

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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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 2020:	Areas for further improvement and baseline evidence of need:
Please see review of 19/20 plan	Please see targets in this plan.

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.	75%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	75%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	75%
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

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: £20,150		Date Updated: September 2020	
<p>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</p>					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:
To promote and encourage pupil participation in after school clubs.	<p>Inform parents of option to attend sports clubs followed by after school club.</p> <p>J&C coaching to run a sports festival to allow all children to try a variety of sports.</p> <p>Children to be visited by a famous athlete and take part in a fundraising event to further promote the participation in physical activity for all children.</p>	<p>£1200</p> <p>£500</p>	<p>After school clubs not able to run currently due to COVID pandemic.</p> <p>Competitive sporting opportunities provided in school e.g. Sports Day, mini marathon.</p> <p>Team Super Schools event held, including fitness fundraising activities and inspirational talk from famous athlete.</p> <p>Certificates introduced to raise the profile of Daily Mile amongst the children.</p>	<p>After school clubs to be fully embedded in 2021/22. Range of options on offer to all children.</p> <p>Similar event to be repeated in 2021/22.</p> <p>Similar event to be repeated in 2021/22. Assemblies focusing on inspirational sports people to be introduced in 2021/22.</p> <p>To further raise the pupil engagement.</p>	
To ensure the daily mile is run effectively and growth mind set is promoted to all pupils. This is to	Speak to staff about the effectiveness of the daily mile and strategies being used by the pupils.				

encourage them to make the most of the additional 15 minutes of physical activity.	<p>Assemblies to be held on importance of effort during the daily mile.</p> <p>To regularly change and mix up the daily mile with different challenges to keep the children engaged.</p> <p>Children to learn about the health benefits of physical activity and the effect it has on our bodies (in PSHE and PE lessons)</p> <p>Take part in BNF healthy eating week to promote healthy living.</p>		<p>Assemblies planned and introduced.</p> <p>New PSHE curriculum in Y3 and Y4 (iSpace) to support with growth mindset and mental health.</p> <p>Science and PE progression maps refined to make explicit the knowledge and skills to be taught.</p>	<p>iSpace curriculum to be reviewed with a view to whole school implementation.</p> <p>Progression maps to be refined further by curriculum teams to ensure clarity of progression in knowledge and skills across the school.</p>
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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	
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?:
Inter house and other team sports are to continue to be promoted with a variety of sports that allow all children to participate.	<p>Children to be encouraged to sign up for at least one sport.</p> <p>Competitions to be arranged with other STEP schools aimed at specific year groups.</p>		<p>Due to COVID 'bubble' systems that were in place, this was not able to be achieved.</p> <p>Mapped and planned for 2021/22.</p>

<p>To raise the profile of PE and Sport for visitors, parents and pupils.</p>	<p>Update notice board space regularly. Promote the board to children, visitors and parents.</p> <p>Use social media to post information and photos about the PE provision at Hawkes Farm</p>			<p>To be purchased in readiness for inter house competition in 2021/22</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:
Students able to access high quality teaching in a variety of areas allowing them to develop their skills and knowledge. To develop the provision of dance across the school.	Send out questionnaire to staff to gather data on confidence levels, skills and knowledge in PE. Source external CPD for current Sports Coach to disseminate back to staff. Dance curriculum to be established, promoting the skills presented on the progression map. Dance to be promoted by children participating in a dance workshop.	£3000	Sports training researched and in limited supply due to COVID-19 pandemic. Training on offer not relevant to area of need. Progress made towards PE progression maps. Socially distanced Dance workshop completed by all children across the school	To carry out analysis of gaps re. teacher skills and knowledge in 2021/22. Progression maps to be refined further by curriculum teams to ensure clarity of progression in knowledge and skills across the school. Similar activity to take place next year

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 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:
Extended period of swimming lessons for pupils in allocated year groups. Pupils' competency in swimming improves. Focus on increasing sport participation for pupils where uptake is lower.	Swimming sessions to be booked at freedom leisure for targeted year groups/ pupil that haven't yet received this opportunity. Survey pupils to establish which additional sports they would like. Review provision and look to implement clubs. Arrange an annual sports competition for a specific year group against other STEP schools.	£3000 £250	Swimming unable to take place due to school closures. Allocated funds used to purchase additional resources for physical development across the whole school including EYFS. School council collected this information. Popularity trends for specific sports, and clubs, were established. Fully resourced for the curriculum offer for 2020/21	Swimming planned for Y5 in summer 1 term 2021/22. Use information to inform inter-house and after school clubs.
Purchase new equipment to support the development of skills in a variety of sports.	Equipment to be checked regularly for wear and tear. An equipment order to be submitted.	£2500		Whole school audit to be completed 2021/22. Further resources purchased to enhance provision and ensure that requirements of the revised progression maps can be fully delivered.
For a group of children to experience a sport event.	Children to be offered the chance to watch a sports event as part of	£500	Cultural capital offer in place. Trips and experiences planned will now	Trips and experiences planned will now take place in 2021/22.

the cultural capital curriculum we provide at Hawkes Farm.

take place in 2021/22.

Date:	September 2020
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