

# 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 **31<sup>st</sup> 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:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>- Real P.E has been implemented across semi formal and formal classes.</li> <li>- Every child in PMLD classes has access to a MOVEment programme, daily physio and OT exercises.</li> <li>- MATP celebration day a real success and a good example of cross pathway working.</li> <li>- Weekly swimming sessions for all students across the school.</li> </ul>	<ul style="list-style-type: none"> <li>- Set up a club to target the least active children to support health and engagement towards physical activity. Work on ensuring parents are on board with this too.</li> <li>- Rebound needs to be reimplemented across school once the centre is open.</li> <li>- P.E leaders for Formal learners to gain extra qualification.</li> </ul>

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? <b>N.B.</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.	33.3%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	33.3%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> 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: £16,000		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: %
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:
<ul style="list-style-type: none"> <li>- Specific time out of class to support with P.E leadership and curriculum design, sort and buy PE resources, support teachers with risk assessing trips to competitive sporting events and conduct audits and learning walks on PE across the school.</li> </ul>	<ul style="list-style-type: none"> <li>- Cover given to JMK to allow time out of class to focus on developing the schools PE curriculum through:                             <ul style="list-style-type: none"> <li>- Learning walks</li> <li>- Modelling</li> <li>- Plan / evidence</li> <li>- Arrange and organise inclusive events</li> <li>- Target less active classes</li> </ul> </li> </ul>		No Cost	<ul style="list-style-type: none"> <li>- This time has been very valuable in regards to ensuring all pupils are engaged with regular physical activity in school. JMK has had the time to arrange over 6 trips (so far) to various sporting events across North Yorkshire which has meant the majority of classes have attended a competitive sporting event this year. JMK has had the time to start embedding the Real PE training in to lessons.</li> </ul>	<p>Continue to give the PE lead these extra sessions out of class. Next year ensure that these days can also be used to model REAL PE lessons using the new curriculum to other teachers to support their classes.</p> <p>Also use the time to assess how much active 30:30 is being done across the school to ensure there is a clear expectation across all phases.</p>

<ul style="list-style-type: none"> <li>- Improve whole school resources to support Real. P.E delivery, MATP, Jabadao and competition.</li> </ul>	<ul style="list-style-type: none"> <li>- JMK to research and contact other schools as well as Real P.E to put together a bank of resources.</li> </ul>	<p>£5000</p>	<ul style="list-style-type: none"> <li>- Higher quality P.E lessons.</li> <li>- Less time looking for equipment easier set up and smoother lessons</li> <li>- More areas to explore for children.</li> <li>- Access to different sports.</li> </ul>	<p>P.E to lead and monitor sessions to make sure resources are being used to the best of their abilities.</p>
<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>				<p>Percentage of total allocation: %</p>
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> <li>- Modelling sessions for PMLD class teams on how to deliver MATP sessions effectively to engage pupils.</li> </ul>	<ul style="list-style-type: none"> <li>- SGO and MATP lead for north England came into school to model and lead sessions to class teams.</li> <li>- Teaching staff and class teams observed to boost confidence and to support students. Also to make notes on resources needed to develop MATP across all PMLD pathways.</li> </ul>	<p>£750</p>	<ul style="list-style-type: none"> <li>- Fantastic feedback from staff who have been part of sessions “The children were so engaged” “The activities were really appropriate and we have got so many ideas”.</li> <li>- Resources ordered and staff are going to showcase the MATP work at sports day as one of the PMLD classes events</li> </ul>	<ul style="list-style-type: none"> <li>- Ensure staff are aware of where resources are in relevant PMLD class teams next year.</li> <li>- Set expectations within that phase of learning that MATP sessions need to be delivered as part of the physical development curriculum.</li> <li>- PE lead to monitor the delivery of sessions.</li> </ul>
<p>P.E club to be set up to encourage the most inactive children to participate in more active activities across the school day.</p>	<ul style="list-style-type: none"> <li>- P.E club will be on a lunch time to encourage as much participation as possible.</li> <li>- Teachers asked to send as many children as possible, even those who do not usually favour PE sessions.</li> </ul>	<p>No Cost</p>	<ul style="list-style-type: none"> <li>- Football club has seen an increase in participation. Mixing with different peers across all pathways.</li> <li>- Turn taking, communication and broadening horizons</li> </ul>	<ul style="list-style-type: none"> <li>- Support and encourage younger classes to set up some sort of physical development / movement club on a lunch time.</li> </ul>

<p>Activity club running well, and students enjoy taking part.</p>	<p>- Activity club after school works really well, led by teaching assistants.</p>		<p>beyond their favoured sport.</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	
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:
<ul style="list-style-type: none"> <li>- Pay for a whole school CPD training day on real PE to enable staff to feel confident in how to deliver lessons to pupils.</li> </ul>	<ul style="list-style-type: none"> <li>- Speak to staff at real PE about what we want from them as a school e.g. type of learners we have / type of training we need to deliver the lessons to engage all.</li> <li>- The day of CPD will develop staff's knowledge of the fundamental movements and structure of the lessons.</li> </ul>	£1696 - day of whole school training and year subscription to Jasmine online curriculum portal.	<ul style="list-style-type: none"> <li>- JMK has delivered a small staff meeting on the whole concept of real PE and allowed staff time to look at the planning and structure. Staff seemed enthusiastic and happy that there is going to be a set curriculum from September for PE.</li> </ul>	After training ensure that PE sessions are monitored and begin to look at how we can assess
<ul style="list-style-type: none"> <li>- P.E lead to support in the delivery of Real P.E and any other P.E related matters.</li> </ul>	<ul style="list-style-type: none"> <li>- PE lead to host training and support sessions.</li> </ul>	No Cost	<ul style="list-style-type: none"> <li>- Teachers more confident in delivering high quality P.E lessons.</li> <li>- Teachers more confident in coming forward and asking for support when needed.</li> </ul>	PE lead to continue communications with other PE leads at other schools to share good practice, ideas and knowledge.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
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	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>consolidate through practice:</p> <p>Students to have access to NYISSP throughout the year.</p>	<ul style="list-style-type: none"> <li>- Every suitable class will have the opportunity to attend and take part in and inter school competitive session outside of school.</li> <li>- PE lead given time out of class to plan, risk assess and evaluate the events.</li> <li>- Ensure staff are prepared on what to expect from the events so that they can prepare pupils and support staff</li> </ul>	<p>£1395</p>	<ul style="list-style-type: none"> <li>- We have attended lots of events this year, most students in school have attended an event.</li> <li>- This year has seen as rise in children with Autism attending events. Both primary and secondary classes have been to events. This was a cohort that struggled last year.</li> <li>- Panathlons are always enjoyed by staff and students.</li> </ul>	<p>Continue to be part of the partnership and look in to buying kits for classes to wear when they attend to spread pride and excitement for children.</p> <p>Possibly look in to holding an event ourselves with Hobmoor oaks and Forest School..</p>
<p>Transport costs to attend the different events.</p>	<ul style="list-style-type: none"> <li>- Allows access for all students to attend the events throughout the year.</li> <li>- Allows bigger numbers and better staffing making the events safer.</li> </ul>	<p>£5000</p>	<ul style="list-style-type: none"> <li>- More students have been to the events.</li> <li>- A wider range of groups have been, that require higher staffing levels.</li> </ul>	<p>Continue to hire busses to make sure the groups can keep going.</p>
<p>Structured swimming / hydro pool sessions to be had by all pupils to ensure we offer pupils over and above the hydro sessions which are available in school to those suitable.</p>	<ul style="list-style-type: none"> <li>- Amend the organisation of the swimming sessions at Starbeck to allow pupils more opportunities to be taught by swimming instructors 1:1.</li> <li>- Split the Starbeck pool into sections to allow for progression and next steps to be clearer for pupils.</li> <li>- Share clear learning intentions for each differentiated area so that school staff are aware of what they need to be working on with pupils water confidence</li> </ul>	<p>£1000</p>	<ul style="list-style-type: none"> <li>- Sessions at Starbeck are now differentiated four ways based on swimming ability which has made sessions smoother and more valuable to every child. Swimming teachers are split between the areas and there's now set learning intentions for each area of the pools. Staff are more confident supporting pupils in the pool are they now know what they need to be working on. Less behaviours are apparent</li> </ul>	<p>Ensure staff regularly check the learning intentions of each area of the pool to check that they are aware what they are working on / next steps for the pupil they are swimming with</p> <p>Ensure staff share strategies which work with pupils in the pool with new class teams to support continuity</p>



	and swimming abilities.		during sessions from pupils and the sessions run a lot smoother because there is more structure making pupils enjoy the sessions a lot more.	
A range of outside coaches to deliver specialised sessions.	<ul style="list-style-type: none"> <li>- MATP - free sessions delivered by sports students</li> <li>- Dance instructor to deliver sessions across all ages / classes in school over the year. Differentiated sessions to suit ages / needs of classes</li> </ul>	No Cost	<ul style="list-style-type: none"> <li>- Increased confidence in the delivery of MATP. Staff enjoy the sessions and high levels of engagement from the students.</li> <li>- Enjoyment and engagement from the classes in dance.</li> <li>-</li> </ul>	
Additional achievements:				

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
<ul style="list-style-type: none"> <li>Send every suitable class to attend a competitive sporting event in Yorkshire across the year as part of our SSSP buy in.</li> </ul>	PE lead given time out of class to plan, risk assess and evaluate the events. Ensure staff are prepared on what to expect from the events so that they can prepare pupils and support staff.	£1395	<ul style="list-style-type: none"> <li>We have attended lots of events this year, most students in school have attended an event.</li> <li>This year has seen a rise in children with Autism attending events. Both primary and secondary classes have been to events. This was a cohort that struggled last year.</li> <li>Panathlons are always enjoyed by staff and students.</li> </ul>	Continue to be part of the partnership and look in to buying kits for classes to wear when they attend to spread pride and excitement for children.  Possibly look in to holding an event ourselves with Hobmoor oaks and Forest School..

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

Created by:  association for Physical Education  YOUTH SPORT TRUST

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