs of the school and look for providers who can offer alternative sports and activities.</li> </ul>
Specialist Sports Coaching Worcester Warriors RFC Worcestershire Cricket Club Cutnall Green Tennis Badminton England Olympic Gymnast Dance	Specialist sports coaching ensures all children are able to gain a broader experience of a range of sports and activities.	£800	<ul style="list-style-type: none"> <li>•All year groups will have the opportunity to have a specialist coaching.</li> <li>•All teachers can monitor and gain CPD from specialist coaches.</li> </ul>	<ul style="list-style-type: none"> <li>•Monitor lessons to insure all children are engagement.</li> <li>•Feedback from staff and children on enjoyment/CPD.</li> </ul>
Japan Olympics 2021: School to hold two weeks School Olympics event covering wide range of sports events both in school and out of school culminating with the school sports day.	Plan series of events and sports for children to experience Book external coaches and local sportsman to lead sessions Purchase medals for children.	£200	<ul style="list-style-type: none"> <li>•Children to each experience at least 8 sports</li> </ul>	<ul style="list-style-type: none"> <li>•Book coaches and sports well in advance Plan timetable so all children get to experience all sports.</li> </ul>

<p>Year 4 (and 5 Covid) children offered Bikeability cycling training leading to increased confidence when riding bikes on roads and general cycling skills.</p>	<p>2 day course booked with Road Safety for all year 4/5 children.</p>	<p>£150</p>	<ul style="list-style-type: none"> <li>•All children have a level of confidence while riding their bike on or near roads.</li> <li>•Costs covered if needed so no child is unable to attend due to finances.</li> </ul>	<ul style="list-style-type: none"> <li>• Leaflets and advice on cycling and road safety sent home</li> <li>• Course booked for next academic year</li> </ul>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	6.5%
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:
Continued promotion of local sports clubs. Good children take up of sports outside of school. (COVID ??)	Promotion of clubs through assemblies, visiting coaches, try it out sessions and signposting local clubs to families.	See key indicator 4	<ul style="list-style-type: none"> <li>Build on success of take up of clubs outside school, including Droitwich Tennis, Cricket, football, rugby tots and swimming.</li> </ul>	<ul style="list-style-type: none"> <li>Work closely with local clubs and coaches to promote the opportunities in local areas. Publicise local clubs and events.</li> </ul>
To attend local sports competitions to work alongside and compete against other local schools. All children are given opportunity to compete and represent the school.	Transport to events planned and paid for so no cost to pupils. All Years offered opportunity to represent school at competitions within the pyramid – multiskills, hockey, tennis, cricket, rugby, football, cross county, dance, swimming, archery, golf, bellboating.	£700	<ul style="list-style-type: none"> <li>All Years to take part in at least one competitive event with more.</li> </ul>	<ul style="list-style-type: none"> <li>Plan for future events an opportunities. After school clubs planned to prepare children and teams for competitions.</li> </ul> <p>Work closely with Kings and host more events in school</p> <p>(WHERE POSSIBLE COVID)</p>
Inter house events within school to increase individual participation and promote sportsmanship.	Promotes good ethos to participation and value of complete sports.	£400	<ul style="list-style-type: none"> <li>All years to take responsibility for improving the participation within school – posters, fundraising, teamwork.</li> </ul>	<ul style="list-style-type: none"> <li>Plan fun run, inter house hockey/football/netball/badminton.</li> <li>plan interactive workshops where parents can play against children in competitions.</li> </ul>

Signed off by	
Head Teacher:	Amanda Richards
Date:	
Subject Leader:	Rebecca Gilmour

Date:	
Governor:	David Bishop
Date:	