

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 until July 2019:	Areas for further improvement and baseline evidence of need:
School Games Mark Bronze Award – 2015/2016 School Games Mark Silver Award – 2016/2017 School Games Mark Gold Awards- 2018/2019 Daily Mile Improved Extra Curricular provision Increased pupil participation in sports/ PE Intra school competition participation and enjoyment Inter school participation and standing within local community School values underpin ethos of teamwork and collaboration Change for life Programme 2019 Year 5/6 Pupils represented Ealing at the London Youth Game	Increase teacher’s competence and confidence in delivering high quality, inclusive PE lessons that challenge all pupils. Provide children with opportunities to be physically active throughout the school day Develop a balanced and engaging PE curriculum that delivers high expectations and value for money PE to be perceived as an integral, challenging and enjoyable aspect of school life

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.	51.7%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	51.7%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	TBC%
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

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: £17,660		Date Updated: March 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: 30%
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 provide children with opportunities to be physically active throughout the school day	<p>Lesson observations to monitor effective teaching and learning through good quality planning and use of resources – BSB/ MS/SLT</p> <p>Pupils Voice to gauge engagement and enjoyment and to determine level of involvement term by term</p> <p>BSB + MS monitor children are staying active during their lunchtimes and PE lessons.</p> <p>In addition to the above, learning walks, and drop-ins will be used to monitor this</p> <p>Change for life sessions</p> <p>Provide more after school clubs.</p>	<p>Inset sessions for teachers led by BSB and MS, focus will be on PE</p> <p>Training for playground leaders through / MS</p> <p>MS to supervise playground leaders at lunchtime and liaise with BSB to evaluate impact and further training needs</p> <p>Termly whole school house meetings and assembly to plan whole events with inter-house</p>	<p>Calmer lunchtime play and transitions, thereby ensuring raise attainment in all areas of the curriculum.</p> <p>Raised numbers of pupils participating in sports/ physical activities during their lunch break</p> <p>Greater engagement from least active children</p> <p>Teachers are more confident when teaching PE</p> <p>Increased number of children participating in after school clubs</p> <p>Tailored clubs and activities to needs of pupils and parents as per outcome of pupil and parent voice</p> <p>Playground leaders contribute towards the engagement of all pupils in regular physical activity</p>	<p>Basketball, skipping, football, and the daily mile are provided to children at lunchtime. Pupil voice showed that 80% of children now enjoyed participating in these sports at lunchtime. This is a fourfold increase from 2017. This has also impacted positively on learning after lunchtime as evidenced through calmer transitions, assessment information and anecdotal evidence through teacher surveys.</p> <p>Next step 1: Pupil voice showed children would like more outdoor creative activities and music area, offered during their lunch breaks</p> <p>Playground leaders & Change4Life Leaders have been selected and trained</p> <p>Sustainability: Ongoing training for Playground leaders & Change4Life Leaders,</p>	

		competitions	Increased interest in sport and a healthy lifestyle	Pupil leaders evident in all PE lessons Zones to be used effectively and monitored by playground leaders.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 30%
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 raise the profile of PE across the school Pupils top further develop leadership skills	BSB/ MS to ensure that children are offered quality training before participating in inter and intra school competitions and after school clubs. Pupil voice, learning walks, outcome of competitions will be used to monitor this.	Link with Featherstone Sport Partnership (FSSP) to access School Games and competitions Transport for children to attend competitions MS and Outside coaches/ volunteers to train children/teams before competition Opportunities for our less active young pupils to participate in inter and intra competitions	Less active children are engaged in activities that they enjoy and are encouraged to be physically active Increased range of sports and activities provided after school Pupil Premium children take part in extra-curricular sports based activities which they may otherwise have been unable to do Increased interest in sport and a healthy lifestyle Teachers confidently plan and teach PE, ensuring full pupil participation	High expectations have ensured that children are consistent with bringing in their PE kits on their PE days. Children now wear the correct PE kit (plain white top, and black/blue jogging bottoms), demonstrating a commitment to school ethos and culture of partnership work. Teachers share PE expectations posters with their classes before each lesson to ensure appropriate behaviour and engagement. Three competitions entered in football in Key stage 2 Rugby Festival was hosted at Woodlands Academy in partnership with Broncos on Monday 9 th December Next step 1: To target the less active children (identified through discussions with class teachers and observations during lunchtime play), to ensure they're being

		<p>Add to the provision of sports and activities we offer in school</p> <p>More afterschool activities offered to Key stage 1</p>		<p>challenged and engage in PE. MS will take out the children once a week, and will focus on multi-sports, new age kurling and boccia.</p> <p>Sustainability: Pupils leaders work with sports coach to develop ongoing programme of sports clubs and activities with the involvement of parents</p>
--	--	---	--	---

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				2%
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 develop a balanced and engaging PE curriculum that delivers high expectations and value for money</p> <p>To increase the number of pupils engaging in physical activities</p>	<p>Baseline survey to determine starting point of teacher confidence and competency in teaching PE/ Sports.</p> <p>Follow up termly surveys</p> <p>Lesson observation, pupil voice, learning walks, and drop ins</p> <p>Quality of planning, teaching and pupil outcomes.</p> <p>Whole school inset on Jasmine PE. MS and BSB to feedback how to use the program from the training attended.</p> <p>Whole school Inset training in Create Development Real Gym</p>	<p>Research and source a challenging and engaging scheme of work that can be adapted to meet needs of pupils</p> <p>Time for training, monitoring and impact evaluation through observations, drop ins, admin.</p> <p>Time for MS and BSB to liaise to prep inset</p> <p>Whole school inset day £995 plus VAT</p>	<p>Improved standards of pupil performance in Physical Activity</p> <p>Raised pupil knowledge, understanding and skills in a wide range of physical activities, sports and competitive sports</p> <p>Increased knowledge, understanding and confidence of teachers</p> <p>Raised profile of PE across the school</p> <p>Increased pupil/ parent interest in sport and a healthy lifestyle</p> <p>Greater parental engagement with an increase number of children participating in after school clubs</p> <p>Positive feedback from pupil, teacher and parental voice</p> <p>Clear evidence of positive impact on pupil social, emotional and mental wellbeing</p>	<p>PE INSET to be delivered on Monday 6th January 2020.</p> <p>The focus was on the Jasmine PE program, the impact of physical education on children and how we as teachers can provide effective lessons to further develop the skills and physical needs of the children.</p> <p>Teachers to feel more confident when delivering PE and feel like the quality and behaviour of the PE lessons is better due to clear planning, teaching and additional support through PE learning support assistant.</p> <p>Sustainability: Teachers confidently teach high quality PE lessons and work closely with sports coach to develop and maintain a whole school programme of sports and PE across the school day.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 20%
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:
For PE to be perceived as an integral, challenging and enjoyable aspect of school life	<p>BSB/ MS to ensure that children are offered high quality training and a range of sporting activities after school.</p> <p>Pupil voice, learning walks, outcome of competitions will be used to monitor this.</p>	<p>In house specialist sports coach to deliver high quality extracurricular sports clubs</p> <p>Transport for children to attend competitions (price on application)</p> <p>MS to train children/teams before competition</p> <p>Opportunities for our less active young pupils to participate in inter and intra school competitions</p>	<p>Increased pupil motivation for participation in team activities and staying fit and healthy</p> <p>Raised standard of pupil performance in team challenges</p> <p>Improved motor skills</p> <p>Children gain expertise and skills from a qualified coach</p> <p>Raised the profile of PE across the school</p> <p>Positive feedback from pupil, teacher and parent voice</p> <p>An enhanced positive attitude and engagement in and towards competition</p> <p>Increased links and partnerships with other schools</p>	<p>Every class has been allocated with two hours of PE on their class timetable. This has ensured consistency with expectations of behaviour, engagement and skills. Class information leaflets and DB Primary has ensured parents know their child's PE days, and the consequence of no PE kit (receiving an amber).</p> <p>Sustainability: Increased pupil independence / leadership both during lesson time and lunchtimes 100% pupil leadership observed in lessons – Summer2</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				18%
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 participation in extra-curricular sporting activity	<p>Greater whole school understanding of importance of PE and sports with raised expectations with planning, teaching and learning in all year groups.</p> <p>Lesson observation, pupil voice, learning walks, and drop ins will help to determine the outcome.</p>	<p>Development and embedding of school PE/ Sports Curriculum</p> <p>Training and support for class teachers/ Lunchtime staff</p> <p>Training and support for pupil leaders</p>	<p>Achieved our Gold Sports Mark Award</p> <p>Profile of PE/ Sports as a key curriculum area for enhanced pupil outcomes in all areas of the curriculum</p> <p>Increased pupil motivation</p> <p>Raised standard of pupil performance</p> <p>Less active children are engaged in activities that they enjoy and are being encouraged to be physically active</p> <p>PE/ Sports have further deepened school ethos and a better understanding of school values</p>	<p>After school club participation in all sports club has risen over 3 and a half terms, especially in rugby, football, multi-sports and hockey.</p> <p>Autumn 1 participation for 2019-2020 after school sports club = 78% (this is based on 50 out 64 possible allocations being filled)</p> <p>Sustainability: Participation increased for both KS1 and KS2 Aut to Sum 37% → 47% KS2 10% → 30% KS1</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	