

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:
<ul style="list-style-type: none"> • Increased outdoor learning opportunities. • Broader range of activities and sports available. • Greater selection of inclusive equipment and resources have increased activity levels and supported the development of fundamental movement skills. • Funding has supported external recognition and awards: <ul style="list-style-type: none"> ○ Youth Sport Trust Gold Quality Mark ○ School Games Silver Award ○ Challenge Partners – Area of Excellence • Raising attainment in swimming to work towards NC recommendations. • Introduce Motor Training Activity Programme (MATP) and collaborate with Special Olympics to establish YE as host venue. • Increased competitive opportunities both inter and intra school through school links and school games programme • Introduced Youth Sport Trust innovation programmes – healthy movers, active maths and active literacy. • Development of cycling, with all students having adapted trikes. • Development of more active curriculum 	<ul style="list-style-type: none"> • Increase physical activity levels for all, with aim of 60 minutes per day as the target as recommended by chief medical officer • Increase primary core PE time to 3 hours • Providing targeted activities to support least active children • Appoint a school games lead to co-ordinate this provision and further establish school links for further competitive opportunities and increase participation in school games. The aim is all students to attend at least one event per term • Appoint a club co-ordinator and establish sports/activity clubs provision. • Upskill newly appointed PE LSA re Primary PE

Meeting national curriculum requirements for swimming and water safety (year 6 only). During the academic year 2019-20, this equated to one student from the primary cohort of six.	Complete all of the below Due to Covid-19 the pool was closed from March – July.
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	The year 6 student has made good progress in swimming attainment. With reduced buoyancy, he can swim 25 metres with increased confidence.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	Strokes practiced were front paddle and back paddle. These achieved the most success and therefore increased water confidence
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Water safety skills were taught and the student was encouraged to be aware of pool rules, health and safety considerations and taking personal responsibility for keeping safe.
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?	Additional swim sessions embedded in primary curriculum Lunch time Swim clubs in place Additional staff trained as swim teachers

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: £6000 1 st instalment - £3500 (Jan 2020) 2 nd instalment – £2500 (May 2020)		Date Updated: July 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: 3.5%
Intent	Implementation		Impact	
School focus with clarity on intended impact:	Actions to achieve:	Funding allocated:	Evidence of impact:	Sustainability and suggested next steps:
<p>Development of active curriculum with increased opportunities for physical activity.</p> <p>Encouraging active play during lunchtimes.</p> <p>Providing targeted activities to engage the least active students</p> <p>Adopt the active mile initiative and develop outdoor playground markings</p> <p>Broadening the variety of school clubs offered</p>	<p>Active mile course and active playground markings to be in place for new academic year.</p> <p>Purchase a range of equipment to support the active curriculum.</p> <p>Increase staff confidence to deliver active sessions.</p> <p>Embed healthy movers programme and multi sports clubs.</p> <p>Research and subscribe to online resources eg Jump Start Jonny.</p>	£190.80	<p>Daily mile course and playground markings established with groups walking, cycling the course regularly.</p> <p>Students/staff all familiar with route</p> <p>Activity levels and cycling skills improved.</p> <p>Playground is being used as an active cross-curricular resource by class teachers</p> <p>Equipment purchased for all abilities and all students are accessing a broader variety of active activities.</p> <p>Additional sessions embedded in primary curriculum.</p> <p>Primary group using programme regularly, offering movement breaks to increase focus. Alerting, organising and calming activities are being used successfully to improve engagement.</p>	<p>Establish active diaries for all students to allow us highlight activity levels and then to implement any interventions.</p> <p>Further develop the active curriculum by implementing new initiatives - YST Active story telling</p> <p>Establish lunch time clubs for day students</p> <p>Have whole primary sessions during get set times in the morning</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				25%
Intent	Implementation		Impact	
School focus with clarity on intended impact:	Actions to achieve:	Funding allocated:	Evidence of impact	Sustainability and suggested next steps:
<p>Embed physical activity into numeracy and literacy sessions through the Youth Sport Trust Teach Active programme.</p> <p>This programme helps to support progress and attainment across the whole school by delivering maths and english in a practical way as well as increasing activity levels.</p> <p>https://www.youthsporttrust.org/teach-active</p>	<p>Book YST to deliver training onsite during INSET day - <i>all teachers and LSA's attended training on Feb 24th</i></p> <p>Sign up for annual subscription to online resources – <i>1 year subscription purchased</i></p> <p>Purchase equipment to support delivery of programme.</p>	<p>£1494</p>	<p>Staff have commented on how inspiring the training was in addition to understanding the importance of students being more active</p> <p>Active sessions being trialled across all primary groups. Initial feedback is very positive around engagement levels</p> <p>Numeracy and literacy leads to assess impact on attainment levels</p>	<p>Embed Teach Active into primary curriculum</p> <p>Teach active booster sessions or clubs.</p> <p>Incorporate programme into get set times to promote an active start to the day</p> <p>Active home learning to be introduced through online resources</p> <p>Renew annual subscription and train new teaching staff</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				60%
Intent	Implementation		Impact	
School focus with clarity on intended impact:	Actions to achieve:	Funding allocated:	Evidence of impact:	Sustainability and suggested next steps:
<p>Providing staff with professional development, training and resources to help them teach PE, and sport and embed physical activity across the school.</p> <p>Focused activity areas are: <u>Yoga Bananas</u> Combining traditional yoga techniques with physical theatre and storytelling to promote marked improvements in children's physical and mental wellbeing.</p> <p><u>Multi skills</u></p> <p><u>Special Olympics MATP</u></p> <p><u>Athletics</u> – CPD and equipment</p> <p><u>Primary PE</u></p> <p>Up skill PE LSA to improve the overall delivery of the PE curriculum and assist in raising the standards within physical education teaching and learning.</p>	Set up YE as Active Surrey training venue. In return for offering our facilities for teacher training, we will receive free places on all courses hosted by YE.	No Cost	Collaboration with Active Surrey established and YE to be used as a venue once training is re-established post Covid-19	Increase links with other partners, such as Youth Sport Trust and other National organisations and governing bodies
	3 yoga staff booked on course for March 2020	£588	Yoga teachers using new skills to further engage students and	
	PE staff to attend Active Surrey multi skills training - PE staff attended training Nov 2019	Free	Multi sports club running on Friday afternoons	To embed additional active sessions into primary curriculum
	PE staff to attend Special Olympics MATP training – 2 PE staff attended course in Jan 2020 at Young Epilepsy	Free	MATP sessions embedded into learning for life curriculum. YE to host festival on 1 st May as part of the school games programme	Liaise with Special Olympics to train YE staff to progress to MATP lead
	Book PE team onto England athletics CPD (28 th April 2020) – cancelled due to Covid Purchase infant and inclusive athletics equipment	£1773.30	Greater variety of athletics activities offered with assessment data highlighting improvements in fundamental athletic skills	St Piers School to host a Surrey schools games athletics event
PE LSA to achieve PE Level 5 Certificate in Primary School Physical Education Specialism.	£1250	Training to begin October 2020	Once qualified, PE LSA to deliver daily active sessions to all students and to increase core PE time to 3 hours.	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0%
Intent	Implementation		Impact	
School focus with clarity on intended impact:	Actions to achieve:	Funding allocated:	Evidence of impact:	Sustainability and suggested next steps:
<p>Introducing new sports and physical activities to encourage more students to be active</p> <p>Community Golf</p> <p>Table cricket</p>	Contact community golf and Sussex disability cricket availability	Free	<p>5 sessions weekly sessions delivered in Autumn term</p> <p>Fantastic feedback from staff involved.</p> <p>Progress noted in terms of learning new, and improving existing skills.</p> <p>Focus and engagement levels improved over the weeks.</p> <p>Students stated they thoroughly enjoyed the sessions</p>	<p>Purchase equipment to continue delivering activity as part of PE games programme or lunch time club</p> <p>Appoint a club co-ordinator and establish sports/activity clubs provision.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
Intent	Implementation		Impact	
School focus with clarity on intended impact:	Actions to achieve:	Funding allocated:	Evidence of impact:	Sustainability and suggested next steps:
<p>To introduce new competitive opportunities and continue to enter School games competitions and other inclusive competitions and events.</p> <p>We see this as an important part of our programme, in terms of increasing the range of activities and competitive sport opportunities available to our students. We also believe that having a broad range of experiences will promote aspects of the student's spiritual, moral, social and cultural development.</p>	<p>Liaise with Active Surrey our local schools games organiser to further increase events attended and hosted</p> <p>Establish links with other local schools</p> <p>MATP festival</p> <p>Table cricket</p> <p>Attend at least one school games event every half term</p>		<p>Students won regional table cricket event and were very proud of their achievement. Greater confidence</p> <p>All other Spring and Summer term events were cancelled due to COVID 19</p>	<p>Re-visit actions as they were impacted by Covid-19.</p> <p>Establish more intra-school competition until events are re-established</p> <p>Appoint a school games lead to co-ordinate this provision and further establish school links for further competitive opportunities and increase participation in school games. The aim is all students to attend at least one event per term</p>

Signed off by	
Head Teacher:	
Date:	
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