

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

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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>Gold School Games Mark Achieved. Increased engagement in competitive sport (intra and inter school) for all children including children with additional needs. Engagement of all pupils in regular activity has been embedded across school, through use of the daily mile track, structured adult-led play during lunch, walk to school initiatives and Sports Council. Access to a wider range of sports clubs has increased the amount of children taking part in extra-curriculum sporting activities. Employed PE specialist working throughout school to teach lesson and provide CPD to all teaching staff. Sports Council and Sports Leaders have an active role in developing sporting decision around school. High profile of PE and Sport is embedded throughout school. School provides a wide range of sporting opportunities for pupils in all year groups.</p>	<p>Implement new PE teaching cycle (monitored by PE and Faculty of the Arts Leads). Continue upskilling members of teaching staff through CPD opportunities with PE Specialists: focus on gymnastics, dance and fundamental skills. Provide further CPD opportunities for welfare staff to enhance the quality of structures provision during lunch time. Ensure a consistent and accurate approach is being carried out across school when assessing PE.</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? 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>	97%

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	97%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	97%
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?	No

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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: £26,635	Date Updated: £19,375 spent £7,260 to be brought forward to 2020-21 budget		
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: 13%
Inte nt	Implementa tion	Impa ct	Sustainability and suggested next steps:	
Improve the quality of structured play during lunch times by upskilling welfare staff.	Arrange CPD opportunities for welfare and LSA staff on delivering high quality, effective learning experiences for children during lunch times. Provide suitable equipment to carry out structured learning	£780	More children will be motivated and engaged in structured play that increases active learning as well as developing social, emotional and fundamental movement skills. Staff are more confident in delivering structured play during break times.	Observe and review impact of CPD. Take and act on feedback from staff in order to establish next steps/areas for improvement.
Raise the profile of Sports Leaders across school and increase physical activity during playtimes.	Sports Council to purchase sporting equipment to use for structured learning during playtimes. Sports Leaders to work alongside welfare staff in delivering structured play opportunities for pupils.	N/A	More pupils are engaged, stimulated and enjoy being active during break times. Pupils who are inactive during break times will be encouraged to join in with 'active challenges' Links will be made through different year groups and pupils will be inspired to	Younger pupils are inspired to take up future roles and continue traditions. PE Leader to ensure transition opportunities are in place for new Sports Leaders.

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			take up active, leadership roles.	
Develop school grounds to promote physical development in KS1.	Continue developing the outdoor learning area for Early Years to improve the quality of physical development, health and well-being for all pupils.	£2,832	Pupils in KS1 have access to facilities that further develop fundamental core skills. These skills ensure pupils are better equipped to take challenges of future year group expectations.	KS1 staff maintain and review impact of developed areas to ensure maximum impact is achieved.
Develop whole school sporting challenges to promote physical activity in school and at home through termly challenges.	Children will take part in more active learning in out-of-school hours.	N/A	All pupils are challenged to take on a range of sporting and well-being challenges. Celebration of achievements inspires more to take part in future challenges.	Pupils to share success in whole school assemblies to promote future success. Use pupil voice and feedback as a tool for developing future challenges.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				1%
Inte nt	Implementa tion		Impa ct	Sustainability and suggested next steps:
To create an effective Sports Council.	Sports Council to be established. Termly meeting held where action is taken on pupil voice.	N/A	Meeting notes to be shared with school council. Actions taken as a result of these meetings develop sense of ownership for all pupils.	Continue to develop Sports Council – use pupil voice as a way of developing sports through school.

To increase the presence and impact of Sports Leaders throughout school.	Year 6 pupils to be given Play Leader training and regular timetables established for consistency.	£100	Older pupils promote and model sporting activities around school. Younger pupils become more engaged and involved.	Share good practise. Year 5 pupils identified and transition opportunities provided.
To celebrate sporting achievements with the whole school and the local community.	Weekly assemblies to celebrate sporting achievements. End of year Sports Awards Assembly.	n//a	Pupils are inspired to continue in sporting opportunities within school and at home. Pupils who did not previously engage in afterschool clubs are encouraged to in future years.	Continue to provide opportunities for sharing and celebrating sporting 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: 48%
Inte nt	Implementa tion	Impa ct	Sustainability and suggested
Employ PE Specialist to work alongside staff.	<p>All teaching staff to work alongside PE specialist in order to upskill teaching and learning in lessons throughout school:</p> <p> Focused CPD on gymnastics, multi-skills and dance.</p> <p> Support and planning for outdoor games and athletics</p> <p>Teachers are informed in areas of planning, teaching and assessment through 'team-teaching' opportunities.</p>	£13,016	<p>Teachers report feedback to PE Specialist and PE Leader at least once a term. PE Leader to observe lessons to moderate the impact of CPD.</p> <p>Use staff feedback as a tool for further developing staff confidence and understanding. Recap planning, units of work and expectations in new academic year. Observe and measure the impacts of Staff CPD. Teachers to 'Team teach' in order to establish progress and confidence.</p>
Develop and implement cross curricular links with PSHE&C surrounding the new relationship curriculum which includes health and well-being.	<p>Work with PSHE&C Leader to establish ways to promote the new relationship curriculum through PE and Games. Establish ways we can promote mental health and well-being through theme weeks.</p>	N/A	<p>Implementation of the health and well-being section of the new relationship curriculum. Staff and pupils are more aware of the links between physical activity and mental well-being.</p> <p>PE and PSHE&C Leaders to regularly evaluate impacts, ensuring good coverage across the whole school.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			Percentage of total allocation: 10%
Inte nt	Implementa tion	Impa ct	Sustainability and suggested next steps:
Use 'pupil voice' and Sports Leaders to create and develop a range of new sporting opportunities.	Use School Council to use pupil voice as a way of identifying what new opportunities 'all' pupils would like. Act on feedback and ensure a new range of clubs are available to pupils including disengaged pupils.	N/A	Sports Council hold termly assemblies with the PE Lead to share the outcomes meetings. Minutes from each meeting are shared on the PE notice board. New clubs, initiatives and playground activities put forward by the Sports Council are implemented or updated regularly.
Provide teachers and pupils with resources to teach broad range of sports.	Purchase sporting equipment that ensures pupils are accessing a broad curriculum.	£2647	Pupils are able to engage in a wide range of sporting activities safely.
			Regularly audit and update equipment. Increase staff confidence by using CPD opportunities to demonstrate use of different resources where necessary.

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			0%
Inte nt	Implementa tion	Impa ct	Sustainability and suggested next steps:
Sustain the number of competitions school attends throughout Autumn, Spring and Summer (3-4 West Wigan cluster competitions per term) in order to maintain Gold School Games Mark.	Use recently purchased team kits to provide children with an identity when representing the school. Children feel proud and privileged to represent the school.	N/A	Children take part in some form of competitive sport at least once throughout the year. Monitor which children are selected to take part in intra-school competitions.
Continue to offer after-school clubs to coincide with upcoming competitions to use as practice for these events.			
Plan and deliver more Intra-competitions every half term to promote competitive sport within the school environment.	PE Specialist to arrange termly intra-school competitions: within class, class v class and mixed year group.	N/A	All pupils have participated in termly inter-class competitions and termly class v class competitions. Year group competitions carried out through the year in different sports: e.g. netball, rounders etc.
Continue to include competition elements in curriculum overview.			
Increase the amount of pupils competing in participation events.	Establish links with school in order to arrange a variety of participation fixtures e.g, football, rugby, netball.	N/A	Participation events in school calendar increase number of pupils competing locally.
Work with SGO and WOWS Sports Group to engage in virtual competitions in next academic year.			

Subject Leader:	D. Hutton
Date:	30.07.20

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