

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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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: |
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| <p>Children are provided with varied opportunities through the LINKS school partnership:</p> <ul style="list-style-type: none"> • School competitions • After school clubs <p>Physically Active Week</p> | <p>Scheme of work to be implemented across school to support staff with the delivery of high quality PE lessons. A clear progression of skills to be evident as the children move through school</p> <p>Assessment of PE to be implemented alongside the new scheme</p> <p>Staff CPD (dance, gym health and safety)</p> <p>To raise the profile of physical activity, increase the amount of time the children are active throughout the school day</p> <p>Monitor and evaluate the impact of school sports provision</p> |

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| Meeting national curriculum requirements for swimming and water safety. (using latest figures available) | |
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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> | 62% |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> | 74 % |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 100 % |

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| 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 |
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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.

Highlighted yellow means implementation has been completed

| Academic Year: 2019/20 | | Total fund allocated: see separate document | Date Updated: July 2020 | |
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| Key indicator 1: Engagement of all pupils in regular physical activity | | | | |
| Intent | Implementation | Impact | | |
| To continue to build on including physically active (PA) lessons into the daily timetable aiming for the 30 minutes of exercise outside of PE lessons. | <p>Staff meeting Autumn 2 2019- use PESSPA to share importance of PA and share good practise. Staff shared ideas for PA throughout the day</p> <p>Staff meeting – Summer Term Launch the idea of structuring PA time in classes by electing a PA leader (pupil). PA leader to be responsible for planning and delivering PA on a daily basis.</p> <p>Increase the use of Active Maths – plan for a weekly session. (Spring term 2020) Subscription renewed Jan 2020 Weekly timetable in staff room so that staff can plan to use slots for lessons Agreed to negotiate the use of hall timetable on a weekly basis during Spring term 2 for PA morning lessons</p> <p>Use the heat maps tool to track the increase in PA across school (Spring term 2020)</p> | Pupils can confidently discuss the importance on PA and identify how they are encouraged to be PA in class on a daily basis. | <p>Sustainability and suggested next steps:</p> <p>3 staff meetings held during the first 2 terms. Continue to hold one PE staff meeting each term (minimum) next academic year</p> <p>Revisit Active Maths next year-encourage active maths lessons in all classes and evidence on timetables/planning</p> <p>Include in a staff meeting Autumn term 2020</p> | |

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| To include a focus on emotional and mental well-being within PA time in class. | LD to look into resources available to support the teaching of maintaining emotional well-being. (Summer term 2020) | Pupils can confidently talk about their own emotional well-being and strategies to use if needed. | Trialled I moves during lockdown period. Staff enjoyed using resources. Purchase at reduced price for next year and plan staff training Autumn term. Sports psychology course for KS2 children during autumn term with a focus on building resilience. |
| To use the activalls during playtimes/lunchtimes to encourage competition. | Both activalls to be used in the KS2 yard. Sports leaders to oversee the use of the activalls. LD and AK to attend training for the activalls – 7.4.20 Disseminate training to staff and sports leaders | Pupils are engaging with the activalls during playtimes and lunchtimes. Systems are in place (monitored by sports leaders) to encourage competition through the use of the activalls. | Activalls used in KS2 yard. AK to include the use of the walls in play leader training Rearrange training for Ak and LD |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | |
| Intent | Implementation | Impact | |
| Raise the awareness of PESSPA amongst staff. | Share the PESSPA document in a PE staff meeting (Autumn 2 2019) Complete the PESSPA self-evaluation audit (Autumn 2 2019) Complete again in Summer 2 as an indication of areas of progress and next steps | Staff to have an understanding of the PESSPA toolkit and how it can be used to improve practise across school. | Sustainability and suggested next steps: Complete PESSPA self evaluation document Autumn term to assess progress |

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| <p>Plan for regular staff meetings with a PE focus (at least one a term) to help raise the profile of PE and PA across the school.</p> | <p>Autumn term – to share the priorities for the RAP and introduction of a new scheme.</p> <p>Spring 1 – to revisit the options for whole school scheme/ share gymnastics planning/safe handling large apparatus</p> <p>Spring 2 – Staff to feedback on the scheme they have chosen. Discuss long term plan and future competitions</p> <p>Staff to trial different schemes for 6 weeks- revisit end of Spring 1 for final decision</p> <p>Spring 2 staff meeting- KS1 agreed to the use of REAL PE for lessons. KS2 asked to observe REAL PE at another school- arranged for 24.3.20</p> | <p>All staff to feel confident and capable with the delivery of PE lessons and physical activity within class.</p> | <p>Complete and continue next academic year</p> |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | |
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| Intent | Implementation | Impact | |
| <p>Provide staff with a scheme that can be used to teach PE across school. Ensure that this scheme provides a clear progression of skills so that previous learning is built on and embedded.</p> | <p>LD to look over 3 proposed schemes (Autumn 1 2019)</p> <p>JM to attend day one of REAL PE training with LD (Autumn 2 2019)</p> <p>JM to attend day 2 of REAL PE training 11.2.20</p> <p>JM and KG to attend day 3 of REAL PE training 28.4.20</p> <p>Fdn/Ks1 to trial Real Pe Spring 1 2020</p> <p>JW to trial gymnastics planning Spring 1 2020</p> <p>KG to trial Qualitas planning Spring 1 2020</p> <p>Each class to ensure that two PE lessons are timetabled per week. Weekly PE lessons to cover work from the scheme and also have a school games focus (Key stage 2)</p> <p>LD to produce a hall timetable to be given to staff highlighting PE slots for each class and time when the hall can be used to encourage PA throughout the day (Spring term 2020)</p> <p>Weekly timetable in staff room- staff to annotate with slots each week</p> <p>Agreed at Spring 2 staff meeting to negotiate use of hall on a daily basis for physically active lessons</p> <p>Final decision to be made end of Spring 1 about whole school scheme</p> | <p>PE lessons are taught using a consistent scheme across school, that delivers a clear progression of skills, building and extended on previous learning.</p> <p>Two PE lessons per week are taught consistently across school</p> <p>Hall slots identified and classes to use the hall for PA time throughout the day where possible</p> | <p>JM attended 3 days of REAL PE training.</p> <p>Fdn/KS1 staff started to use REAL PE from Spring term.</p> <p>Other planning formats were trialled and discussed during staff meetings</p> <p>All teaching staff participated in online Real PE training (summer 2)</p> <p>Gymnastics scheme introduced (whole school)</p> <p>All classes completing 2 sessions a week.</p> <p>Hall timetable implemented successfully for x2 PE slots a week.</p> <p>Annotating slots for active lessons was not successful. Revisit how staff want to organise this next year during the autumn term.</p> <p>Agreed to use REAL PE to teach PE from Autumn term 2020.</p> <p>LD rearrange visit for KS2</p> |

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| | Extended to end of Spring 2 for KS2 | | staff to see Real PE delivered. |
| LD to gain an overview from all staff about PE at St Ann's. To approach improvements using the appreciative enquiry approach suggested on the training (22.10.19) | LD to timetable discussions with all staff about PE. These discussions will focus on three strengths of the subject and three wishes for moving the subject forward. (Autumn 2019) See record sheet shared in staff meeting LD to share the outcomes of these discussions with staff and implement identified actions into the RAP. (Autumn 2019) LD to discuss PE with the pupils and parents using the same structure for the conversation (three strengths and three wishes) (Summer term) | Staff and pupils views reflected in the planned improvements for the subject Children's views are reflected in planned improvements for the subject | Appreciative enquiry (AE) completed during the autumn term- outcomes used to inform RAP objectives. Outcomes communicated with staff during staff meeting. Ongoing opportunity given throughout the year to discuss and modify objectives as necessary AE approach to be used with parents and children next year. |
| To introduce an assessment framework for the skills taught within PE lessons. | LD to introduce an assessment framework that fits with the new scheme. Work alongside Qualitas to adapt their assessment framework to work in conjunction with the schemes chosen by staff (Summer term 2020) | Skill are assessed and gaps identified for specific groups of children. Gaps to be addressed through target groups/interventions (lunchtimes) | Assessment framework started by AK. Continue to work on next academic year. |
| To ensure resources are adequate for teaching the new scheme | Complete an audit of resources, identify gaps and purchase necessary equipment Audit completed Spring term 2 Order drafted 17.3.20 | Resources are adequate for teaching the new scheme. | Audit completed. Order to be placed – autumn term Resources to be reorganised. |

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| <p>To provide CPD for staff around the areas identified during the appreciative inquiry.</p> | <p>Staff to feel confident with teaching the new scheme through twilights and team teaching. To be planned once scheme has been decided upon by LD</p> <p>September twilight training dates provisionally set for Real Pe</p> <p>Dates arranged for staff to visit settings where other schemes have been implemented. JM and KG to attend Real PE 3 day training</p> <p>Staff to feel confident when using the large apparatus in the hall- NB to deliver training during staff meeting following guidance from the AFPE. (Spring term)</p> <p>Staff to take part in gym and dance training provided by LINKS partnership. LD to arrange</p> | <p>Confidence levels in staff are increased and children receive high quality PE lessons</p> <p>Large apparatus to be used when teaching gymnastics schemes of work</p> <p>Staff to have increased confidence around gymnastics and dance teaching</p> | <p>Real PE training delivered for all teaching staff.</p> <p>Team teaching for dance (KS1 and KS2) with LINKS SSCO.</p> <p>Health and Safety training delivered by LINKS autumn term. Staff now aware how to get out apparatus safely for the safe delivery</p> <p>Revisit gym and dance CPD next year</p> |
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

| Intent | Implementation | Impact | |
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| <p>Whole school tracking document to be used to monitor participation in extracurricular activities and competitive sports</p> | <p>Prepare excel spreadsheet that identifies who takes part in clubs and events. Inactive children to be identified and targeted through focussed lunch/after school clubs</p> | <p>Data to be collated showing the percentage of children who take part in extracurricular and competitive sport activities for each year group</p> <p>Inactive children identified and targeted</p> | <p>Excel spreadsheet started by AK. Develop use of this document next academic year by using it track and address inactive children.</p> |
| <p>KS2 sports leaders to be established</p> | <p>Training to be given to the sports leaders (Autumn term)</p> <p>Timetable to be set up</p> <p>Regular monitoring of sports leaders by NB</p> <p>MP (LINKS) delivered training to sports leaders (Autumn term)</p> | <p>Sports leaders to have a positive impact on playtimes</p> | <p>Sports leader established by NB.</p> <p>AK developed leaders during spring term through the play makers award. Repeat this programme next academic year (not to happen during</p> |

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| | <p>NB organised timetable (Spring 1 wk 1)</p> <p>AK to set up Play Makers award with Sports leaders. Timetable reviewed (Spring 2) Weekly meetings held with Sports leaders and AK Review impact Summer term</p> | | lunchtimes) |
| Discussions with pupils – to gather the children’s perspective on the PE curriculum and suggested next steps. | <p>LD to talk to the pupils to gather their views on PE at St Ann’s Complete this Spring term 1 and Summer term 2. Also gather opinions on after school and lunchtime clubs to identify what clubs they would like to take place</p> <p>KS2 Netball club to take place during Spring 1 led by JW and NL. Planning to be taken from Primary PE Planning. Cricket ASC Spring 2 KS2 Qualitas Fundamentals KS1</p> | Children’s views impacting on planned improvements for the subject | <p>Complete Spring 2021</p> <p>Completed – participation tracked on excel document</p> |

| Key indicator 5: Increased participation in competitive sport | | | | |
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| Intent | Implementation | | Impact | |
| To increase the amount of children taking part in competitive sporting events led by LINKS and Qualitas | <p>Yearly overview to be shared with staff identifying dates of sports events</p> <p>Shared in staff meeting (Autumn term)</p> <p>Shared again in staff meeting Spring 2</p> <p>Increased notice of dates to be given to parents</p> <p>Continue to raise the profile of those who have attended in award assemblies, newsletters etc</p> <p>Motty the Mascot to be awarded weekly to raise the profile of physical activity and sport in school</p> <p>Qualitas events attended – water polo and inspiration day</p> | | <p>More children attend sports events</p> <p>Further information to be provided to parents about the events- increased notice of dates and follow up information after the events</p> <p>Increased enthusiasm around participation in sport events</p> | <p>More children attended Qualitas events (during school day)</p> <p>LINKS events remained poorly attended.</p> <p>Further opportunity was provided for the children to take part in cricket, dance and judo clubs.</p> <p>LD to complete long term plan ready for Autumn term which has all competitions mapped onto it. Share with staff during PE staff meeting Autumn term 2020.</p> <p>Structure coaching sessions so that they correspond with competitions- upskill the children to support them to perform well in competitions.</p> <p>Continue to give parents as much notice as possible plus reminders. (4 weeks minimum)</p> <p>Continue to use Motty, website and display boards to raise the profile of school sport.</p> |

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| Signed off by | |
| Head Teacher: | |
| Date: | |
| Subject Leader: | L.Darrington |
| Date: | September 2020 |
| Governor: | |
| Date: | |