



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2018

Commissioned by
Department for Education

Created by



**YOUTH
SPORT
TRUST**

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

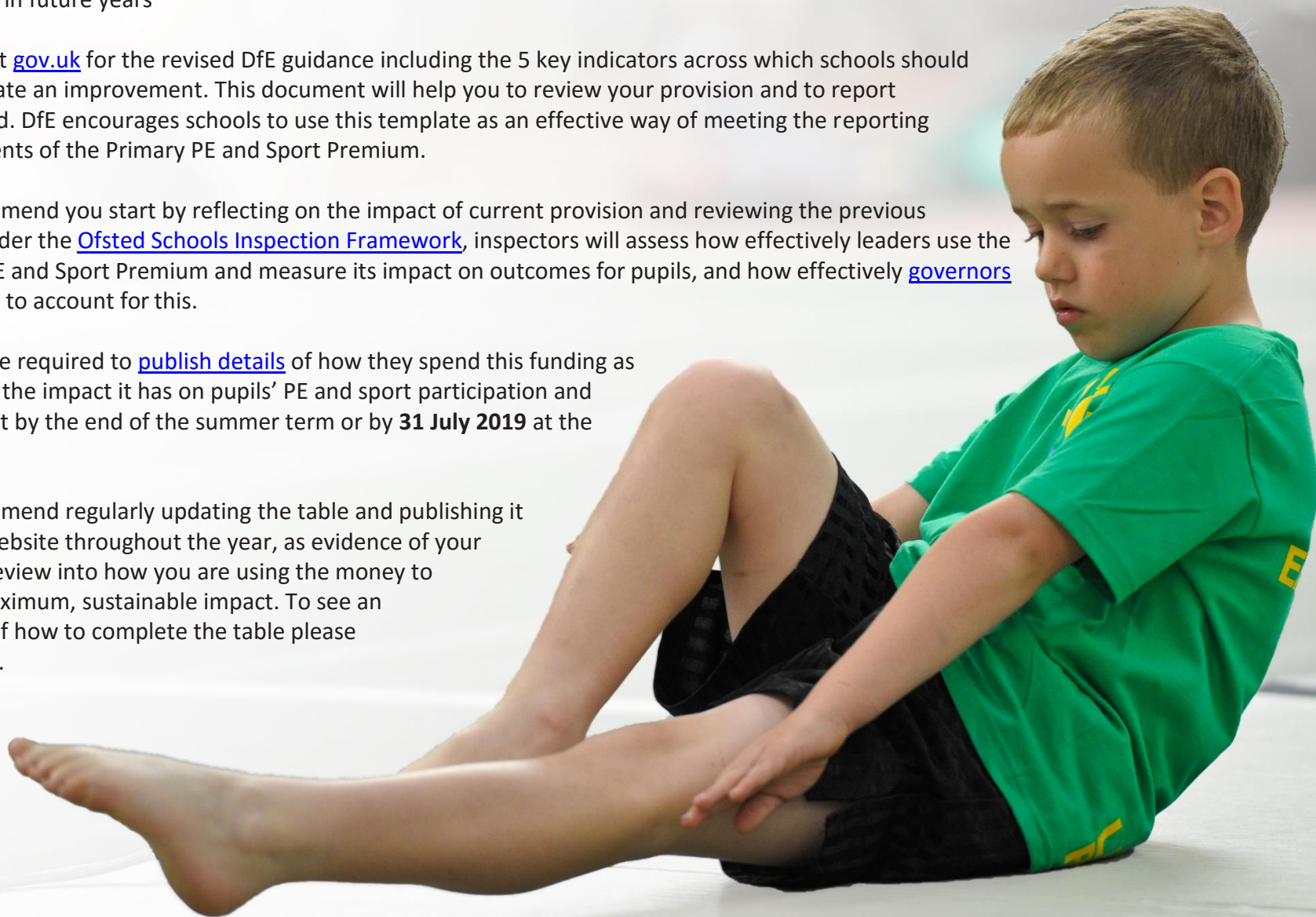
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](https://www.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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Children receive at least two hours of high quality physical activity per week. • The school provides a wide range of after school clubs encompassing many sports such football, rounders, cricket, netball, tennis, hockey, archery and others. • Morning Wake and Shake sessions have been well attended. • Specialist sports coaches employed through the Wyre and Fylde Sports Partnership, have worked alongside each of the teachers to deliver sports such as: tag rugby, boccia and health programs like Healthy Heads and Change for Life. • Effective PE teaching with teachers leading various sporting areas and delivering these as after school clubs. • Trained balanceability teacher as well as new resources to deliver bike training in KS1. • Increased external competitions – allowing children to play alongside schools from both the local area and Lancashire. • After school clubs such as netball and football became open to all children and not just the team which would be competing, allowing children, who rarely get a chance to shine during PE to play at a fun or competitive level. • Providing a broader range of sports like fencing and judo has improved the opportunities for our children. 	<ul style="list-style-type: none"> • To provide lunchtime support to encourage physical activity led by coaches and older children. • To continue to encourage participation in after school sports' clubs at both KS1 and KS2. • Improve the effectiveness of curriculum support sessions to further upskill staff and ensure sustainability. • To increase the opportunities for physical activities outside of curriculum PE sessions. • To use robust assessment based around non-negotiables to ensure that children are embedding key skills. • Encourage use of technology to enhance self and peer evaluation during lessons. • Offer targeted swimming intervention for upper KS2 children who are not yet confident swimming 25m.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
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 children may swim in another year please report on their attainment on leaving primary school.	Data not available
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	Data not available
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Data not available
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, due to COVID-19

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 students today and for the future.

Academic Year: 2019/20		Total fund allocated: £17990	Date Updated: 10/07/2020	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
Intent	Implementation		Impact	
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Provision for Wake and Shake to encourage more physical activity. Introduce Daily Mile activities across the school. 	<ul style="list-style-type: none"> Two Wake and Shake sessions available to all weekly. Train staff on what activities can be done to keep sessions engaging. 	£750	<ul style="list-style-type: none"> On average, around 25% of children take part in one of more Wake and Shake sessions per week. 	<ul style="list-style-type: none"> Continue to provide these sessions. Encourage further participation.
<ul style="list-style-type: none"> Walking to school initiative to encourage children to walk where possible. 	<ul style="list-style-type: none"> Class data collected on posters. Badges provided for those that hit certain milestones. Eco Council involvement. 	N/A	<ul style="list-style-type: none"> Plans to introduce this initiative were cut short due to COVID-19. Number of children walking to school has increased. Some children families park further away so that they can walk part of the way. 	<ul style="list-style-type: none"> Introduce these activities when it is safe and manageable to do so. Continue.

<ul style="list-style-type: none"> Children take part in more lunchtime activities through child and adult led support. 	<ul style="list-style-type: none"> Current Y5 children have received PALs training so that they can lead lunchtime games. 	£200	<ul style="list-style-type: none"> KS1 children have engaged with more games as a result of the PALs leaders. 	<ul style="list-style-type: none"> Target specific groups of children based on other data. Update lunchtime equipment. Use pupil voice and school council to identify areas for improvement. Current Y6 have not had this training because of COVID-19. Look at introducing this in the winter term.
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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	
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> All children given the opportunity to participate in external competitions or coaching sessions. Raise the profile of sports by encouraging children to share their achievements outside of school during celebration assembly. Also, teams who have competed will be celebrated as well. There will always be a focus on inspiring participation and sportsmanship. To continue to raise the profile of events through the use of the Twitter account. 	<ul style="list-style-type: none"> Subscribing to offers with WFSP and GCA to maximise opportunities for pupils. Take part in friendly competitions in the local cluster. Out of school achievements celebrated. School competitions and events celebrated. Report on all sporting events via Twitter and Facebook. 	<p>£3231 £1300</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>	<ul style="list-style-type: none"> Last year 82% of children attended a before or after school club. This year was on track to be similar. The number of children sharing their achievements has increased over the year; however, summer competitions were obviously halted. Sporting events are reported more regularly. 	<ul style="list-style-type: none"> Arrange further friendlies outside of competitions. Target invitations at those who haven't yet participated. To develop reporting in other areas such as writing match reports.

<ul style="list-style-type: none"> Increased focus on health and wellbeing. 	<ul style="list-style-type: none"> KS2 Healthy Heads training. 	<p>Included in offers.</p>	<ul style="list-style-type: none"> Feedback from the Healthy Heads programme has been very positive. 	<ul style="list-style-type: none"> Roll out Healthy Heads to all classes.
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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	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Curriculum support for all teachers with a focus on improving knowledge, skills and understanding. 	<ul style="list-style-type: none"> Coaches booked in to all classes to deliver curriculum support sessions. Teachers to request areas for teaching that they feel that they are less confident in. 	<p>£3231</p> <p>N/A</p>	<ul style="list-style-type: none"> Teachers' feedback from the curriculum support sessions has been positive. Teachers feel more confident in the areas in which they have had support. 	<ul style="list-style-type: none"> Requesting of more detailed plans to enhance sustainability. Allocated time for discussion to maximise the effectiveness of the support. Develop knowledge, skills and understanding in dance and gymnastics.
<ul style="list-style-type: none"> Make assessment more robust and easier for teachers so that they can help children to progress further. 	<ul style="list-style-type: none"> Purchase iPads for PE and equip with relevant software. 	<p>£2400</p>	<ul style="list-style-type: none"> Training on using PE app did not occur due to COVID-19 but the iPads are ready to use. 	<ul style="list-style-type: none"> Staff training to occur early next year and assessment software to be used.
<ul style="list-style-type: none"> Allow children to evaluate their own performances and techniques through use of technology thus allowing them to improve more quickly. 	<ul style="list-style-type: none"> Purchase iPads for PE and equip with relevant software. 	<p>As above.</p>	<ul style="list-style-type: none"> Training on using PE app did not occur due to COVID-19 but the iPads are ready to use. 	<ul style="list-style-type: none"> Staff training to occur early next year and assessment software to be used.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		Impact	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Through FTFC, WFSPP and GCA packages children are offered a more diverse range of sports including dodgeball, fencing, archery, orienteering and others. To give all children in certain classes experiences of judo and fencing. 	<ul style="list-style-type: none"> Emphasis in increasing participation in festivals and targeting children to take part. Celebrate festivals equally with other competitions. Book in judo and fencing sessions throughout the year. 	<p>£3231 £1300</p> <p>£TBC</p>	<ul style="list-style-type: none"> Children who would not normally participate in out of school sports and competitions have done so. Children felt proud to have represented their school regardless of how they did. Children got to experience even more sports. Feedback from children and parents was very positive. 	<ul style="list-style-type: none"> Continue to provide opportunities in a wealth of sports. Look for opportunities to expand the range of sports experienced in curriculum PE. Continue to provide these opportunities.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
Intent	Implementation		Impact	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> To increase participation in competition across all groups in a variety of sports. 	<ul style="list-style-type: none"> Continue with GCA package. Continue with WFSPP package. 	£1300 £3231	<ul style="list-style-type: none"> We were on track to, at least, meet standards achieved last year but due to COVID-19 competitions were halted. Children were given opportunities via Google Classroom to participate in virtual challenges and competitions. Children value the opportunities to represent their school in competitions. 	<ul style="list-style-type: none"> Look at developing opportunities to compete in friendly competitions with local schools.

Contingency Fund: PE funding to be used for transport costs, replenishing and updating commonly used resources i.e. tennis balls, footballs. Supply costs to cover staff on CPD for PE.