



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:
<p>Dedicated PE lead 2 days weekly to promote PE, develop curriculum, provide support for teaching PE and promote wider opportunities.</p> <p>Upskilling of class teachers by working alongside PE coach – upskilled particularly in differentiation.</p> <p>Subject leader worked with teachers to identify skills development needs – ongoing CPD provided.</p> <p>PE long term plans revised and medium term plans developed for all skills units.</p> <p>Progression of skills assessment reference document for all skills created to support assessment.</p> <p>Range of sports clubs offered. Participation on a wide range of local competition.</p> <p>Development of pupil leadership through sports ambassadors – e.g. promotion of lunchtime activities.</p> <p>Golden mile promoted to extend daily activity.</p> <p>Targeted ‘nurture’ activities to develop physical skills and co-operation for all pupils.</p> <p>Maintaining high profile of physical activity during shutdown through daily promotion of Jo Wickes.</p> <p>Well- being week for children and staff.</p> <p>Successful external PE Deep Dive</p>	<p>Embed medium term plans and progression of skills to support assessment of PE.</p> <p>Moderate assessment of PE so that it is consistent and accurate.</p> <p>Develop differentiation for more able pupils in PE.</p> <p>Improve provision for physical activity at lunchtimes.</p> <p>Extend intra- school competition.</p> <p>Link pastoral team to ‘nurture’ PE provision.</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?</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>	87% (based on a questionnaire to a proportion of pupils of the year 6 cohort due to Covid shutdown)

<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>85% based on a questionnaire to a proportion of pupils of the year 6 cohort due to Covid shutdown)</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>68% based on a questionnaire to a proportion of pupils of the year 6 cohort due to Covid shutdown)</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 over and above the national curriculum requirements. Have you used it in this way?</p>	<p>Yes</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: 2020/21		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:
			%
Intent	Implementation	Impact	
Improve provision for activity at lunchtime	SLT focus for monitoring – pupil view/staff view. Gather information to inform strengths/areas for improvement. Develop midday supervisor handbook/play policy. Provide training for support staff (Jenny Mosely). Provide handbook of activities for playtime. Review resources available and make appropriate budget bid. Monitor provision and provide developmental feedback.		
Provide dedicated coach to organise lunchtime activities.	Premier coach 30 mins x 3 days weekly. Rolling year group programme over year.		
Increase range of physical activities through wrap around provider	Change to Premier pas provider for wrap around care -wider range of activities offered in wrap around care. Consider provision of holiday club.		

	Monitor provision.			
To provide children with leadership opportunities within PE lessons and outside of lessons.	PE SL organise training for sports ambassadors in partnership with Stevenage Sporting Future. Each year group to appoint PE ambassadors. PE SL have half termly meeting with PE leads to discuss and agree promotion of activity. PE ambassador display board in school to promote lunchtime activities. Provide Sports Ambassador Tee shirts to promote their presence in the playground			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation	Impact		
Promote pupil's articulation of how they are developing their skills and how their skills build on those they have learned before. Raise profile of AH learning behaviours in PE lessons so children make links to those being used. Increase knowledge of PE at KS1	High focus on medium term plans in lessons – focus on vocabulary for pupils to discuss current learning and prior learning. Focus on learning behaviours in all lessons PE SL observe PE lessons at Year 2 and meet with KS1 subject leader PE SL to be aware of KS1 PE plan.			

<p>Raise the awareness of parents and carers of PE taught in school</p>	<p>Promote medium term plans for PE on school website so parents are better informed other child's PE learning.</p> <p>Promote PE achievements on school newsletter.</p> <p>Develop PE areas of school website involving sports ambassadors.</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:	
			%	
Intent	Implementation	Impact		
<p>To upskill teachers so they feel confident to provide all pupils with high quality PE lessons.</p> <p>Raise the profile of AH learning behaviours in PE lessons</p>	<p>3 x weekly session for teachers to team teach with Premier sport coach</p> <p>Attend Stevenage Sporting Future INSET</p> <p>SL to provide 'snippet' staff meeting updates on specific aspects of PE plan so objectives are high profile.</p> <p>Teachers to feedback on impact of sports coaching and share achievements with staff.</p> <p>All PE lessons make reference to pupil learning behaviours and how these impact of performance.</p>			

<p>Improve teacher assessment of PE.</p> <p>Develop differentiation criteria to support assessment of SEND pupils and greater depth pupils.</p>	<p>SL working with class teachers to use progression of skills and assessment criteria to assess pupil skills.</p> <p>Organise year group moderation.</p> <p>SL monitor pupil outcomes across sports to identify strengths and further areas for development</p> <p>Arrange for SSF INSET to support assessment criteria and teacher provision /assessment for wider groups.</p>			
<p>Embed progression of skills in all lessons so there is clear sequence and progression throughout the school.</p>	<p>Planning informed by new medium term plans.</p> <p>PE SL supports teachers to make clear links in ever lesson with children about the skills they are using.</p> <p>Teachers develop short term plans to provide detail in differentiation/resources.</p>			
<p>To establish nurture group to support the mental well-being of pupils</p>	<p>Small group provision to engage those pupils who need support with their metal well- being</p> <p>SL liaison with pastoral team and designated support staff.</p> <p>Promotion of school learning behaviours.</p> <p>SL to liaise with pupil well-being group.</p> <p>Arrange</p>			

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

%

<p>Intent</p>	<p>Implementation</p>	<p>Impact</p>	
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<p>Over the year children access a range of sports activities to develop their skills and interests.</p>	<p>Access SSF opportunities through local competition and access to local sports groups e.g. Stevenage rugby, tennis, cricket clubs, SSF sport promotions – speed stacking, this girl can etc. School cross country club. Explore sports links with main feeder secondary school and parents.</p> <p>Liaise with Premier coach to explore wider sports opportunities for lunchtime club.</p>			
<p>Additional achievements:</p>				

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:	
			%	
Intent	Implementation	Impact		
consolidate through practice: Provide all children with opportunity for competitive sport	Covid bubble intra- year group competition at end of skills unit. Stevenage Sporting future calendar of event –school long term plan adapted to link to SSF events			

Signed off by	
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Date:	8.10.20
Subject Leader:	Mrs J Geer
Date:	8.10.20
Governor:	
Date:	