



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

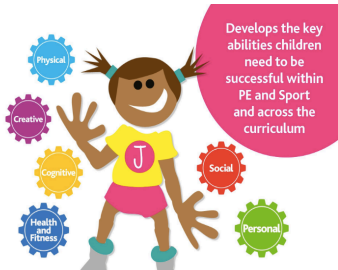

Please visit [gov.uk](#) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting 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:
<p>Children have developed key fine and gross motor skills that have helped to develop a number of key elements of the Physical Education programme.</p> <p>The principles of REAL PE have been delivered and consequently the children have developed holistically.</p>  <p>The curriculum gives every child the physical literacy, emotional and thinking skills to achieve in PE, sport and life.</p> <p>Children have developed confidence within PE and feel that they are in a better place to access the curriculum with the support.</p> <p>Children across school have attended clubs this year. In KS2 alone over 62% of children have attended an after-school club this year. Children are engaged in sport in school and understand clearly what support and the extra clubs are on offer to them.</p> <p>The PE team including PE Lead, PE specialist teacher from PSSP, Sports Coaches and Play Leaders have ensured that structured play times are in place for all children and the sports on offer have a range of choices.</p> <p>Wider range of sports/activities on offer for children of KS1 during break and lunch time and this has been helped by the play leaders.</p> <p>Play leaders (Bronze Ambassador trained) organise and lead activities daily. They then award 'Spirit of the Games' values to individuals and they present this during celebrations assembly.</p> 	<p>Develop regular monitoring cycle to support delivery of high-quality teaching Support staff confidence through ongoing training and CPD (using PSSP as a coaching resource).</p> <p>Continue to embed intra/inter school events especially as this was stopped in March 2020 (pandemic).</p> <p>When schools are fully open and Covid-19 procedures have eased, develop attendance and commitment to a variety of extra-curricular provision, especially for the disadvantaged.</p> <p>Due to lockdown, not all children achieved National Curriculum swimming as the could not attend the top up sessions in Summer 2019 due to the pandemic.</p> <p>Development of a TA to take responsibility for sports events.</p> <p>Further develop the role of the external provision to help engage more children in sport and use this as an avenue to help ensure that all children have a chance to participate in inter-school competition at a Level 2 standard</p> <p>Ensure that the Reception age children are assessed accurately to help identify their strengths and areas for development early on in the year.</p> <p>Put appropriate intervention in place.</p> <p>Provide training of the MTAs to support improved lunchtime provision and behaviour, particular due to the new and staggered arrangement (Covid related).</p>

<p>Successful partnerships with a range of outside agencies: Plymouth School Sports Partnership (PSSP) – regular CPD provided by their leadership and Volunteering Coordinator. In addition to this, a range of competitive and non competitive events are available to a range of children. Effective partnership developed with Plymouth Argyle (Primary Stars Programme) – models and high quality teaching. Plymouth Raiders Basketball link – PE lessons for one term and class based lessons on issues such as bullying, online safety, healthy eating etc. Attending a variety of sporting events across the city, including netball, football, boccia, cross country, athletics, basketball, indoor rowing, table tennis etc.</p> <p>All children have taken part in intra school events and a range of children (PP, SEND, girls have been targeted to represent the school).</p>	<p>Curriculum Progression of knowledge to be addressed. Is there a clear pathway and can the children articulate it.</p> <p>Assessment of progress to be tightened up. Development of CORE TASK in all PE lessons this year have ensured that all children are being assessed at an equal level.</p>
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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.	76%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	76%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	76%
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 This would have been yes if we did not go into lockdown (March 2020).

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: £	Date Updated:		
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: 11%
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:
Children to be offered afterschool clubs regularly during the school year. Clubs will range to ensure that children are given opportunities to try and participate in a wide range of new sports and activities. Children to be offered a wide range of sporting activities that are structured and have a focus. Children across school will be given equal time to access the sporting activities on offer.	Use of sports coach and PE lead to run and manage clubs across KS1 and KS2. Purchase of new equipment to help support these clubs. Support from PSSP to help run events outside of school that engage children across KS1 and KS2 in competitive sport. Wide range of activities used in school during break and lunch time. Sporting activities are ran by the play leaders (Y5 Bronze Ambassadors). A large number of children in school are engaged in sporting activities during free time and only a small hand full of children remain inactive during free time.	£600	Children across school have attended clubs this year. This has increased in KS2. Children are engaged in sport in school and understand clearly what support and extra clubs are on offer to them. PE team including PE Lead, Sports Coach and Play Coordinator have ensured that structured play times are in place for all children and the sports on offer have a range.	Continue to offer school games events, after school clubs and other opportunities for all children in school. Make links with a range of clubs. Once the pandemic is over, continue to provide a range of clubs suited to all needs and interest.

To ensure that the children have access to a range of quality and diverse equipment that allows them to explore different sports.	To audit and update PE stores. To ensure that there is enough equipment to allow whole classes to take part in activities. Link with Primary Stars	£1400 for equipment	The children have had access to a full range of good quality equipment.	Continue to monitor stock • Ensure that LTP's are looked at in September and that necessary equipment is either ordered or requested from PSSP.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 33%
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:
Increase understanding of school games to the wider school and ensure that children understand how they can access it. Children will begin to build a picture of how they can access school games and SS events. Increase accessibility to PE and SS to all children in school, reducing barriers that stop children reaching their best.	Ensure that children are aware of the school games programme and how it is designed for them. Give them the belief to try something new, opening up new opportunity for them to try something new and compete in a sport they wouldn't normally be able to access. Children will begin to see the bridge between PE and SS and understand how to access it using PE as a spring board to achieve. Ensure that all children	£3500 PSSP annual subscription PAFC – Primary Stars £2000	During the year a number of units of work within PE created a pathway to school games and other school sport. Children understood the link between the unit of work they were doing and the end goal of school games or school sports. We ran level 1 events in school for all year groups in KS2 with a number of children then going on to level 2 events representing the school. All units of work in year 6 ended	Celebrate school games events in school and ensure that children understand the way school games can support them. Develop mentoring programme for all children in school who require more support. Children will of HA or G&T to be supported to reach their full potential and reduce the barriers that may affect their progression.

	<p>have access to school PE kit in school when needed.</p> <p>Children of LA or SEN will be given extra support to bridge the gap in their learning. They will be given extra support for the PE team working on key area of improvement needed for the individual child, some work will be done in group and some will be done 1:1.</p> <p>Interactive dance workshop for all pupils using methods of dance to bring books to life</p>	<p>£200</p>	<p>with a level 1 event and the element of competitive sport work well with most children the year group. All children across school were able to take part in PE lesson (apart from nonparticipation because of injury).</p> <p>The barrier of non PE kit has been reduced although this still needs to be a focus.</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				33%
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>CPD for teachers – all teachers have a secure understanding of the curriculum and how to teach it using the principles of REAL PE.</p> <p>A clear progression is explained and a consistent approach used.</p> <p>Quality of Physical Education Lessons and raising the profile of PE across the school.</p> <p>TA's/MTA's to be more confident to deliver and activity rich play at lunchtimes. Additional provision added to oversee breaks</p>	<p>HT from PSSP to work alongside all teachers throughout the academic year.</p> <p>6 weeks: 2 weeks modelling, 2 weeks team teach, 2 weeks on own with feedback.</p> <p>Continue to work with PSSP to ensure all staff are familiar with the progression of knowledge</p> <p>HT from PSSP to deliver training. Purchase relevant resources.</p>	<p>Part of PSSP (subscription)</p> <p>Supply £2300</p> <p>£3500</p>	<p>Staff have been given some time to work with PE lead and other members of the PE team to help develop knowledge and better understanding of the needs of the children from a PE point of view.</p>	<p>Continue to work with HT from PSSP to design a new curriculum whilst still applying the principles of REAL PE.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				6%
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>Quality of Physical Education Lessons and raising the profile of PE across the school.</p> <p>To link and share ideas with other schools who value PE and Sport and are working on creative visions and outcomes for their pupils.</p>	<p>Staff feedback from questionnaires</p> <p>Learning walks</p> <p>Conversations with Staff.</p> <p>Pupil voice</p> <p>Feedback from monitoring activities conducted.</p> <p>Performance management</p> <p>School development plan.</p> <p>Requirements to report figures of pupils meeting NC swimming expectations – funding from NC budget. Top up from sports premium money.</p>	<p>Part of PSSP subscription</p> <p>£500 for swimming top up for Y6</p>	<p>Work with additional PE teacher to hand over current ability levels and confirm on going assessment of skills</p> <p>Outdoor area for Early Years developed to include gross motor play equipment such as climbing frames and a mud kitchen (To be repaired September 19 after arson attack).</p> <p>Conduct swimming review and audit of number of pupils meeting end of year expectation and progress made.</p>	
<p>Increase opportunities for pupils to be physically active at other times during the day.</p> <p>Raise profile of the impact health and physical activity can have on attainment within the school and wider community skills.</p>	<p>Continue with healthy growing garden within existing bedding boxes- purchase of compost, plants and tools for the children to access this with. This could be used to support a gardening club once established.</p> <p>Use Our Healthy Year resources to inform pupils through lessons, assemblies and home activities about the importance of meeting health recommendations and leading healthy, active lives through consultant attending once a half term for assembly and monitoring of in class activities.</p>	<p>Part of PSSP subscription</p>	<p>Increased self esteem and confidence of pupils.</p> <p>Number of pupils involved in leadership activities.</p> <p>Increased fitness of pupils through taking part in additional lunchtime activities.</p> <p>Pupils and parent increased knowledge of healthy eating linked to general health and following advice and recommendations.</p> <p>Through health activities and information given out to pupils there is an increased awareness of health recommendations and in</p>	<p>Join DfE funded project – raising the profile of PE and School Sport</p>

	<p>Continue to look at ways to help pupils improve their health in line with guidance from the government obesity strategy of pupils being active for at least 30mins within the school day e.g. daily mil / wake and shake, dance, skipping.</p> <p>12 Year 5 / 6 Sports Leaders for daily 30 minute challenge at lunch times.</p> <p>Look at establishing a well-being team within the school where pupil's needs can be discussed and ideas and strategies put into place to help them. Use resources and strategies within lessons (e.g. relax kids pack) and possibly set up and after school club or nurture group.</p> <p>Look at using external sports coaches to run additional sports clubs on school site. Fund these through parental charges (PAFC + Dance clubs etc.)</p> <p>Participation in the annual School Challenge</p>	<p>PAFC subscription</p> <p>£500</p>	<p>turn the number of pupils meeting these.</p> <p>Through session runs and information given out regularly, there is an increase in engagement of parents within the school and consequently impact on the health and opportunities for pupils to eat healthily, take part in physical activity and sports</p> <p>Involvement and engagement of staff in physical activity has resulted in improved staff well-being and engagement.</p>	
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<p>To provide fully funded after school and lunch clubs to enable all our children regardless of social / economic status to take part in high quality sports clubs.</p> <p>This also links to key indicator 5.</p>	<p>To ensure that all children are given the opportunity to take part in an extra-curricular sporting club</p> <p>To raise the profile of healthy lifestyles within the local community.</p>	<p>Part of PSSP subscription</p>	<p>Up until the pandemic: Over the course of the number of children taking part in a club has risen.</p> <p>The percentage of C4L children taking part in a club has risen.</p> <p>The percentage of individuals attending more than one club for more than one term has risen.</p>	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				16%
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 the number of competitive opportunities for pupils.	<p>Audit of areas to develop from working through</p> <p>Increase competition opportunities within lessons and out of school to increase opportunities for all children</p> <p>Calendar of sporting events put together throughout the year for school, including intra competitions & clubs on offer. GOLD games mark criteria.</p>	Part of PSSP subscription	<p>100% Pupils reporting increased enjoyment in competitive opportunities</p> <p>50% increase in pupils taking part in competitive activities</p> <p>Continue to improve children's performance at PSSP events.</p> <p>Evidence: Lunchtime observations, Extracurricular registers, competition calendar and results. Staff feedback, pupils voice from school council.</p>	<p>Maintain link with PSSP and Plymouth</p> <p>Calendar of events will be used in future years to help continue to provide opportunities for pupils. Areas improved through working towards school games mark criteria will also be sustained and built upon further in future years.</p> <p>Continue collaboration with Plymouth CAST schools.</p>
To ensure that the number of A, B and C teams entered into Level 2 events are sufficient enough to ensure all KS2 children have the opportunity to experience competition. Events to include PP and SEN	<p>Ensure that children are aware of the school games programme and how it is designed for them. Give them the belief to try something new, opening up new opportunity for them to try something new and compete in a sport they wouldn't normally be able to access.</p> <p>Children will begin to see the bridge between PE and SS and</p>	<p>Part of PSSP subscription</p> <p>£800 transport</p> <p>Supply £2200</p>	<p>Wider range of children across the school have been able to access competitive sport. School Games, School sports team have been varied and ranged in different sports. Children understand why competitive sport is important and they can use this as a spring board to taking part in sport outside of school. Sports coach has helped to</p>	<p>Continue to develop these opportunities next year (see above)</p> <p>Increased focus for girls' football and there has been a sharp uptake in this from upper KS1 and lower KS2. Sports coach will oversee this</p>

	<p>understand how to access it using PE as a spring board to achieve. Assemblies used to help support and celebrate school sport as whole. Children given time to share their successes and understand the importance of celebrating success and working on area of improvement.</p> <p>Ensure that the school enters A, B and C teams into appropriate events to ensure that all KS2 children experience at least one Level 2 competition.</p>		<p>support the development of a number of KS2 children to develop within an area of their focus. Children have begun to understand the important of competitive sport and what it takes to win and lose.</p>	<p>and will be supported from PE lead and other members of staff.</p>
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Signed off by	
Head Teacher:	Paul Morse
Date:	July 2020
Subject Leader:	Sarah Plunkett
Date:	July 2020
Governor:	Rachael Green
Date:	July 2020

Due to the pandemic (Covid-19) and lockdown, we have a carry forward of £9931.24 – carry forward be spent by March 2021